

**THE PRACTICES AND CHALLENGES OF SCHOOL-BASED SUPERVISION IN
GOVERNMENT SECONDARY SCHOOLS OF KAMASHI ZONE OF BENISHANGUL
GUMUZ REGIONAL STATE**

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ABERVATION AND ACRONYMS

ADEA - Association for the Development of Education in Africa.

CPD - Continuing Professional Development.

BGREB - Benishangul Gumuz Regional Education Bureau

EMPDA- Education Materials production and distribution agency

ESDP - Education Sector Development Program

KETB - Kebele Education and Training Board

MOE - Ministry of Education

REB - Regional Education Bureau

SPSS - Statistical Package for Social Science

PTA - Parent Teacher Association

UNESCO - United Nations Educational Scientific and Cultural Organization

UNICEF- United Nations International Children’s Education Fund

WEO - Woreda Education Office

ZEO - Zonal Education Office

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Abstract

The purpose of this study was to assess the practices of school-based supervision in government secondary schools of Kamashi Zone. Five basic questions were formulated, which emphasized the extent to which teachers understand about the school-based supervision in secondary schools of Kamashi Zone, the various supervisory options applied by supervisors in these schools, the procedures employed classroom observation in the secondary schools, the extent to which school-based supervisors discharge their responsibilities and the challenges existing in the implementation of school-based supervision. To conduct this study, the descriptive survey method was employed. One Zonal and five Woreda Education Office supervision coordinators were selected through purposive sampling technique. Among the 10 government secondary schools found in the Zone, 5 of them were selected randomly as sample schools. From these sample schools, 5 principals and 30 school-based supervisors (5 unit leaders and 25 heads of department) were also included as respondents using purposive sampling technique. Furthermore, 84 teachers have participated in the study through availability sampling technique. Questionnaire was used as main tool of data collection. Interview and document analysis were used to substantiate the data gathered through questionnaires. Frequency, percentage, mean and t-test were utilized to analyse quantitative data gained through the questionnaires. The qualitative data gathered thorough interview and document analysis were by narration. The result of the study indicated that teachers lack awareness and orientation on the activities and significance of school-based supervision, ineffectiveness of the practices of supervisory options matching with the individual teacher's developmental level, and inability of supervisors to apply the necessary procedures for classroom observation properly. On the other hand, among the factors influencing the school-based supervision, lack of relevant training programs for supervisors, scarcity of experienced supervisors in school-based supervision activities, lack of supervision manuals in the schools and shortage of allocated budget for supervisory activities. Finally, to minimize the problems of school-based supervision in secondary schools, it is recommended to give relevant in-service trainings for supervisors to upgrade their supervisory activities, necessary resources such as supervision manuals and an adequate budget for the success of supervision at the school level was suggested.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, Limitation of the Study and definition of operational terms

1.1 Background of the study

As in many other developing countries, in our country- Ethiopia, education has been given great attention for it is the basic way of economic growth and all-rounded development of the society. This requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management, (Aggarwal, 1985). So schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement, administration, instruction and supervision are responsible for the highest performance of students in schools. Furthermore, the Ministry of Education (MoE, 2010), in its Education Sector Development Program (ESDP IV), has stressed the necessity of teacher supervision and support as a strategy to insure quality of teaching and learning.

Many researchers believe that supervision of instruction has the potential to improve classroom practices, and contribute to student success through the professional growth and improvement of teachers (Blasé & Blasé, 1999; Musaaazi, 1985; Sergiovanni & Starratt, 2002; and Sullivan & Glanz, 1999). 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 student improved learning and success (Hoy & Forsyth, 1986; Sergiovanni & Starratt, 2002; Sullivan & Glanz, 1999).

To achieve the goal of supervision, supervisors of instruction generally advice, assist and support teachers (Hoy & Forsyth, 1986 ;) The International Institute for Educational Planning UNESCO, 2007; Sergiovanni & Starratt, 2002) and also inspect, Control and evaluate teachers UNESCO, 2007). In a related way, Blasé and Blasé (1999) suggest that teachers do

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their best work when they are motivated. They note that effective instructional leadership impacts positively on teacher motivation, satisfaction, self-esteem, efficacy, and teachers' sense of security and their feelings of support.

Supervision in the school system mainly focuses on the whole school improvement and quality of education given to the students. In the light of this, (MoE, 2002) stated supervision as the process in which supervisors provide professional support for the school principals and teachers to strengthen the teaching and learning process. Similarly, according to Trait discussed in the Association for the Development of Education in Africa (ADEA, 1998) supervision is taken as the process in which supervisors visit schools to work with the teachers and school administrators to ascertain the quality of teaching and administration. Thus, adequate support and effective supervisory activities are very crucial for schools to enhance the teaching learning process.

The overall objective of effective school based supervision is to enable the individual teacher to become implementer of effective teaching. Regarding the role of supervisors, they are part of the technical level in schools. As such they are concerned primarily: with teaching and learning; they are first and foremost teachers-master teachers, not administrators. Their area of expertise is curriculum and instruction; their job is to help their colleagues improve the teaching-learning process. They need an organizational structure that allows them to do this in a no threatening environment unfettered by bureaucratic requirements for control. The supervisory requirement, then of a staff position with earned, informal authority (rather than administrative authority) consistent with a supervisory role defined as part of the technical subsystem. This point is illustrated in Supervision Manual of MoE (1994) as follows:

- Ensuring curriculum implementation.
- Providing direct technical support to teachers.
- Providing on- the - job training to teachers.
- Conducting teacher performance evaluation.
- Conducting formative education program evaluation.

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- Monitoring and coordination.

In Ethiopia educational inspection which was later replaced by supervision, was started in 1941/2. The shifting of inspection to supervision (in 1962/3) was to improve the teaching learning process through strengthening of supervision by focusing on the curriculum, teaching content and methodology, and provision of professional assistance and guidance to classroom teachers. Again, with the change of the political system in the country a shift from inspection to supervision was made as of 1994 (BGREB, 2006).

According to MoE (1994), school-based supervisors and external supervisors are responsible to carry out educational supervision. In this regard, the Woreda, Zonal, Regional and Central supervisory educators are structured under external supervisors. Furthermore, the supervisors and education experts of the above-mentioned external organizational bodies have been given responsibility to assist teachers in school.

On the other hand, school principals, deputy principals, heads of department and senior teachers are categorized under the actors of school-based supervision (MoE, 1994). Since these school-based supervisors are within the schools, they are responsible to assist teachers closely and continuously for the improvement of the instruction. Because, teaching learning process is a day- to-day activity, which is carried out by teachers in schools. The problems that teachers encountered while they are teaching can also be solved through school-based supervisors.

In order to bring effective education through the improved teaching learning process, school-based supervision should be democratic and cooperative and should get serious attention in the school. In light of this, it is quite useful to assess the current practices of school-based supervision in government secondary schools of Kamashi Zone.

1.2 Statement of the Problem

It is believed that the overall education system should be supported by educational supervision in order to improve the teaching-learning process in general and learners' achievement in particular (UNESCO, 2007). School-based supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education. In this

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way, school-based supervisors, Woreda, Zonal and Regional educational experts are responsible to closely and periodically assist teachers in the schools (MoE, 2009).

School-based supervision focuses on teachers' professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students. In line with this, UNESCO (1999) indicated that school-based supervisory practices are significant for individual teachers' professional development, school improvement, and satisfaction of public demands. To this end, school-based supervision should be well planned and organized to accommodate the central interest of teachers, students and the society. School-based supervision thus has much importance. According to the view of Goble and Porter (1977), school-based supervision is vital for the continuous professional development of teachers and the overall enhancement of quality education.

To make school-based supervision more effective, collaboration should be made with various groups. As illustrated by the Ministry of Education (MoE, 1994), the school principals, vice-principals, department heads, and senior teachers should take major responsibility in supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education.

The findings of different research conducted on the practice of instructional supervision in secondary schools of different Regions and Zones of our country have shown that, there was a lack of awareness on utilizing various supervisory options, a lack of relevant continuous trainings for department heads and senior teachers who are supposed to carry out supervisory activities at school level, and also there's inadequate classroom observation to monitor teachers' instructional improvement (Chanyalew, 2005; Getachew, 2001; Million, 2010).

The researcher has been teaching for five years in secondary schools of the study area, Kamashi Zone. However, to the knowledge of the researcher, there was no research conducted on the practices of school-based supervision in secondary schools of Kamashi Zone. Due to this reason, the researcher felt that, there is a gap which needs in depth investigation about the status of the current supervisory practices such as proper implementation of supervisory

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options and classroom observation, the proper implementation of school-based supervisors' responsibilities in line with the issues mentioned in the supervision manual of Ministry of Education in secondary schools of the study area and to suggest the ways of improvements in the process of implementation of school-based supervision. Thus, this study intends to answer the following basic questions:

1. To what extent teachers understand about the school-based supervision in secondary Schools of Kamashi Zone?
2. What are the supervisory options applied by supervisors in school?
3. To what extent school-based supervisors employ procedure of classroom observation in Secondary schools?
4. To what extent did school-based supervisors discharge their responsibilities?
5. What are the challenges existing in the implementation of school-based supervision?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to assess the status of school-based supervisory practices and challenges in government secondary schools of Kamashi Zone.

1.3.2 Specific Objectives

Specifically the research was conducted to attain the following specific objectives. To:

1. Investigate the understanding of teachers about the school-based supervision.
2. Identify the various supervisory options mostly applied by the supervisors in the school.
3. Explore the procedures employed in classroom observation in the secondary schools.
4. Discover the extent to which school-based supervisors discharge their responsibilities.
5. Examine the challenges and prospect of school-based supervision in secondary schools.

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1.4 Significance of the Study

The purpose of supervision is to improve instruction, to strengthen classroom management, and to ensure that the curriculum is followed. Supervision aims at helping teachers ensure for effective teaching, and that all the ministry policies, rules and regulations are implemented (MoE, 1994). In the light of this, the study is believed to have the following contributions:

1. It may serve as an input for different levels of educational experts i.e. WEO, ZEO, and REB to know the current practice of school-based supervision in secondary schools.
2. It may assist the external and school-based supervisors to know their weaknesses and strengths on supervisory practices and then encourage them to give more attention to implement supervisory activities in secondary schools.
3. This study may help as a springboard for other researchers who want to conduct further research in the area of supervision for effective learning and teaching.

1.5 Delimitation of the Study

Among several activities which are being implemented for the overall school improvement, this study was delimited to assessing the practices and challenges of school-based supervision in government secondary schools of Kamashi Zone, it gives due emphasis on how teachers internalize the school-based supervision, the various supervisory options mostly applied by the supervisors in the school, the procedures of classroom observation implemented in the school, the school-based supervisors discharge their responsibilities and the challenges of school-based supervision. Due to the location of the schools and dispersed settlement, this study was delimited to the 5(50%) out of 10 government secondary schools of the specific Zone.

1.6 Limitation of the Study

It is obvious that research work can not totally free from limitation. Hence, some limitations were also observed in this study. One apparent limitation was that most of the secondary school principals unit leaders; teachers and Woreda supervisors were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. Another limitation was lack of contemporary and relevant literature on the topic, especially on Ethiopian condition. There is acute shortage of books or lack of updated related literature in the area. In spite of these short comings, however, it was attempted to make the study as complete as possible.

1.7 Operational Definition for key Terms

Challenges: factors that hinder the function of school-based supervision.

External supervision: refers to professional support for teachers provided by experts of WEO, ZEO, and REB from outside of the school.

School-based supervision: the supervision that is conducted in schools and that is carried out by principals, vice-principals, heads of department and senior teachers.

Practice: -An action rather than ideas the actual framework of supervisor's task.

Secondary school:-refers to the school system established to offer two years of general education (grade 9 -10) and extra two years of pre-college preparation (preparatory).

Status: refers to the condition at which the practice of school-based supervision exists.

Understanding:-in this research was the knowledge of teachers towards the school-based supervision.

1.8 Organization of the Study

This study is organized in to five chapters. The first chapter contains the introduction part which consists of , the background of the study , statement of the problem, objectives of the study, significance of the study, the delimitation of the study, definition of operational terms or concepts. The second chapter contains review of related literature pertinent to the research. The third chapter deals about research methodology that incorporates , research design, research method, source of data, Population, sample size and sampling technique, Instrument of data collection, procedures of data collection, methods of data analysis, and ethical consideration. The fourth chapter is concerned with the analysis and interpretation of data and discussion on important issues. Whereas chapter five presents summary of findings, conclusions and recommendations of the study. Finally, list of reference materials used for conducting the study, questionnaire and interview questions are annexed at the end.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part of the study devotes itself to presenting the existing international, national and regional literatures in the arena of school supervision. It begins with briefing the concept of supervision, historical development of supervision, tasks of supervision, supervisory options for teachers; and practices of supervision in Ethiopia and Benishangul Gumuz region.

2.1 The Concept of Supervision

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 Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. On the other hand, supervision is considered as:

Any service for teachers that eventually results in improving instruction, learning and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals- the supervisor, the teacher, the administrator, and the parent (Ross & Dean, 1980).

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Instructional supervision is a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance (Beach & Reinhartz, 2000). On the other hand, Igwe (cited in Enaigbe, 2009) indicated that to supervise means to direct, oversee; guide to make sure that expected standards are met.

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 ongoing instructional dialogue and reflection for the purpose of improving teaching and learning. As for, Association for the Development of Education in Africa [ADEA] (1998) supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results. Furthermore, according to Chiovere (1995) supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects attainment of stated aims, objectives and goals of an education system at a given level.

The dictionary of education (as cited in Benjamin, 2003) provided the most extensive definition of supervision as all efforts of designated school official toward providing leadership to the teachers and other educational workers in the improvement of instruction; involves the stimulation of professional development of teachers, the selection of educational objectives, materials of instruction, and methods of teaching, and the evaluation of instruction.

In summary, the definitions of supervision highlighted above imply that the focus of supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students' learning performance.

2.2 Historical Development of Educational Supervision

2.2.1 Global perspective

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

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Table 1: Development of supervision through different periods

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

2.2 Historical Development of Educational Supervision in Ethiopia

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

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

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

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

Again, following the change of the political system in the country a shift from inspection to supervision was made in 1994. According to the Education and Training Policy of 1994, educational administration is decentralized. In this respect, what is envisaged is, democratic

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supervision, which would seek the participation of all concerned in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to improve teaching learning process (MoE, 1994).

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

2.3 Principles of Educational Supervision

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

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

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7. Supervision from within and outside the school complements each other and are both necessary.

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

2.4 The Intents of Supervision

Instructional supervision aims to promote growth, interaction, fault-free problem solving and a commitment to build capacity in teachers. Cogan (1973) envisioned practices that would position the teacher as an active learner. Moreover, Cogan asserted that teachers were not only able to be professionally responsible, but also more than able to be “analytic of their own performance, open to help from others and self-directing”. Unruh and Turner (1970) saw supervision as a social process of stimulating, nurturing and appraising the professional growth of teachers and the supervision as the prime mover in the development of optimum conditions for learning for adults, when teachers learn from examining their own practices with the assistance of others, whether peers or supervisors, their learning is more personalized and therefore more powerful.

The intents of instructional supervision are formative, concerned with on-going, developmental, and differentiated approaches that enable teachers to learn from analysing and reflecting on their classroom practices with the assistance of another professional (Glatthorn, 1984; Glickman, 1990). In line with the necessity of supervisor's help for teachers, Sergiovanni and Starratt (2002) suggested that most teachers are competent enough and clever enough to come up with the right teaching performance when the supervisor is around.

As Acheson and Gall, and Pajak (cited in Zepeda, 2003), the intents of supervision is promoting face-to-face interaction and relationship building between the teacher and supervisor and also promotes capacity building of individuals and the organization. Furthermore, as mentioned by Sergiovanni and Starratt, and Blumberg (cited in Zepeda, 2003), supervision promotes the improvement of students' learning through improvement of the teacher's instruction; and it promotes change that results in a better developmental life for teachers and students and their learning. Instructional supervision is service that will be given

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for teachers, and it is the strategy which helps to implement and improve teaching learning process, and also an activity that is always performed for the advantage of students learning achievement (BGREB, 2006).

To sum, the intents of instructional supervision revolves around helping teachers for their practical competencies and increasing students learning through the improvement of the teachers' instruction.

2.5 Qualities of a Good Supervisor

The most important indicator for the quality of education is the quality of the teaching and learning taking place in the classroom. However, this cannot be materialized without having regular supervision of teachers' activities (MoE, 2006). The supervisor needs to have some qualities to handle well his/her responsibility. Claude (1992) indicates that supervising people, teachers in particular, both a skill and an art. It is a skill because the basic theories about motivation, communication, conflict resolution, performance counseling, and so on can be learned. On the other hand, its view as an art is, the supervisor adopts and adapts this knowledge and puts into practice in his/ her own unique way. In general, school-based supervisors ought to be skilled and knowledgeable about the task elements of their school work.

A successful supervisor has a positive attitude. When the supervisors' attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the heads of the school and staff members alike prefer working with someone who has a positive attitude (Samuel, 2006).

According to Stadan (2000) a good school-based supervisor should be approachable, good listener, very patient, and should be a strong leader. Moreover, supervisors also should have ability to motivate people as well as create a feeling of trust in others. The qualities mentioned above are used as a mechanism for achieving harmonious relationships between supervisors and those for whom they are responsible and for providing adequate communication systems between supervisors and teachers and between school departments and functions.

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2.6 Supervisory Options for Teachers

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

By supporting the necessity of alternative supervisory options for teachers, Sullivan and Glanz (2000) revealed that the proper use of various approaches to supervision can enhance teachers' professional development and improve instructional efficiency. In the same way, it is noted in Kwong (1992), as successful matching of options to teachers results in enhanced professional development, increased work motivation, and more effective teaching and learning. As Sergiovanni and Starratt (2002) mentioned, there are at least five supervisory options: clinical, collegial, self-directed, informal and inquiry-based supervision.

2.6.1 Clinical Supervision

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

If teacher supervision is done properly in the schools, then teachers would develop and perfect their own teaching skills for the benefit of the pupils. In lines with this, Acheson and Gall (1987) define clinical supervision as *“supervision focused upon the improvement of the instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification.”* The analysis

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of the data and relationship between teacher and supervisor, form the basis of the programmed procedures and strategies designed to improve the student's learning by improving the teachers classroom observation.

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

2.6.2 Collegial Supervision

Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are given to the supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000). Collegial supervision is defined by Glatthorn (1984:) as a *“moderately formalized process by which two or more teachers agree to work together for their own professional growth, usually by observing each other's classroom, giving each other feedback about the observations, and discussing shared professional concerns”*. Similarly, Sergiovanni and Starratt (2002) shared the above idea as *“in collegial or peer supervision teachers agree to work together for their own professional development”*.

Teachers engage in supervisory functions when they visit each other's classes to learn and to provide help, to critique each other's planning, to examine together samples of student work, to pour over the most recent test scores together, to puzzle together over whether assignments they are giving students are appropriate or whether student performance levels meet important standards, to share portfolios and to engage in other activities that increase their learning, the learning of their colleagues and the quality of teaching and learning that students receive (Sergiovanni & Starratt, 2007).Sergiovanni and Starratt (2002) noted that collegial supervision extends well beyond classroom observation. It provides a setting in which teachers can informally discuss problems they face, share ideas, help one another in preparing

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

2.6.3 Self-Directed Supervision

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

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

2.6.4 Informal Supervision

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

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observations can assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school.

2.6.5 Inquiry-Based Supervision

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

2.7 Tasks of Instructional Supervision

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

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

2.7.1 Direct Assistance

Direct assistance to teachers is one of the crucial elements of a successful school. Supervision provides direct assistance to teachers as it is continuously focuses on improvement of classroom instruction. Direct assistance occurs when the supervisor effectively provides

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feedback for individual teacher. It is necessary for instructional improvement by providing feedback to teachers, and making sure, they are not feeling isolated, but is essential part of a team oriented staff (Glickman et al., 2004).

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

2.7.2 Curriculum Development

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

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

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

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

2.7.3 Group Development

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

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

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

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

Schools, as organizations, today are increasingly looking for ways to involve staff members in decision-making and problem solving. Hence, the school leader as a supervisor needs to have good communication skill, share goals, commitment and accountability for results with the staff members (Samuel, 2006). Learning the skills of working with groups to solve instructional problems is a critical task of supervision. Therefore, it is the responsibility of the supervisor to provide for instructional problem-solving meetings among teachers to improve instruction (Glickman et al., 2004).

2.7.4 Professional Development

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

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

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

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

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to providing knowledge and skills linked to the ever-changing needs of a dynamic society.

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

2.7.5 Action Research

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

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

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

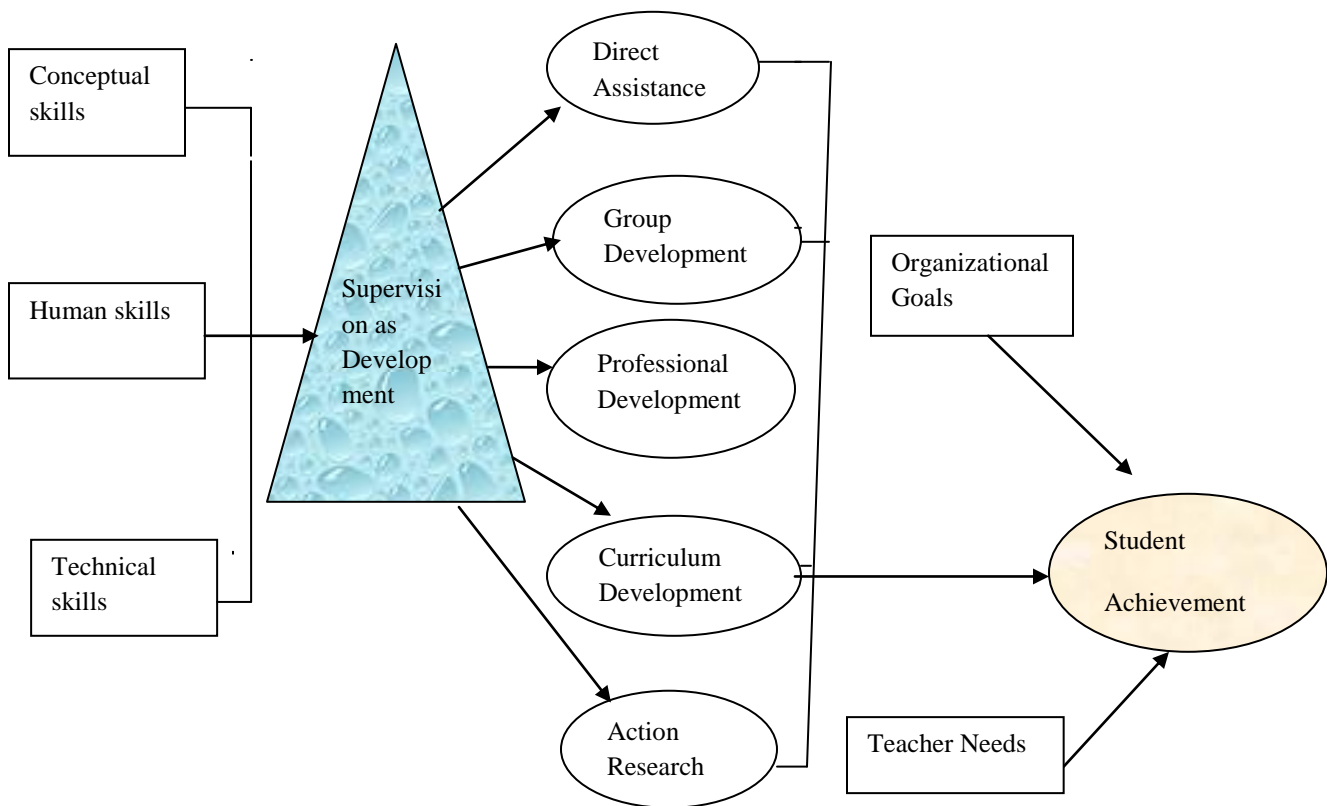
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which needs to be strengthened in the school and practiced continuously based on the prepared plan for school improvement program.

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

Fig 1: Summary of the five tasks of supervision

Prerequisites Function Tasks Unification Product



Source: Adapted from Glickman et al. (2004)

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

- 1. Knowledge skills base:** supervisors need to understand what teachers and schools can be and what teachers and schools are.
- 2. Interpersonal skills base:** supervisors must know how their own interpersonal behaviors affect individuals as well as groups of teachers and then study ranges of interpersonal behaviors that might be used to promote more positive and change-oriented relationships.
- 3. Technical skills:** supervisors must have technical skills in observing, planning, assessing and evaluating instructional improvement. Supervisors have certain educational tasks at their disposal that enable teachers to evaluate and modify their instruction.

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

- A. Direct assistance:** which is the provision of personal, ongoing contact with individual teacher to observe and assist in classroom instruction.
- B. Group Development:** is the gathering together of teachers to make decisions on mutual instructional improvement.
- C. Professional Development:** is the task which includes learning opportunities for staffs provided or supported by the school and school system.
- D. Curriculum Development:** is the revision and modification of the content, plans and materials of classroom instruction.
- E. Action Research:** is the systematic study by a staff of the school on what is happening in the classroom and school with the aim of improving learning.

By understanding how teachers grow most advantageous in a supportive and challenging environment, the supervisor can plan the tasks of supervision to bring together organizational goals and teacher needs into a single fluid entity. The

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unification of individual teacher needs with organizational goals helps to promote powerful instruction and improved student learning.

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

2.8 Procedures of Classroom Observation

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

2.8.1 The Pre-Observation Conference

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

For the successfulness of classroom observation, the supervisors should have full knowledge on the activities to be carried out. In line with this, Fisher (cited in Gurnam& Chan, 2010) suggested that to enhance the professional effectiveness of the teaching staff, administrators/supervisors must be skilled in the following area; (a) what to evaluate, (b) how to observe and analyze classroom observation and information and (c) how to translate the results of observations and the summary of data into meaningful conference feedback that guides and encourages teachers to improve instruction. She also points out that “supervision

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of instruction must be built on the observer's thorough understanding and in-depth knowledge of instructional theory, not on a checklist of what should be in a lesson."

During pre-observation meeting, the supervisor and teacher discuss on the lesson plan by stressing on the lesson objectives, relevance and appropriateness of content, time allocation, the availability of teaching aids, and the evaluation (ADEA, 1998). These determinations are made before the actual observation, so that both supervisor and teacher are clear about what will transpire (Glickman et al., 2004).

2.8.2 Observation Phase

The observation phase begins when the teacher and instructional supervisor enter the classroom. During this phase, the supervisor as a professional practitioner observes the teacher based on areas agreed up on and collects as much information as possible about the teaching and learning situation (ADEA, 1998). The supervisor also records the teacher's performance on the format of the lesson plan, the appropriateness of the lesson objectives, and the ability of teacher to provide an appropriate feedback mechanism, reinforcement, and classroom discipline. During classroom observation the supervisor is not only focuses on the recording teachers' performance, but also records what the students are doing. While the class observation is going on, the supervisor must follow the lesson in detail from the beginning to the end (Abongo, 1998; Gurnam& Chan, 2010).

According to Rogers (2004), during class observation it is better for the supervisor to sit at the back of the class to follow the lesson attentively without making any gesture or showing signs of displeasure, approval or disapproval and takes notes if necessary on an appropriate form which will be analyzed later. He does not interrupt the teacher during the class.

2.8.3 The Post-Observation Conference

The post-observation conference is an opportunity and setting for teacher and supervisor to exchange information about what was intended in a given lesson/unit and what actually happened (Sergiovanni & Starratt, 2002). This conference helps the teacher and the supervisor to measure strengths and weaknesses and further identify any gaps when measured an ideal particularly the needs of the learners and the teachers (ADEA, 1998 :).

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The post-observation conference helps the teacher to improve the classroom instruction. The feedback during the post observation conference should focus on modifiable teaching behaviours. In doing this, teachers should not be asked to do things which they cannot do anything about (Abongo, 1998 :).

In general, developing the skill of observing serves a dual purpose; it helps teachers gain a better understanding of their own teaching, while at the same time refines their ability to observe, analyse and interpret, an ability that can also be used to improve their own teaching. An observation task is a focused activity to work on while observing a lesson in progress. It focuses on one or a small number of aspects of teaching or learning and requires the observer to collect data or information from the actual lesson (Ruth, 1992).

2.9 Practices of Educational Supervision in Ethiopia

2.9.1 Supervision at School Level

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

2.9.1.1 The Roles of School Principal in Supervision

The school principal in his/her capacity as instructional leader, his/her responsibilities would be:

- Creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources;
- Giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary;
- Coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large;

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- Coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and;
- Cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

2.9.1.2 The Roles of Deputy Principals in Supervision

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities:

- ✚ Giving over all instructional leadership to staff members;
- ✚ Evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and;
- ✚ Ensuring that the curriculum of the school addresses the needs of the local community.

2.9.1.3 The Roles of Department Heads in Supervision

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services /experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are:

- Coordinating the supervisory activities in their respective departments and evaluating teachers' performance;
- Arranging on the job orientation and socialization programs to newly assigned teachers in the respective departments;
- Initiating and promoting group participation in the planning, implementation and decision making of the instruction and in the evaluation of instructional outcomes;
- Selecting and organizing teaching materials and making them available for use by teachers;
- Encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects;
- Organizing model teaching programs for inexperienced (junior) teachers staff members by imitating senior staff members from the departments;

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- Coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc., to tackle identified problems of the curriculum and;
- Encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems.

2.9.1. 4 The Roles of Senior Teachers in Supervision

According to the career structure developed by Ministry of Education on the basis of Ethiopian Education and Training Policy of 1994, High-ranking teacher, Associate Head teacher and Head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their department (MoE, 1994).

2.10 Current Educational Supervisory Practice in Benishangul Gumuz Region

Instructional supervision is service that will be given for teachers, and it is the strategy that helps to implement and improve teaching learning process, and an activity that is performed for the advantage of students learning achievement. Due to this, the supervisor expected to act as a coordinator, a consultant, a group leader and a facilitator in teaching learning activities (BGREB, 2006). As Benishangul Gumuz Regional Education Bureau (2006) states, the mission of the supervisor is implementing and strengthening teaching learning process through providing professional support, and also creating conducive situation for the improvement of students' learning.

2.10.1 Supervisors' Responsibility

A supervisor is an expert who supports teachers and other educational experts for the improvement of teaching learning activities and also who motivates teachers for their professional growth. Moreover, a supervisor is responsible to act as a coordinator and expected to work intimately with teachers and school community for the school improvement programme. Based on this, a supervisor monitors the curriculum development, facilitates in-service training, and provides professional support for teachers particularly on the basis of school improvement programme and quality education (MoE, 2006).

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In addition to the roles and responsibilities of supervisors mentioned by Ministry of Education (MoE, 2002), the Benishangul Gumuz Regional Education Bureau (BGREB, 2006)has entrusted additional responsibilities to the Woreda supervisors. Therefore, in order to strengthen the supervisory activity, the Woreda supervisor is expected to:

- ❖ Prepare the discussion and training programs for the selected PTA's and KETB's members of the school clusters.
- ❖ Provide professional support for school clusters and schools not classified under clusters in the Woreda.
- ❖ Collect and compile necessary data of the whole schools found in the Woreda.
- ❖ Organize discussion programs with school cluster supervisors.
- ❖ Level the school clusters/schools under the Woreda based on the formulated and relevant data they have.

2.11 Challenges against School-Based Supervision

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

2.11.1 Perception of Teachers towards Supervision

School-based supervision aims at improving the quality of children's education by improving the teacher's effectiveness. As Fraser (cited in Lilian, 2007),noted the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007).

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Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one.

Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

2.11.2 Lack of Adequate Training and Support

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

2.11.3 Excessive Workload

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

2.11.4 Inadequate Educational Resources

There can be no effective supervision of instruction without adequate instructional materials (Enaigbe, 2009). Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process.

On the other hand, the absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007).

CHAPTER THREE

THERESEARCH DESIGN AND METHODOLOGY

This chapter presents the research methodology, the sources of data, the study site and population, the sample size and sampling technique, the procedures of data collection, the data gathering tools, the methods of data analysis and Ethical considerations.

3.1. The Research Design

In this study descriptive survey research design was employed. Because the major goal of this study was to describe the practices and challenges of school-based supervision, as it exists at present, it is also relevant to gather detailed information concerning current status of the practices and challenges of school-based supervision. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) describes that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events.

3.2 The Research Method

In this study survey method was selected and used to collect quantitative data, while for the qualitative data interview was employed (Muijs, 2004). A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitates to have or to get in-depth data on the practices and challenges of school-based supervision. To this line, the qualitative approach was incorporated in the study to validate and triangulate the quantitative data.

3.3 Sources of data

In order to strengthen the findings of the research the relevant data for the study were generated from both primary and secondary sources. These are described below.

3.3.1 Primary Source of Data

In this study, primary data sources were employed to obtain reliable information about the supervisory practice. The major sources of primary data were teachers, school-based supervisors (principals, unit leaders and heads of department) of government secondary schools, and the Zonal Education office coordinator and Woreda Education Office supervision coordinators of Kamashi Zone.

3.3.2 Secondary source of Data

The secondary sources of data were the schools' documented records of supervision. These files that observed to strengthen the data obtained through questionnaires and interviews.

3.4 Study Site and Population

This study was conducted in government secondary schools of Kamashi Zone. Which is one of the three Zones in the Benishangul -Gumuz Region of Ethiopia. It is bordered on the North by Metekel zone, on the South, West and East by Oromia Region. The population of the study comprises school-based supervisors (i.e. principals, unit leaders & heads of department) and teachers of the 5 sampled schools, Woreda Education Office experts and Zonal supervision coordinators. Accordingly, 5 principals, 5 unit leaders, 25 heads of department, 84 teachers, 25 WEO experts and 1 Zone Education Office supervision coordinator were the population of the study.

3.5 Sample Size and Sampling Techniques

In order to obtain reliable data for the study, various sampling techniques were employed. Accordingly, due to their responsibility to provide supervision activities for teachers and a direct and close relationship within the schools, the Zonal supervision, is selected by purposive sampling technique. As a result, among the five Woredas found in the Zone; one Zonal and five WEO supervision coordinators were selected. Consequently, among the ten government secondary schools found in the Zone, five of them were selected by random sampling technique. Then, five principals of the schools were selected through availability sampling due to their responsibility to follow up the overall activities of the school and to provide supervision service for teachers.

Since school-based supervisors are responsible to carry out supervisory activities in their school, all school-based supervisors of the five schools were taken through availability sampling technique. Accordingly, thirty school-based supervisors (25 heads of department and 5 unite leaders) were taken as a sample. In this study unite leaders were selected instead of vice-principals since they serve as vice-principals in the absence of vice-principals.

Since the sampled schools' teachers, number too small; the researcher has used availability sampling technique to include all the five schools teachers'. In addition to this, in order to increase the validity of the study, all the 84 teachers (i.e. 14 teachers from AgaloMeti secondary school, 23 teachers from Kamashi secondary school, 13 teachers from Kamashi boarding school, 10 teachers from Diza secondary school, and 24 teachers from Yasso secondary school) were included in the study using availability sampling technique.

Table 2: Summary of sample size and sampling techniques

No	Samples	Populati on	Sample size		Sampling technique
			No	%	
1	ZEO supervision coordinators	5	1	20	Purposive
2	WEO supervision coordinators	25	5	20	Purposive
3	School principals	5	5	100	Availability
4	School-based supervisors	30	30	100	Availability
5	Agalo secondary school teachers	14	14	100	”
6	Diza ,, ,, teachers	10	10	100	”
7	Kameshi secondary school teachers	23	23	100	”
8	Kamashi boarding school ” ” teachers	13	13	100	”
9	Yasso secondary school teachers	24	24	100	”

3.6 Instruments of Data Collection

In this study, questionnaire, interview and document analysis were used to collect information regarding the practices of school-based supervision in secondary schools.

3.6.1 Questionnaire

Questionnaires can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. Questionnaire design is relatively easy (Haines, 2007).

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Therefore, questionnaires are believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Both open and closed ended items. Questionnaires were developed as main instrument of data collection from the respondents. The, questionnaires were prepared in English Language and administered to all teachers and school based supervisors (school unit leaders and the heads of department participants with the assumption that they can understand the language. The closed type items of the questionnaires were in the form of Likert-scale by which the researcher has the chance to get a greater uniformity of responses of the respondents that will help him to make it easy to be processed. In addition to this, few open ended type of items were used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to school based supervision practices in the schools. In supporting the above ideas, Cohen, L., et al.(2007) recommended that, the larger the sample size, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be.

The questionnaire consisted of two parts. The first part deals with the general background of the participants. The second and the largest part contained the whole number of both closed and few open-ended question items that address the basic questions of the study.

3.6.2 Interview

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer. According to Best and Kahn (1993), *“the purpose of interviewing people is to find out what is in their mind –what they think or how they feel about something”*. Thus, semi-structured interview items were prepared for the interviewees. Because, the semi-structured interview is flexible & allows new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindlof&. Taylor, 2002).To this end, in order to obtain detailed supplementary information, interview sessions were conducted with school principals, Zonal and Woreda Education Office supervision experts to secure information concerning their experience of supervisory practices. The interview sessions was conducted in the Amharic language, and subsequently translated to English.

3.6.3 Document Analysis

Documents like file containing feedback given for teachers, and checklists in relation to the practice of supervision available at the sampled schools were taken for the study.

3.7 Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, initially the instrument was prepared by the researcher and developed under close guidance of advisors, who were involved in providing their inputs for validity of the instruments. The English version questionnaires were checked and corrected by English subject specialist teachers from Nekemet Teachers college. Moreover, the questionnaires were pilot tested at Belogiganifoyi secondary school teachers (20) and School-based supervisors (5). The respondents of the pilot test are not included in the main study. Based on respondent's response additional, omission and modification of question were undertaken. The questions

teachers 'understand about school-based supervision initially 9 and reduced to 6,7, supervisory options practiced in the school were initially prepared and finally reduced to 4, and question regarding the role of school department head were 4 and 2 question added. On the other hand, modification was on procedures of supervision for classroom observation item, 2, 6 and 8, issue related to challenges against the implementation of supervision in the school, item 4 and 7 were modified and corrected. A reliability test was performed to check the consistency and accuracy of the measurement scales. As Table 3 shows the results of Cronbach's coefficient alpha is satisfactory (between 0.71 and 0.93), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

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Table 3-Reliability test results with Cronbach's alpha.

No	Detail description of the title of the questions	Reliability coefficient
1	Teachers 'understand about school-based supervision.	0.85
2	The supervisory options practiced in schools.	0.75
3	Procedures of supervision for classroom observation.	0.93
4	The responsibilities of school-based supervisors.	0.82
5	Challenges against the implementation of supervision in the schools.	0.71
Reliability coefficient		0.82

3.8 Procedures of Data Collect ion

The researcher has go through a series of data gathering procedures. These procedures help the researcher to get accurate and relevant data from the sample units. Thus, after having letters of authorization from Jimma University and Zone Education office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly went to Balogigafoyi *secondary* school to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher has contacted Woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data closely

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assisting and supervising them to solve any confusion regarding the instrument. Finally, the questionnaires were collected and made ready for data analysis.

On the other hand, the Zonal and WEO supervision coordinators, and also school principals were interviewed, While interview was being conducted, to minimize loss of information, the obtained data were carefully recorded with tape recorder and written in a notebook. In addition, the data available in document forms related to supervision were collected from the sample schools. Finally, the data collected through various instruments from multiple sources were analysed and interpreted.

Table 4: Summary of Descriptive Data Collection Instruments

Instruments	Respondents	Description
Questionnaire	Teachers of sampled schools	This instrument was focused on requesting the background of teachers, the understanding of teachers towards school supervision, and their opinion towards the supervisory options as practiced in their school, the implementation of procedures of classroom observation, the responsibilities of school-based supervisors applied in the school, and also emphasized solicitation data in relation to the challenges of school-based supervision.
	School-based supervisors	This instrument contains background of the supervisors; sex, qualification, service year, and current position, and their opinion on teachers' understanding about school-based supervision, the supervisory options and procedures of classroom observation exercised in their school, also includes the challenges they faced while implementing school-based supervision.
Interview	Zonal and Woreda supervision coordinators, and school principals	This instrument were used to collect data from the mentioned respondents regarding their opinion in relation to the practice of school-based supervision; the applicability of various options for supervision, the challenges faced during the implementation of supervision and it seeks to solicit ways of improving school-based supervision.
Document analysis	School principals	This instrument was used to collect data by focusing on the practices of school-based supervision through observing feedback documents given for teachers, and checklists related to supervision.

3.9 Methods of Data Analysis

. The data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires, interview and document analysis. The data collected through closed ended questions was tallied, tabulated and filled in to SPSS version 16 and interpretation was made with help of percentage, mean, standard deviation and independent sample t-test. Because, the percentage was used to analyze the background information of the respondent, whereas, the mean and standard deviation are derived from the data as it was serve as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al., 2008). The interpretations were made for all five point scale measurements based on the following mean score results:

1. 1.00 – 1.49 = Strongly disagree
2. 1.50 – 2.49 = Disagree
3. 2.50 – 3.49 = undecided
4. 3.50 – 4.49 = Agree
5. 4.50 – 5.00 = Strongly agree

Apart from this, t- test was used to test statistically significant difference between the mean scores of the two independent variables (school-based supervisors and teachers). The existing response differences were tested at 0.05 level of significance.

On the other hand, the data obtained from the document analysis, and unstructured interview was analyzed qualitatively. The qualitative analysis was done as follows. First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy. Also the results were triangulated with the quantitative findings. Finally, the findings were concluded and suggested recommendations were forwarded.

Table 5: Summary of data analysis

Types of data	Statistical tool techniques	Purpose
Quantitative	Percentage	To state data of respondents' characteristics and other collected data.
	Mean	To express some of the data gather from teachers
	T-test	To observe the statistical significance difference among the opinions of the two respondents
Qualitative	Narration	To analyse the collected data related to the practice of school-based supervision

3.10. Ethical Consideration

To make the research process professional, ethical consideration were made. The researcher informed the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents: and confirm that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The research has not personalized any of the respondent's response during data presentations analysis and interpretation. Furthermore, all the materials used for this research have been acknowledged.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The purpose of this research was to investigate the practices of school-based supervision and the challenges encountered during implementation of supervision in government secondary schools of Kamashi Zone of the Benishangul Gumuz Region. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected on the practices of school-based supervision as well as its challenges while implementing. It contains two major parts; the first part presents characteristics of respondents. The second part deals with the results of findings from the data gathered through the questionnaire, interview and document analysis.

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4.1 Characteristics of Respondents

Table 6: Characteristics of respondents

No	Items	Category	Respondents			
			Teachers		School-based supervisors	
			No	%	No	%
1	Sex	Males	80	95.3	28	93
		Females	4	4.7	2	7
		Total	84	100	30	100
2	Age	20-24	14	16.6	-	-
		25-29	36	42.8	6	20
		30-34	23	27.3	14	47
		35-39	9	10.7	7	23
		> 40	2	2.3	3	10
		Total	84	100	30	100
		Total	84	100	30	100
3	Service year	1-5	40	47.6	4	13
		6-10	22	26	8	27
		11-15	16	19	10	33
		16-20	4	5	6	20
		21-25	2	2.3	2	7
		Total	84	100	30	100
4	Level of education	1 st degree	84	100	30	100
		Total	84	100	30	100
5	Current position	Teacher	-	-	-	-
		principals			5	100
		Unite leader	-	-	5	100
		Department head	-	-	25	100

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As presented on the above table, item 1, 80(95.2%) and 4 (4.65 %) of teacher respondents were males and females respectively. Among 30 school-based supervisors, 28(93 %) of them were males and 2(7%) of them were females. From this, one can realize that the number of females in the teaching profession and the position of school-based supervisors are much lower than males in the sampled schools. All the interviewee participants were males. Accordingly, 1(100%) Zone supervisor, 5(100%) Woreda supervisors and 5 (100%) school principals were a male, which implies that the leadership positions of secondary schools, at Woreda and Zonal supervisory positions were controlled by males.

As item 2 of the above table shows, 14(16.6%) of the teacher respondents were found to be in the ranges of 20-24 years, 36(42.8 %) and 23(27.3 %) of the teacher's ages were 25-29 and 30-34 years respectively. Whereas, 9(10.7 %) and 2(2.3 %) of teacher respondents were ages 35-39 and above 40 respectively. Regarding the ages of school-based supervisors, 6 (20 %) of them were in the ranges of 25-29, 14 (47%) of them were found in the ranges of 30-34 years, as well as 7(23 %) and 3(10 %) of them fall into the ranges of 35-39 years and above 40 respectively.

From the age distribution of interviewed school principal participants, 1(20%) and 2(40%) were found to be in the ranges of 25-29 and 30-34 years respectively. The rest, 2(40. %) of the principals were of ages ≥ 35 years. On the other hand, with the exception of one Woreda and Zone supervision coordinators, 5(83.3%) of them were found to be above 40 years old.

As illustrated in the above table of item 3, teachers' experience (service year) were as follows: 40(47.6%) of teachers were between the service year range of 1-5 years, 22(26 %) of them were between the experience range of 6-10 and 16(19 %) of them were between the experience range of 11-15 years. As well as, the remaining respondents, 4(5%) and 2 (2.3 %) of teacher respondents were between the range of 16-20 and 21-25 years of experience respectively. On the other hand, 18(60%) school-based supervisors have more than 11 years of experience. This implies that the majority of teacher respondents have less than 6 years teaching which implies that they need support from their senior teachers.

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Moreover, regarding the service year interviewees, 1(20%), 1(20%), 1(20%) and 2(40%) of the school principals respectively have served 1-5 years, 6-10 years, 11-15 years and ≥ 16 years of work experience. 2(33%) and 4(67%) Woreda and Zone supervision coordinators have 11-15 and ≥ 16 years of experience respectively. From this most of the school principals, Woreda and Zonal supervision coordinators have more than 11 years' service. As an implication of good practice to handle challenges encountered in the based-supervision, they are in good position to critically identify the practices and the challenges encountered against implementing school-based supervision.

Concerning the educational level of teachers and school based supervisors, the whole 84 (100%) of teachers and 30 (100%) of school-based supervisors had a first degree. From this fact, one may conclude that there is no gap in level of education between the teacher and school-based supervisors on the level of education.

Regarding the educational level, except for one school principal, a second degree holder, the rest of the interviewees have first degrees in teaching. From this, one can understand that there is no much difference between Zonal and Woreda supervision coordinators and the school principals as well as teachers regarding their level of education.

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

This part of the study is devoted to the presentation, analysis, and discussion of the data obtained from various groups of respondents in relation to the practices and challenges of school-based supervision in government secondary schools of Kamashi Zone. Teachers and supervisors responded to 46 and 33 open-ended and closed-ended respectively. The closed-ended questionnaires were responded to and resulting answers interpreted in terms of the frequency, percentage, and mean scores. T-test was also computed to test the significant difference between the responses of the two groups of respondents; (the school-based supervisors and teachers). Item scores for each category were arranged under five rating scales. The range of rating scales were ≤ 1.49 = strongly disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree. In categorizing the rating scales, the frequency and percentage.

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Mean scores were also calculated for certain responses. As a result, practices of school- based supervisors with a mean value below 2.49 were rated as lower performance in their level of application; mean values from 2.50 to 3.49 were rated as moderate performance and mean value from 3.50 to 5.00 were labeled in the category of high performance. Finally, the data obtained from the interview sessions and document analysis were presented and analyzed qualitatively to substantiate the data collected through the questionnaires and to validate the findings of the study.

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4.3 Teachers' Understanding towards School-Based Supervision

Table 7: Responses on the understanding of teachers towards school-based supervision

No	Items	Respondents	No	X	SD	Overall X	P-value
1	Teachers are well oriented about the activities of school-based supervision.	Teachers	84	3.11	1.47	3.30	0.20
		Supervisors	30	3.50	1.40		
2	Teachers are well aware of the significance of school-based supervision.	Teachers	84	2.24	1.45	2.37	0.36
		Supervisors	30	2.50	1.00		
3	Teachers consider that school-based supervision contributed for their continuous professional development.	Teachers	84	2.50	1.44	2.65	0.33
		Supervisors	30	2.80	1.54		
4	Teachers consider that implementing school-based supervision requires collaboration of the stakeholders.	Teachers	84	2.96	1.50	2.89	0.68
		Supervisors	30	2.83	1.44		
5	Classroom observation has enabled teachers to use variety of teaching techniques..	Teachers	84	2.29	1.33	2.41	0.2
		Supervisors	30	2.53	1.47		
		Teachers	84	2.95	1.55	2.89	0.71
6	Teachers believe that school-based supervision helps to increase the improvement of students' learning.	Supervisors	30	2.83	1.41		

X=Mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom=96

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As shown in item 1 of table 7, respondents were asked to rate their agreement levels on the orientation of teachers towards school based supervision. Accordingly, teachers with the ($X=3.11$, $SD=1.47$) were not sure about the issue and supervisors with the ($X=3.50$, $SD=1.40$) were agreed that orientation of teachers towards school based supervision. The overall mean 3.30 shows the uncertainty of the majority of respondents with the issue. Thus, it can be said that teachers were not satisfied with supervisors response regarding orientation of teachers towards school based supervision, it is possible to conclude that orientation of teachers towards school based supervision were not implemented properly in the schools. The significance value (p-value) is 0.20 is greater than 0.05 shows there is no significance difference between the two groups.

With regards to item 2 of table 7, , one of the questions raised to respondents was whether or not teachers are well aware of the significance of school-based supervision ,teachers with the ($X=2.24$, $SD=1.45$) were disagree about well aware of significance of supervision and teachers with the ($X=2.50$., $SD=1.00$) were not sure about the issue. The overall mean 2.37 shows the disagreement of the majority of respondents with the issue .Therefore based on the majority of teachers respondents; it can be conclude that teachers were not well aware of the significance of supervision in the study area. The significance value (p-value) is 0.36 is greater than 0.05 shows there is no significance difference between the opinions of the two groups.

As the responses to item 3 indicate, respondents were asked whether or not teachers consider that school-based supervision contributed for their continuous professional development, teachers and supervisors with the ($X=2.50$, $SD=1.44$) and ($X=2.80$, $SD=1.54$) respectively were not sure about the issue that teachers consider that school based supervision contributed for their continuous professional improvement. The overall mean 2.65 shows the uncertainty of the majority of respondents with the issue. From this one can concluded that teachers in the study area were not satisfied with school based supervision that contributed for their continuous professional improvement. The significance value (p-value) is 0.33 is greater than 0.05 shows there is no significance difference between the opinions of the two groups regarding school based supervision contributed for their continuous professional improvement.

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Regarding the necessity of group effort for supervision, on table 7 item 4, teachers and supervisors with the ($X=2.96$, $SD=1.54$) and ($X=2.83$, $SD=1.44$) respectively were not sure about the issue. The overall mean 2.89 shows the uncertainty of the majority of respondents with the issue. From this one can concluded that the necessity of group effort for supervision is not well practiced in the study area. The significance value (p-value) is 0.68 is greater than 0.05 shows there is no significance difference between the opinions of the two groups regarding the necessity of group effort for supervision.

Regard to item 5 of Table 7, respondents was asked to rate their agreement levels whether or not classroom observation enabled teachers to use a variety of teaching techniques. Accordingly, Teachers with the ($X=2.29$, $SD=1.33$) were disagreed that classroom observation enabled teachers to use a variety of teaching techniques and supervisors with the ($X=2.53$, $SD=1.47$) were not sure about the issue. The overall mean 2.41 shows the disagreement of the majority of respondents with the issue. From this one can concluded that classroom observation were not enabled teachers to use a variety of teaching techniques. The significance value (p-value) is 0.20 is greater than 0.05 shows there is no significance difference between the opinions of the two groups regarding classroom observation enabled teachers to use a variety of teaching techniques .

In the sixth item of table 7, respondents was asked to rate their agreement levels whether or not teachers believe that school-based supervision helps to increase the improvement of students' learning with the ($X=2.95$, $SD=1.55$) and ($X=2.83$, $SD=1.41$) teachers and supervisors respectively confirmed that, uncertainty of school-based supervision results the improvement of students learning in their school. The overall mean 2.89 shows the uncertainty of the majority of respondents with the issue. From this one can concluded that school-based supervision were not results the improvement of students learning in their school. The significance value (p-value) is 0.71 is greater than 0.05 shows there is no significance difference between the opinions of the two groups regarding school-based supervision results the improvement of students learning in their school.

4.4 Supervisory Options Practiced in the School

Table 8: Views of teachers and supervisors on supervisory options practiced in their school

No	Items	Respondents	No	X	SD	Overall X	P-value
1	The implementation of face-to-face interaction/clinical supervision for teachers to improve classroom performance	Teachers	84	2.83	1.33	2.81	0.90
		Supervisors	30	2.80	1.37		
2	Supervisory supports without predetermined format/informal supervision for the sake of instructional improvement	Teachers	84	2.88	1.36	2.82	0.69
		Supervisors	30	2.77	1.37		
3	The school organizes teachers to conduct peer observation /collegial supervision among themselves.	Teachers	84	3.06	1.37	3.06	0.98
		Supervisors	30	3.07	1.28		
4	The opportunity for experienced and competent teachers to practice self-directed supervision	Teachers	84	2.94	1.42	3.13	0.75
		Supervisors	30	3.03	1.40		

SD=standard deviation, X=Mean, p-value at $\alpha=0.05$ and degree of freedom=96

Scales; ≤ 1.49 = very low, $1.5 - 2.49$ =low, $2.5 - 3.49$ = moderate, $3.5 -4.49$ = high , ≥ 4.5 = very high

As Table 8 item 1 indicates, respondents were asked to rate their agreement levels on the application of assisting teachers through face- to- face interaction or clinical supervision by school-based supervisors in their school. Consequently, teachers and supervisors with the (X=2.83, SD=1.33) and (X=2.80, SD=1.37) were not sure about the issue that on the application of assisting teachers through face- to- face interaction or clinical supervision by school-based supervisors in their school. The overall mean 2.89 shows the uncertainty of the majority of respondents with the issue. Thus, it can be concluded that the application of assisting teachers through face- to- face interaction or clinical supervision by school-based

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supervisors were unsatisfactory in their school. The significance value (p-value) is 0.90 is greater than 0.05 shows there is no significance difference between the opinions of the two groups regarding the application of assisting teachers through face- to- face interaction or clinical supervision by school-based supervisors in their school.

As indicated in item 2 of the above table, teachers and school-based supervisors were asked whether or not informal supervision for the sake of instructional improvement, teachers and supervisors with the ($X=2.88$, $SD=1.36$) and ($X=2.77$, $SD=1.37$) were not sure about the issue that informal supervision in their school to support teachers was low. The overall mean 2.82 shows the uncertainty of the majority of respondents with the issue. Therefore, it can be concluded that informal supervision in their school to support teachers was low. The significance value (p-value) is 0.69 is greater than 0.05 shows there is no significance difference between the opinions of the two groups regarding that informal supervision in their school to support teachers was low.

As it can be observed from Table 8 item 3, respondents were asked to rate their agreement levels on application of collegial supervision among themselves, the teachers and supervisors with the ($X=3.06$, $SD=1.37$) and ($X=3.07$, $SD=1.28$) were not sure about the issue that the schools organizes teachers to conduct peer observation. The overall mean 3.06 shows the uncertainty of the majority of respondents with the issue. Therefore, it can be concluded that the schools organizes teachers to conduct peer observation were unsatisfactory in the study areas. The significance value (p-value) is 0.98 is greater than 0.05 shows there is no significance difference between the opinions of the two groups regarding the schools organizes teachers to conduct peer observation(collegial supervision among themselves).

With regard to item 4 of table 8, question raised for respondents to rate whether or not the opportunity for experienced and competent teachers to practice self-directed supervision, teachers and supervisors with the ($X=2.94$, $SD=1.42$) and ($X=3.03$, $SD=1.40$) were not sure about the issue that the opportunity for experienced and competent teachers to practice self directed supervision. The overall mean 3.06 shows the uncertainty of the majority of respondents with the issue. Therefore it can be conclude that the opportunity for experienced and competent teachers to practice self directed supervision were unsatisfactory in the study

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areas. The significance value (p-value) is 0.75 is greater than 0.05 shows there is no significance difference between the opinions of the two groups regarding the opportunity for experienced and competent teachers to practice self directed supervision. With respect to the application of supervisory options, the interview with school principals explained that they had no deep knowledge regarding the existence and application of various options of supervision. But, sometimes teachers were familiarize in sharing their experience through observing each other's classes in addition to classroom observation that can be conducted by their school- based supervisors.

The research findings on supervisory options indicated in Glickman et al. (2004) stated that teachers' preferences on supervisory approaches differ. As the study revealed, some of the teachers preferred a supervisor to work with them nondirective; while others preferred a supervisor to work with them collaboratively; whereas the remaining teachers preferred other choices. Therefore, matching the best supervisory approach for the teachers' current developmental levels is very crucial in promoting some degrees of teacher development.

4.5 Procedures of Classroom Observation

The purpose of supervision is to assist teachers to contribute more effectively towards the improvement of student achievement. Thus, supervision of teachers while they are teaching in the classroom is among the better strategies for helping them. As Jones (1993) indicates, classroom observation is a way of gathering data concerning teaching learning activities in the class by taking into account improving teacher effectiveness, then looking at what is actually happening in the classroom.

Classroom visit enables supervisors not only to identify any shortcomings of teachers and the problems encountered by them, but also to understand what leads to better performance of the teaching learning process (MoE, 1994). In respect to the procedures of classroom observation, respondents were asked whether or not the procedures have been implemented appropriately in their school. The results obtained are presented as follows:

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4.5.1 Pre Observation Conferences

Table 9: views of respondents on activities practiced before conducting classroom observation (pre-observation conference).

No	Items	Respondents	No	X	SD	Over all X	P-value
1	Supervisors visit teachers after informing them	Teachers	84	2.29	1.32	2.24	0.75
		Supervisors	30	2.20	1.27		
2	Supervisors convince a teacher that a classroom visit is a helping process in his/her teaching	Teachers	84	1.96	1.32	2.11	0.27
		Supervisors	30	2.27	1.25		
3	Supervisors plan and make agreements with teachers on the suitable time for classroom observation	Teachers	84	2.05	1.18	2.22	0.19
		Supervisors	30	2.40	1.45		
4	Supervisors discuss with teachers on the objective of the lesson before the actual presentation.	Teachers	84	1.70	1.70	1.86	0.17
		Supervisors	30	2.03	1.35		
5	Supervisors make discussion with teachers on the methodology of the lesson before the actual presentation.	Teachers	84	2.04	1.18	2.13	0.44
		Supervisors	30	2.23	1.30		
6	Supervisors analyze the lesson plan of the supervisee teacher before classroom visit.	Teachers	84	3.96	1.17	3.88	0.52
		Supervisors	30	3.80	1.34		

SD=standard deviation, X=Mean, p-value at $\alpha=0.05$ and degree of freedom=96

As it can be observed from the above table for item 1, teachers and school-based supervisors were asked whether or not supervisors inform the supervisee teacher before conducting the classroom observation with the ($X=2.29$, $SD=1.32$) and ($X=2.20$, $SD=1.27$) were not supervisors inform the supervisee teacher before conducting the classroom observation. The overall mean 2.24 shows the disagreement of the majority of respondents with the issue. Therefore it can be conclude that the supervisors did not inform teachers before conducting classroom visit in the study area. The significance value (p-value) is 0.75 is greater than 0.05 shows there is no significance difference between the opinions of the two groups regarding supervisors inform the supervisee teacher before conducting the classroom observation . The

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result shows that school-based supervisors were less effective to inform the supervisee prior to conducting classroom observation.

As depicted in Table 9 (item 2), teachers and supervisors were asked whether supervisors convince teachers that a classroom visit is to assist teachers in their teaching learning process ($X=1.96$, $SD=1.32$) and ($X=2.27$, $SD=1.25$) disagreed on the point. Overall $X= 2.11$ shows that, the disagreement of the total respondents with the point. As can be seen from the overall mean, one can say that supervisors didn't make such an attempt to convince teachers before a classroom visit. The significance level ($p=0.27$) is greater than 0.05, this indicates that there is no significance difference between the opinions of Supervisors and teachers. The results of the study illustrates that supervisors did not make much efforts to convince teachers to understand the merits of classroom observation before visiting their classrooms.

Table 9 item 3 indicate that teachers and supervisors were asked whether supervisors plan and make agreements with teachers on the suitable time for classroom observation with the ($X=2.05$, $SD=1.18$) and ($X=2.40$, $SD=1.45$) respectively disagreed on the point. Therefore, based on the overall $X= 2.22$ disagree on the point it can be said that school-based supervisors didn't plan and make mutual agreements with the individual supervisee teacher on a suitable time for his/her classroom observation. The significance level ($p=0.19$) is greater than 0.05, this indicates that there is no significance difference between the opinions of supervisors and teachers .From the results, it can be seen that supervisors did not pay attention to making agreements with the supervisee on a scheduled time for a classroom observation.

As indicated on table 9, item 4, further question also raised for respondents to rate whether Supervisors discuss with teachers on the objective of the lesson before the actual presentation Both school based- supervisors and teachers with ($X=1.70$, $SD=1.70$) and ($X=2.03$, $SD=1.35$) respectively disagreed on the point. Therefore, based on the overall $X= 1.86$ disagree on the point it can be said that, school-based supervisors did not make discussion with the supervisee teachers on the appropriateness of objective of the lesson before the actual presentation has been taken place. The significance level ($p=0.17$) is greater than 0.05, this indicates that there is no significance difference between the opinions of supervisors and teachers.

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As it can be seen in Table 9 (item 5), respondents were asked whether or not the supervisors discussed with supervisee teachers on the suitable methodology of the lesson before the actual presentation with ($X=2.04$, $SD=1.18$) and ($X=2.23$, $SD=1.30$) respectively disagreed on the point. . Therefore, based on the overall $X= 2.13$ disagree on the point it can be said that, supervisors did not discuss on the methodology of the lesson before the classroom observation. The significance level ($p=0.44$) is greater than 0.05, this indicates that there is no significance difference between the opinions of supervisors and teachers. For items 4 and 5 of Table 9, it is possible to say that school-based supervisors were ineffective in discussing and agreeing with their supervisees on the objective and methodology of the lessons before the actual presentation takes place.

As shown in the above table (item 6), respondents were asked regarding the analyses of lesson plans before classroom visits with ($X=3.96$, $SD=1.17$) and ($X=3.80$, $SD=1.34$) respectively agreed that the lesson plan of teachers was analyzed by the school-based supervisors before the actual presentation takes place. The overall $X= 3.88$ indicated the agreement on the point. The significance level ($p=0.52$) is greater than 0.05, this indicates that there is no significance difference between the opinions of supervisors and teachers. From the result it is possible to conclude that the lesson plan of the supervisee teachers was evaluated before classroom visit.

The data gathered through interview session with the school principals also support the above finding. As a result, almost all (3 of 5) principals, stated that the school-based supervisors did not make mutual agreements with each supervisee on the purpose for the classroom observation, or for a suitable time; nor for the data which was to be collected during the observation. Rather they entered the class taking the prepared observation format. Moreover the documents available in the school showed that the schedule for classroom observations were prepared by the school-based supervisors and approved by the school principal without participation or individual supervisee involvement.

As stated clearly in the supervision manual of Ministry of Education (MoE, 1994) every classroom observation should be implemented based on a clearly stated certain criteria and should be known by the supervisee before the supervisors carry out classroom observation. These criteria were formulated on the basis of the purpose for the observation and in relation

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to the way of recording necessary classroom information and how to analyze the recorded information easily

4.5.2 Observation Phase

Table 10: Activities carried out during classroom observation

No	Items	Respondents	No	X	SD	Overall X	p-value
1	Supervisors sit at the back of the classroom.	Teachers	84	4.02	1.21	3.87	0.26
		Supervisors	30	3.73	1.20		
2	Supervisors record important data on the teaching learning process and how the teacher and students are performing	Teachers	84	3.89	1.09	3.74	0.24
		Supervisors	30	3.60	1.38		
3	Supervisors follow up the lesson attentively from the beginning to the end	Teachers	84	1.93	1.24	2.23	0.40
		Supervisors	30	2.33	1.26		

SD=standard deviation, X=Mean, p-value at $\alpha=0.05$ and degree of freedom=96

Scales; ≤ 1.49 = Strongly disagree, $1.5 - 2.49$ =Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree , ≥ 4.5 = Strongly agree

As it is indicated on item 1, table 10, respondents were also asked wither or not school-based supervisors sit at the back of the classroom while the teacher is presenting his or her lesson with (X=4.02, SD=1.21) and (X=3.73, SD=1.20) respectively agreed that school-based supervisors sit at the back of the classroom while the teacher is presenting his or her lesson. The overall X= 3.87 indicated the agreement on the point. This implies that the majority of respondents agreed with the issue. The significance level (p=0.26) is greater than 0.05, this indicates that there is no significance difference between the opinions of supervisors and teachers. From the result, it is possible to say that most supervisors chose the strategic location which enabled them to observe the activities performed in the classroom while conducting class observation.

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As indicated in the guidelines of the Ministry of Education (MOE, 1994), during classroom observations the supervisor should sit at a strategic location in the classroom to watch every teaching learning activities properly. Hence, it is better for the supervisor to sit at the corner of the classroom. Similarly, Gurnam and Chan (2010) in their study revealed that, in most cases the supervisors sat at the back of the class so that they could get a good view of both teacher and student in action.

In the above table item 2, respondents were asked whether or not supervisors recorded essential data during the observation phase with ($X=3.89$, $SD=1.09$) and ($X=3.60$, $SD=1.38$) respectively agreed that supervisors write down important data concerning the activities of teachers and the students for that specific period. The overall $X= 3.87$ indicated the agreement on the point. The overall $X= 3.88$ indicated the agreement on the point. This implies that the majority of respondents agreed with the issue. The significance level ($p=0.24$) is greater than 0.05, this indicates that there is no significance difference between the opinions of supervisors and teachers.

As presented in Table 10 of item 3, teachers and supervisors were asked whether or not Supervisors follow up the lesson attentively from the beginning to the end with($X=1.93$, $SD=1.24$) and($X=2.33$, $SD=1.26$) respectively disagreed on the point. Therefore, based on the overall $X= 2.23$ disagree on the point it can be said that, supervisors did not follow up the lesson attentively from the beginning of the period up to the end of the period while the actual presentation is going on. The significance level ($p=0.40$) is greater than 0.05, this indicates that there is no significance difference between the opinions of supervisors and teachers.

The result indicated that supervisors were not as such effective to stay for the entire period in the class while observing the teacher. In contrast to this result, the research finding of Gurnam and Chan (2010) showed that, the supervisor was punctual and observed the whole lesson during classroom observation.

The purpose of classroom observation is improving the quality of teaching learning activities in the classroom. Hence, the supervisor should stay in the class from the beginning to the end of that period. Because, if a supervisor observes some parts of the class activity and leave the class, the supervisee teacher may suspect the supervisor to judge his or her activity in a

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negative way and the supervisee may feel unhappy. Moreover, since teaching learning process is continuous and holds various activities; observing specific parts of the classroom observation cannot enable to know the detailed performance of the supervisee teacher (MoE, 1994).

Regarding the frequency of classroom observation provided for individual teacher, the obtained data from the open-ended items of the questionnaire and the interviewees' school principals revealed that classroom observation was carried out once per a semester for each teacher. In relation to this, the Woreda Education Office supervision coordinators also explained that even if the office had a plan to visit schools and support teachers 3 times per year (at the beginning of the year, at the end of first semester and at the end of the academic year), due to various constraints could not support the schools adequately, As a result they visit the secondary schools twice a year.

In light of the above analysis, the finding of the study conducted in Ukraine showed that, teachers were observed at least five times per year (Benjamin, 2003). Conducting classroom observation once cannot lead to identify the teachers' appropriate implementation of teaching learning activities in the class. In relation to this, as Ministry of Education (MoE, 1994) in its supervision manual indicated, the necessity of continuous classroom observation is enabling teachers to evaluate their routine tasks and helps to improve their poor performance. Similarly, by supporting the above idea, Sergiovanni and Starratt (2002) revealed that, a continuous observation or formative observation should be undertaken for teachers before a final assessment made

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4.5.3 Post Observation Conference

Table 11 Respondents views on the utilization of post classroom observation conference.

No	Items	Respondents	No	X	SD	Overall X	P-value
1	Supervisors give immediate feedback to the teachers.	Teachers	84	4.04	1.10	3.76	0.13
		Supervisors	30	3.67	1.32		
2	Supervisors discuss with the supervisee teacher on the collected data during the class observation.	Teachers	84	3.89	1.32	3.77	0.25
		Supervisors	30	3.65	.1.18		
3	Supervisors and the supervisee discussion more emphasizes on improvement of teaching learning process.	Teachers	84	3.58	1.40	3.64	0.69
		Supervisors	30	3.70	1.29		
4	Supervisors give comments for the supervisee teachers to read rather than discussing face- to- face.	Teachers	84	2.01	1.25	2.11	0.30
		Supervisors	30	2.22	1.22		

SD=standard deviation, X=Mean, p-value at $\alpha=0.05$ and degree of freedom=96

Scales; ≤ 1.49 = strongly disagree, $1.5 - 2.49$ =Disagree, $2.5 - 3.49$ = Undecided, $3.5 -4.49$ = Agree , ≥ 4.5 = strongly agree

The final aspect of classroom observation looked into the post observation activities of the supervisors. From the teachers' and school- based supervisors' responses depicted in Table 11 of item 1, supervisors provide immediate feedback for the supervisee teacher as soon as the classroom observation has been taken place with (X=4.04, SD=1.10) and (X=3.67, SD=1.32) respectively agreed that supervisors provide immediate feedback for the supervisee teacher as soon as the classroom observation has been taken place. The overall X= 3.76 shows that, the agreement of respondents with this point. The p-value also indicates that there is no

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significance difference between supervisors and teachers (0.13 greater than 0.05). Therefore, based on the majority of respondents, it can be concluded that supervisors provide immediate feedback for the supervisee teacher as soon as the classroom observation has been taken place.

As it is indicated on item 2, table 11, respondents were also asked whether or not Supervisors discuss with the supervisee teacher on the collected data during the class observation. Supervisors and teachers with ($X=3.89$, $SD=1.32$) and ($X=3.65$, $SD=1.18$) respectively agreed that Supervisors discussed with the supervisee teacher on the collected data during the class observation. The overall $X= 3.77$ shows that, the agreement of respondents with this point. The p-value also indicates that there is no significance difference between Supervisors and teachers (0.25 greater than 0.05). Therefore, based on the majority of respondents, it can be concluded that Supervisors discussed with the supervisee teacher on the collected data during the class observation.

.As it can be seen from the above table 11 item 3, teachers and supervisors were asked whether or not Supervisors and the supervisee discussion more emphasizes on improvement of teaching learning process. Supervisors and teachers with ($X=3.58$, $SD=1.40$) and ($X=3.70$, $SD=1.29$) respectively agreed that Supervisors and the supervisee discussion more emphasizes on improvement of teaching learning process. The overall $X= 3.64$ shows that, the agreement of respondents with this point. The significance level ($p=0.69$) is greater than 0.05, this indicates that there is no significance difference between the opinions of supervisors and teachers.

As observed on the above table for items 1, 2 and 3, , it is possible to conclude that, after classroom observation, school-based supervisors were giving feedback immediately and discuss on the feedback with the supervised teacher for that specified class observation.

With regard to item 4 of table 11, respondents were asked to rate their levels of agreement regarding the comments given for teachers after classroom visit with($X=2.01$, $SD=1.25$) and($X=2.22$, $SD=1.22$) respectively disagreed on the point. Therefore, based on the overall $X= 2.11$ disagree on the point it can be said that, supervisors emphasize to give comments for the supervisee teachers through face-to face interaction rather than to read from the format of

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the observation. The significance level ($p=0.30$) is greater than 0.05, this indicates that there is no significance difference between the opinions of supervisors and teachers.

From the above table result analysis, one can realize that after classroom observation school-based supervisors practiced to discuss with the supervisee as soon as the observation program finished on the collected data by focusing on the performances that enable teachers to improve teaching learning process on the basis of that particular period.

4.6 Responsibilities of School-Based Supervisors Practice in the Schools

Supervisors are expected to work effectively for the success of implementation of school-based supervision in their respective schools. As it has been indicated in the review of related literature, supervisors have the responsibility to help teachers in improving professional development of teachers and instruction through various activities such as conducting classroom visit, organizing and providing short term training programs at school level, and facilitating the exchange of model experiences among teachers. To this end, respondents were requested to report whether or not school-based supervisors perform their responsibilities effectively to assist teachers. Tables 12 to 14 present the results on the basis of rating scale ranging from strongly disagree=1 to strongly agree=5 as follow:

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4.6.1 Supervisory Responsibilities of Department Heads Implemented in Schools

Table 12: Views of respondents towards the extent to which department heads discharge their responsibilities

No	Items	No of respondents	mean	Standard Deviation
1	Conducting regular meetings with teachers of the department to evaluate their activities.	84	2.18	1.243
2	Arranging on the job orientation program to newly assigned teachers in respective department.	84	2.67	1.255
3	Organizing workshops, conferences, seminars to tackle instructional problems identified by the department members.	84	1.43	1.356
4	Organizing model teaching programs for inexperienced (junior) teachers from their senior staff members among the department.	84	2.43	1.292
5	Encouraging teachers to use appropriate teaching materials.	84	3.38	1.279
6	Assisting teachers to conduct action research to solve problems that they encountered	84	2.37	1.259

Key: scale ranges of mean score, 0 - 2.49 = lower performance

2.50 - 3.49 = moderate performance

3.50 - 5.00 = higher performance

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In Table 12 (item 1), respondents were asked to rate their level of agreements regarding the effort of their department heads in conducting regular meetings with teachers. Thus, teacher respondents with a mean score of 2.18 reported that they were not satisfied. From this mean value it can be stated that the effort of department heads in practicing regular meetings with other teachers among the respective department members to evaluate issues related to teaching learning activities of teachers were ineffective (low).

From the similar table item 2, the computed mean score of teacher respondents regarding the endeavor of department heads in providing orientation program for newly assigned teachers to the respective department was 2.167. From this mean value, it can be stated that the department heads rarely practiced such activities.

As it can be seen from the above table (item 3), concerning arranging workshops, conferences, seminars for teachers with in their department, respondents with a mean value of 2.43 portrayed their disagreement. This revealed that the effort of the department heads in organizing workshops, conferences and seminars for teachers to solve instructional problems were low (ineffective).

As depicted in Table 12 (item 4), the mean score of respondents 2.43 confirmed that the department heads were not well devoted in organizing model teaching programs from senior teachers to inexperienced teachers. From this mean score it can be stated that the department heads had low experience of organizing such practice.

Concerning item 5 in the same table, the effort of department heads in encouraging teachers to use appropriate teaching materials was rated by the respondents. Accordingly, the computed mean score was 3.38 which demonstrate moderate practice of department heads in encouraging teachers to utilize suitable teaching materials to make clear their teaching activities for students.

In the above table (item 6), respondents were asked to rate their level of agreement concerning the attempt of department heads in supporting teachers to conduct action research. As a result, according to the views of teacher respondents, department heads were rated as having low

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practice in assisting teachers to conduct action research to solve problems that they encountered with the mean value of 2.37.

4.6.2 Supervisory Responsibilities of Vice-Principals Implemented in Schools

Table 13 below indicates the extent to which the vice-principals of secondary schools carried out their responsibilities that were replied by teachers.

Table 13: Responses on the responsibility of vice - principals practiced in schools

No	Items	No of respondents	Mean	Standard deviation
1	Evaluating the lesson plan of teachers.	84	2.38	1.289
2	Conducting the classroom observation regularly to ensure the application of lesson plan.	84	2.45	1.366
3	Organizing training programs at school level for the sake of teachers' professional development.	84	2.43	1.133
4	Encourages teachers to evaluate the existing teaching texts for further improvement.	84	3.12	1.166

Key: scale ranges of mean score, 0 - 2.49 = lower performance

2.50 – 3.49 = moderate performance

3.50 – 5.00 = higher performance performance

As indicated on the above table of item 1, respondents were asked whether or not vice-principals of their school evaluate the lesson plan of teachers. Consequently, teacher respondents with the mean value of 2.38 confirmed their disagreement. From the result, it can

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be observed that vice-principals were rated as having low performance in evaluating teachers' lesson plan.

With regard to the views of teacher respondents on the vice-principals' level of practice to conduct classroom observation to ensure the application of lesson plan, respondents rated school vice-principals as they have low performance with the mean value of 2.45.

In table 13 (item 3), respondents were asked whether or not the vice-principal of the school organized training programs at school level. Hence, according to teacher respondents, vice-principals were rated as having low performance in arranging training programs for teachers which might negatively contribute for teacher professional development, with the mean value of 2.43. According to the views of teacher respondents for item 4, vice-principals were labeled under moderate performance in encouraging teachers to evaluate the existing teaching texts for further improvement, with the mean value of 3.12

4.6.3 Supervisory Responsibilities of Principals Implemented in the Schools.

Table 14: Views of respondents on the responsibility of principals practiced in schools

No	Items	No of respondents	Mean	Standard deviation
1	Creating a conducive environment to facilitate supervisory activities in the school.	84	2.48	1.427
2	Coordinating regular programs with the school community to evaluate the teaching learning process and outcomes.	84	2.35	1.047
3	Providing sufficient professional assistance for teachers.	84	2.29	1.402

Key: scale ranges of mean score,

0 - 2.49 = lower performance 2.50 –3.49 = moderate performance 3.50 –5.00= higher performance

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From the data in table 14 of item 1 above, teacher respondents with the mean value of 2.48 confirmed their agreements to rate their school principals as having low performance in creating a conducive environment to facilitate supervisory activities in the school.

As it is observed in the above table item 2, teacher respondents were asked on the effort made by school principals in coordinating regular programs with the school community to evaluate the teaching learning process and outcomes. Hence, respondents with the mean value of 2.35 rated the school principals as having low performance in exercising such practice.

In the last item of the above table, teacher respondents were requested to give their opinion concerning the competence of school principals in providing adequate professional assistance for teachers. As a result, respondents with a mean value of 2.29 reported their disagreement that practices of principals in this respect was ineffective (low performance).

4.7 Challenges against School-Based Supervision

This sub part of the statistical findings of the study presents about the challenges against the implementation of school-based supervision that were reported by teachers and school-based supervisors.

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Table 15: Responses on the challenges for the implementation of school-based supervision

No	Items	Respondents	No	X	SD	Overall X	P-value
1	Supervisors are incompetent enough to help other teachers	Teachers	84	4.42	1.85	4.26	0.10
		Supervisors	30	4.10	1.09		
2	Supervisors have high experience on the practice of school based supervision	Teachers	84	2.12	1.24	2.07	0.74
		Supervisors	30	2.03	1.15		
3	Supervisors have not taken relevant trainings	Teachers	84	4.11	1.15	4.00	0.40
		Supervisors	30	3.90	1.21		
4	The supervisors are overloaded with classroom activities and administrative tasks	Teachers	84	4.00	1.25	3.58	0.38
		Supervisors	30	3.17	1.22		
5	Teachers are resistant against the supervisory activities.	Teachers	84	4.13	1.05	4.06	0.58
		Supervisors	30	4.00	1.28		
6	Teachers perceive supervisors as a fault finder rather than assisting them.	Teachers	84	4.17	1.08	4.03	0.26
		Supervisors	30	3.90	1.21		
7	There is inadequate number of supervisors to assist the school teachers properly	Teachers	84	4.12	1.07	3.84	0.24
		Supervisors	30	3.57	1.43		
8	There is lack of relevant supervision manual in the school	Teachers	84	3.68	1.39	3.70	0.85
		Supervisors	30	3.73	1.33		
9	There is insufficient allocated budget for the supervisory program in the school.	Teachers	84	3.60	1.41	3.61	0.89
		Supervisors	30	3.63	1.40		
10	There is lack of follow up of the activities of teachers by the supervisors.	Teachers	84	3.64	1.42	3.57	0.64
		Supervisors	30	3.50	1.48		

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As depicted in item 1 of Table 15, respondents were asked whether their school supervisors are incompetent enough to help other teachers or not with ($X= 4.42$, $SD=1.85$ and $X=4.10$, $SD= 1.09$) respectively. The overall $X= 4.26$ shows the agreement of the total respondents with the point. Therefore, based on the overall score value, school supervisors were not capable enough to assist teachers. The significance level ($p=0.10$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors.

Item 2 of the above table, respondents were requested whether or not school supervisors have high experience on the practice of school-based supervision to carry out their responsibility effectively with ($X= 2.12$, $SD=1.38$ and $X=2.03$, $SD= 1.24$) respectively. The overall $X= 2.07$. Shows the disagreement of the total respondents with the point. Therefore based on the overall score value, school supervisors have not high experience on the practice of school-based supervision to carry out their responsibility effectively. The significance level ($p=0.74$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors

The above table item 3, respondents were requested to rate their level of agreements regarding Supervisors have not taken relevant trainings to undertake their responsibilities in proper way with ($X= 4.11$, $SD=1.15$ and $X=3.90$, $SD= 1.21$) respectively. The overall $X= 4.00$. Shows the agreement of the total respondents with the point. , based on the overall score value, relevant trainings not provided for school-based supervisors to undertake their responsibilities in proper way .The significance level ($p=0.40$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors. Coinciding with this, the finding of Alhammad (cited in Rashid, 2001) indicated that the absence of in-service training for supervisors adversely influence the practice of instructional supervision.

Similarly, the response collected from the interviewed school principals also confirmed that there were no organized training programs given for school-based supervisors. In the same way, the interview Woreda Education Office supervision coordinators revealed that due to financial constraint and lack of vehicles they couldn't offer relevant training programs and

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sufficient support for supervisors at school level. Also, three of supervision coordinators declared that the equal status in educational level of woreda supervisors with secondary school-based supervisors and teachers also made them lack of confidence to assist teachers.

The response from the Zonal supervision coordinator revealed that there were no adjustments made to train school-based supervisors at Zonal level rather facilitating conditions such as selecting participant trainees, and act as a bridge to handover letters to the concerned bodies when the Regional Education Bureau organizes training programs. As mentioned by the same interviewee, lack of skilled manpower and inadequate number of experts, lack of budget, and lack of in-service training for themselves in turn to assist others were among the hindrances made the Zonal experts incapable to train school-based supervisors and provide adequate assistance for secondary schools.

On the table 15 (item 4), respondents were asked whether or not school-based supervisors were overloaded with various tasks task with ($X= 4, 00$, $SD=1.25$ and $X=3.17$, $SD= 1.22$) respectively. The overall $X= 3.58$. Shows the agreement of the total respondents with the point. Based on the overall score value school-based supervisors were overloaded with various tasks. The significance level ($p=0.38$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors.

Hence, based on the results of items 1 to 4 and data obtained from interview, it is possible to conclude that lack of competent and experienced supervisors in secondary schools negatively influence the supervisory activities in the study area. The result also revealed that school-based supervisors were overloaded with routine tasks and were not well trained to conduct supervision in upgrading their supervisory responsibilities and support teachers effectively.

Concerning the willingness of teachers towards the activities of supervision, on item 5 of table 15, teachers and supervisors revealed that teachers were against the supervisory activities respondents were asked their opinion with ($X= 4, 13$, $SD=1.05$ and $X=4.00$, $SD= 1.28$) respectively. . The overall $X= 4.06$. Shows the agreement of the total respondents with the point. Based on the overall score value supervisors and teachers were against the supervisory activities. The significance level ($p=0.58$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors.

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As can be seen from Table 15 item 6, respondents were asked whether teachers perceived school-based supervisors as fault finders or not with ($X= 4, 17, SD=1.08$ and $X=390, SD= 1.21$) respectively. . The overall $X= 4.03$. Shows the agreement of the total respondents with the point. Based on the overall score value teachers perceived school-based supervisors as fault finders. The significance level ($p=0.26$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors.

In the same way, the data gained from the interviewee school principals confirmed the above idea. As one of the participant school principal said “*some teachers showed their resistance against the supervisory activities. They missed their regular teaching classes during classroom observation. Because; they suspect supervisors as they find out poor performance of teachers*”.

Thus, from the above analysis, it could be concluded that negative perception of teachers towards school-based supervision adversely affects the practice of supervision in secondary schools of kamashi Zone.

In the same table of item 7, question was raised to the respondents to rate about the existence of inadequate number of supervisors to assist the school teachers properly in the school with ($X= 4, 11, SD=1.07$ and $X=3.52, SD= 1.43$) respectively. The overall $X= 3.84$. Shows the agreement of the total respondents with the point. Therefore, based on the overall score value school had no sufficient supervisors to assist teachers properly. The significance level ($p=0.26$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors.

As shown in Table 15 item 8, respondents were asked whether or not the supervision manual available in their schools with ($X= 3, 68, SD=1.39$ and $X=3.73, SD= 1.33$) respectively agreed. The overall $X= 3.70$. Shows the agreement of the total respondents with the point. Therefore, based on the overall X score value there was lack of supervision manuals in their schools. The significance level ($p=0.85$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors.

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As in table 15 item 9 indicated, respondents were asked to rate their level of agreements concerning the insufficient allocated budget for the supervisory program in the school with ($X= 3, 60, SD=1.41$ and $X=3.63, SD= 1.40$) respectively. The overall $X= 3.61$. Shows the agreement of the total respondents with the idea. Therefore, based on the overall X score value that sufficient budget has not been allocated for supervisory activities in the school. The significance level ($p=0.89$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors.

Similarly, during interview session, all school principals revealed that there was no supervision manual in their school which can be used as a guideline for school-based supervisors. One of the school principal said that:

In addition to the absence of in-service training programs for school supervisors, lack of supervision manuals adversely affects school-based supervision in our school. As a consequence, the school supervisors were inefficient on how to assist other teachers in a proper way; they lack how to prepare appropriate criteria to help teachers and how to gather necessary information when conducting supervisory activities.

From the result finding, it is possible to say that resources such as lack of supervision manuals and lack of adequate allocated budget adversely influence the proper implementation of school-based supervision in secondary schools of the study area.

In the same table of item 10, respondents were asked to check there is lack of follow up of the activities of teachers by the supervisors in their school with ($X= 3, 64, SD=1.42$ and $X=3.50, SD= 1.45$) respectively. The overall $X= 3.57$. Shows the agreement of the total respondents with the idea. Therefore, based on the overall X score value supervisors and teachers agreed that there was lack of follow up teachers activities by the supervisors in their school. The significance level ($p=0.64$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors.

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

This part of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the practices of school-based supervision in the government secondary schools of Kamashi Zone are forwarded for all concerned academic staffs.

School-based supervision is a means for achieving effectiveness in professional development of teachers, curriculum development, and ultimately signifies to students learning through teachers' improvement of classroom teaching learning activities. Thus, the supervision at the school level helps teachers to be competent in their teaching learning activities; it encourages them to find suitable strategies for better students learning. Therefore, the central purpose of this study was to assess status of the practices of school-based supervision in the government secondary schools of Kamashi Zone. To address this purpose, the following basic research questions were raised:

1. To what extent teachers understand about the school-based supervision in secondary Schools of Kamashi Zone?
2. What are the supervisory options applied by supervisors in school?
3. To what extent school-based supervisors employed procedure of classroom observation in Secondary schools
4. To what extent school-based supervisors discharge their responsibilities?
5. What are the challenges existing in the implementation of school-based supervision?

To this effect, the study was conducted in 5 government secondary schools. Consequently, 87 teachers and 32 school-based supervisors were selected as a sample by using simple random and purposive sampling techniques respectively. One Zonal and 5 Woreda education office supervision coordinators and five school principals were taken as a sample through purposive sampling technique. For the study, primary and secondary data sources were employed. The

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data was gathered through both quantitative and qualitative tools. Accordingly, 87 copies of a questionnaire were prepared and distributed for teachers and 32 copies of questionnaires for school-based supervisors. From the distributed questionnaires, 3 teachers and 2 school-based supervisors did not return the questionnaires. On the other hand, to obtain qualitative data, interview sessions were conducted with the Zonal and Woreda Education Office supervision coordinators, as well as principals from the sample schools. Moreover, document analyses were used to obtain qualitative data.

The quantitative data gathered through questionnaires were analyzed in frequency, percentage, and mean value. The chi-square test was also utilized to check the statistical significance where there is difference or not between the opinions of the respondents assisted by a computer SPSS program version 16.0. Whereas, the qualitative data gathered through the open-ended questionnaire, interview and document were analyzed by narration.

Hence, the findings of the study are summarized as follows:

- ✚ Concerning teachers' understanding towards school-based supervision; teacher and supervisor respondents gave their opinions. The result shows that the teacher and supervisor respondents have different views. Supervisor respondents replied that teachers were oriented about the activities and well aware of the significance of school-based supervision. On the contrary, the majority of teacher respondents asserted that they were not well oriented and aware towards the activities and significance of school-based supervision. As a result, they did not consider supervisory activities to be of any help to improve students' learning; they did not assume implementing school supervision needed the collaboration of stake holders, and also they didn't realize school-based supervision could enable them to utilize various helpful teaching techniques.
- ✚ The majority of the respondents indicated that among the different options - such as clinical, informal, collegial and self-directed supervision, collegial supervision was relatively more practiced in their school; whereas the rest of possible options were not effectively implemented in their school.

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- ✚ The findings revealed that the majority of teacher and supervisor respondents including the interviewee school principals confirmed that the school-based supervisors did not implement the pre-class observation conference in a proper manner. As respondents revealed, the supervisors carried out the classroom observation without taking into account planning or making an agreement as to the purpose and methodology with the supervisee, and also conducted the observation without deciding on a suitable time by mutual agreement between the supervisee and the supervisor.

- ✚ The findings of the study showed that the school-based supervisors failed to use the observation properly, and in particular, they left the classroom before the period was over. Furthermore, data gathered through the interview sessions, document analyses of the sample schools and open-ended questions of the questionnaire show that classroom observation was typically conducted once per a semester.

- ✚ The findings of the study revealed that the school-based supervisors were not efficient in assisting teachers in conducting required regular meetings with teachers, in organizing conferences and training programs at the school level. This in turn has poor effect in helping teachers to conduct action research and evaluating the current teaching texts for possible further improvement; in conducting regular classroom observation, and in providing sufficient professional assistance for other teachers.

- ✚ Regarding the factors that hinder the implementation of school-based supervision; the respondents confirmed that: the incapability of school-based supervisors for effective supervisory activities, lack of relevant training programs to update the supervisors; the scarcity of experienced supervisors in school-based supervision activity; the shortage of allocated budget to facilitate supervisory activities; the supervisors' heavy workload by routine tasks; the negative perception of teachers towards supervision, and the absence of any supervision manual in the school, are the major ones. All these are presumed factors that could hamper the activities of effective supervision in secondary schools of the study area.

5.2 Conclusions

Based on the findings of the study the following conclusions are drawn:

- The main purpose of supervision is professional and curriculum development for creating a better learning condition for students. This requires the positive attitude of teachers towards school-based supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. However, the findings show that teachers were not well oriented to the potential benefits supervision could bring to themselves or to the teaching and learning process where they lacked awareness of the activities of school-based supervision. From this, it can be concluded that teachers in secondary schools of Kamashi Zone have limited understanding about the significance and purpose of school-based supervision.
- The supervisors employed various supervisory options by selecting and coordinating these tools focusing on the individual teacher's needs and problems and the issues of teaching learning that can enhance teachers' professional development and improve their instructional efficiency. However, as shown in the above finding, implementing various supervisory options in the sample schools was not as such effective in their application that properly suited with each teacher's interest and level of development. Therefore, it is possible to conclude that teachers were not motivated at work through the implementation of various supervisory options. Thus, the contribution of supervisory options for teachers' professional development and the improvement of instruction was insignificant.
- The findings of this study showed that the school-based supervisors were not following the procedures of classroom observation appropriately. Particularly, the supervisors did not make a mutual agreement with the supervisee teachers on the purpose of observation, on the data to be collected, and the time of the observation. There was no post conference while conducting the classroom observation. The supervisors also did not stay in the class during the entire class period for

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observation. As a result, teachers were less supported by school-based supervisors for the effectiveness of classroom performance.

- The findings of this study revealed that the school supervisors were ineffective in providing the professional assistance for teachers through organizing workshops, training programs at school level; conducting regular meetings with teachers to identify teaching learning problems and then to find solutions to these deficiencies. Furthermore, the findings revealed that the supervisors were not capable enough in assisting teachers to conduct action research, and evaluating the existing teaching texts for further improvement. From this finding, it can be concluded that, teachers couldn't get the maximum contribution from school-based supervisors. Therefore, the teaching and learning process was not enriched by well supported teachers' professional development.
- Finally, the results of the study discovered that school-based supervision was negatively affected by many problems; such as: the incapability of school-based supervisors; the absence of in-service training programs to update supervisors; non-availability of supervision manual at school; an insufficient allocation budget to carry out supervisory activities; the unavailability of experienced supervisors in schools and the heavy workload of school-based supervisors. As a result, school-based supervision was less supportive for effective teaching and learning process.

5.3 Recommendations

On the basis of the findings obtained and the conclusions drawn, the following recommendations are forwarded to improve the practice of school-based supervision in secondary schools.

- ▶ School-based supervision is a requirement to be practiced in schools as a means to meet the individual needs of the teacher for the sake of instructional improvement. Therefore, a wider variety of supervisory options should be provided for teachers. To this end, it is recommended for school-based supervisors to create an opportunity for

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teachers in implementing various supervisory options in relation to the individual teachers' developmental levels and needs.

- ▶ It is advisable for school-based supervisors to give emphasis to prior planning and discussing with the supervisee and to create awareness on the purpose of classroom observation. Supervisors are also expected to attend the entire class while conducting classroom observation.

In order to see the improvement of teachers' teaching- learning performance, conducting frequent classroom observation is crucial. Therefore, the schools need to create opportunities for the implementation of frequent classroom observation as much as possible and reduce the overload tasks of supervisors.

It is advisable for the school offices make strong efforts to improve the capacity of supervisors, by conducting regular meetings with supervisors and teachers, creating an opportunity for experience sharing among the departments. Moreover, it is suggested for the Woreda Education Offices to organize in-service trainings for school-based supervisors in order to carry out their responsibilities more effectively.

- ▶ The findings of the study pointed out that the practice of school-based supervision was adversely influenced by various factors. Hence, to alleviate these particular challenges, the following recommendations are forwarded:

Providing training programs:

Appropriate and continuous training programs need to be organized and given for school-based supervisors and teachers on the significance of supervision and how it can be designed and implemented at the school level. Thus, it is advisable for the Woreda Education Offices, Zonal Educational Department, and Regional Education Bureau in cooperation with non-governmental organizations facilitate the training programs for the effectiveness of supervision at the school level.

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Providing adequate resources:

The finding revealed the fact that the school-based supervisors have no supervision manual which clearly specifies their responsibilities and how to carry out it effectively. However, it is better for the Regional Education Bureau, the Zonal Education Department and the Woreda Education Offices help secondary schools by providing supervision manuals as necessary reference tools.

Moreover, it is recommended for the Woreda Education Offices and the schools themselves to allocate adequate budget for the successful implementation of school-based supervision based on their financial capabilities.

Reducing the workload of supervisors:

The result of the study revealed that the supervisors' heavy workload was among the factors that hampered school-based supervision. It is a fact that school-based supervisors have double responsibilities: conducting routine tasks and assisting other teachers. Thus, it is better to reduce the teaching loads of school-based supervisors in comparison to other teachers.

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APPENDIX A

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaire to be filled by Teachers

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

Thank you in advance for your cooperation!

Instruction:

1. Don't write your name on the questionnaire.
2. Use a thick mark “☐” to your response of each closed-ended questionnaire from the given rating scales.
3. Write briefly your response for open-ended questionnaire.
4. School-based supervisors represent to principals, vice-principals, and heads of department and senior teachers who are responsible to carry out supervisory activities in the school.
5. Please, give appropriate response based on your school experience/context.

Part one: General Information and Respondents' Personal Data

Please, put a thick mark “☐” in the box for your response or give short answers on the blank space

1.School _____

2. Sex Male Female

3. Age 20- 24 25-29 30-34 35 -39 above 40

4. Service year in teaching 1-5 6-10 11-15 16-20

21-25 26-30 above 30

5. Level of education: Diploma First Degree 2ndDegree

Part 2: Teachers' Understanding about School-based Supervision

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

No	Items	SA	A	UD	D	SD
		5	4	3	2	1
1	I am well oriented about the activities of school-based supervision.					
2	I am well aware of the significance of school-based supervision.					
3	School-based supervision contributed for my continuous professional development.					
4	I believe that implementing school-based supervision needs the collaboration of the stake holders of the schools.					
5	Classroom observation has enabled me to use variety of teaching techniques.					
6	I believe school-based supervision helps to increase the improvement of students' learning.					

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Part 3: Supervisory Options Practiced in Schools

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

No	Items	VH	H	M	L	VL
		5	4	3	2	1
1	The implementation of face-to-face interaction /clinical supervision for teachers to improve classroom performance					
2	Supervisory supports without predetermined format /informal supervision for the sake of instructional improvement					
3	The school organizes teachers to conduct peer observation/collegial supervision among themselves.					
4	The opportunity for experienced and competent teachers to practice self-directed supervision					

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Part 4: Procedures of supervision for classroom observation

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

No	Items	S	A	U	D	SD
		5	4	3	2	1
1	Before conducting classroom observation /Pre-observation conference: Supervisors make a visit after informing me.					
2	Supervisors convince me as classroom visit is helping process in my teaching.					
3	Supervisors plan and make agreements on the suitable time for classroom observation with me.					
4	Supervisors discuss with me on the objective of the lesson before the actual presentation.					
5	Supervisors make discussion with me on the methodology of the lesson before the actual presentation.					
6	The supervisors analyze my lesson plan before classroom visit.					
7	During classroom observation: Supervisors sit at the back of the classroom.					
8	Supervisors record my performance and students' activities					
9	Supervisors follow up my lesson attentively from the beginning to the end.					
10	After classroom observation/post- observation conference: Supervisors give immediate feedback to me.					
11	Supervisors discuss with me on the data collected during the classroom observation.					
12	Supervisors' discussion with me more emphasizes on improvement of my teaching learning process.					
13	Supervisors left to read the comments rather than face- to- face discussion.					

14. How often do school-based supervisors conduct classroom observation?

Part 5: To what extent the school-based supervisors discharge their responsibilities?

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

No	Items	SA	A	UND	D	SD
		5	4	3	2	1
	In relation to your school department head:					
1	Conducting regular meetings with teachers of the department to evaluate their activities.					
2	Arranging on the job orientation program to newly assigned teachers in respective department.					
3	Organizing workshops, conferences, seminars to tackle instructional problems identified by the department members					
4	Organizing model teaching programs for inexperienced (junior) teachers from their senior staff members among the department.					
5	Encouraging teachers to use appropriate teaching materials.					
6	Assisting teachers to conduct action research to solve problems that they encountered.					
	In relation to your school vice-principal:					
7	Evaluating the lesson plan of teachers.					
8	Conducting the classroom observation to ensure the application of lesson plan.					
9	Organizing training programs at school level for the sake of teachers' professional development.					
10	Encourages teachers to evaluate the existing teaching texts for further improvement.					
	In relation to your school principal:					
11	Creating a conducive environment to facilitate supervisory activities in the school.					
12	Coordinating regular programs with the school community to evaluate the teaching learning process and outcomes.					
13	Providing sufficient professional assistance for teachers.					

Part 6: Challenges against the implementation of supervision in the school

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

No	Items	SA	A	UN	D	S
		5	4	3	2	1
1	Supervisors are incompetent enough to help other teachers.					
2	Supervisors have high experience on the practice of school-based supervision.					
3	Supervisors have not taken relevant trainings.					
4	The supervisors are overloaded with classroom activities and administrative tasks.					
5	Teachers are resistant against the supervisory activities					
6	Supervisors are a fault finder rather than assisting teachers					
7	There is inadequate number of supervisors to assist the school teachers properly.					
8	There is lack of relevant supervision manual in the school					
9	There is insufficient allocated budget for the supervisory program in the school.					
10	There is lack of follow up the activities of teachers by the supervisors.					

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

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

APPENDIX B

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaire to be filled by school-based supervisors

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

Thank you in advance for your cooperation!

Instruction:

1. Don't write your name on the questionnaire.
2. Use a thick mark “□” to your response of each closed-ended questionnaire from the given rating scale.
3. Write briefly your response for open-ended questionnaire.
4. School-based supervisors represents to principals vice-principals, heads of department and senior teachers who are responsible to carry out supervisory activities in the school.
5. Please, give appropriate response based on your school experience.

Part one: General Information and Respondents' Personal Data

Please, put a thick mark “□” in the box for your response or give short answers on the blank space.

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1. School _____
2. Sex Male Female
3. Age 19-23 24-28 29-33 34-38 above 38
4. Current position: Vice principal Head of department Unit leader
5. Service year in teaching 1-5 6-10 11-15 16-20 21-25
26-30 above 30
6. Level of Education: Diploma First degree 2ndDegree

Part 2: Teachers' Understanding about School-based Supervision

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

No	Items	SA	A	UND	D	SD
		5	4	3	2	1
1	Teachers are well oriented about the activities of school-based supervision.					
2	Teachers are well aware of the significance of school-based supervision.					
3	Teachers consider that school-based supervision contributed for their continuous professional development.					
4	Teachers consider that implementing school-based supervision requires collaboration of the stake holders.					
5	Teachers in our school believe that classroom observation enable them to use variety of teaching techniques					
6	Teachers believe that school-based supervision helps to increase the improvement of students' learning.					

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Part 3: Supervisory Options Practiced in Schools

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

No	Items	VH	H	M	L	VL
		5	4	3	2	1
1	The implementation of face-to-face interaction /clinical supervision for teachers to improve classroom performance					
2	Supervisory supports without predetermined format /informal supervision for the sake of instructional improvement					
3	The school organizes teachers to conduct peer observation/collegial supervision among themselves.					
4	The opportunity for experienced and competent teachers to practice self-directed supervision					

Part 4: Procedures of supervision for classroom observation

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

No	Items	S	A	U	D	SD
		5	4	3	2	1
1	Before conducting classroom observation /Pre-observation conference: I visit teachers after informing them.					
2	I convince teacher as classroom visit is helping process in his/her teaching.					
3	I plan and make agreements on the suitable time for classroom observation with teachers.					
4	I discuss with teachers on the objective of the lesson before the actual presentation					
5	I make discussion with teachers on the methodology of the lesson before the actual presentation					
6	I analyze the lesson plan of the supervisee teacher before classroom visit					
7	During classroom observation: I sit at the back of the classroom					
8	I record important data on the teaching learning process what the teacher and students are performing.					
9	I follow up the lesson attentively from the beginning to the end.					
10	After classroom observation/post- observation conference: I give immediate feedback to the teachers.					
11	I discuss with the supervisee teacher on the data collected during the classroom observation					
12	My discussion more emphasizes on improvement of teaching learning process.					
13	I give my comments for the supervisee teachers to read rather than discussing face- to- face					

14. How often do you conduct classroom observation for each teacher?

The practices and challenges of School based supervision

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

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

No	Items	SA	A	UN	D	S
		5	4	3	2	1
1	Supervisors are incompetent enough to help other teachers.					
2	Supervisors have high experience on the practice of school-based supervision.					
3	Supervisors have not taken relevant trainings.					
4	The supervisors are overloaded with classroom activities and administrative tasks.					
5	Teachers are resistant against the supervisory activities					
6	Supervisors are a fault finder rather than assisting teachers					
7	There is inadequate number of supervisors to assist the school teachers properly.					
8	There is lack of relevant supervision manual in the school					
9	There is insufficient allocated budget for the supervisory program in the school.					
10	There is lack of follow up the activities of teachers by the supervisors.					

11. If there are other challenges for supervisory activities in your school, mention them. _____

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

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APPENDIX C

Jimma University

Institute of Education and Professional Development studies

Department of Educational Planning and management

Interview questions for school principals:-The main purpose of this interview is to collect relevant data for the study on the practices and challenges of school –based supervision in Government secondary schools of Kamashi Zone .The response you provide will have constrictive paramount and importance for the successful accomplishment of this study .so, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and the responses will be kept confidential.

Thanks you in advance for your cooperation! Part I: General information and respondents' personal data

1. School_____
2. Sex_____
3. Age_____
4. Level of Education: Diploma _____ Degree_____ 2nd Degree _____
5. Qualification of subject: major _____ Minor _____
6. Service yea_____

Part II: please, answer the following questions briefly related to the current practices of your school context.

1. What is your opinion regarding the practice of school-based supervision in your school?
2. How often school-based supervisors visit each school?
3. What procedures does your school use for classroom observation?
4. Which supervisory options /clinical, collegial, informal, and self-supervision are familiar in your school?
5. What strategies the schools use to strengthen in built supervision?
6. What are the challenges you faced during the implementation of supervision in your school?
7. What should be done to solve the challenges of school –based supervision?

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APPENDIX D

Jimma University

Institute of Education and Professional Development studies

Department of Educational Planning and management

Interview questions for Woreda

and Zonal supervision coordinators'

The main purpose of this interview is to collect relevant information to assess the practices and challenges of school –based supervision in Government secondary schools of Kamashi Zone .The information you provide will have constrictive and paramount importance for the successful accomplishment of this study .so, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and the responses will be kept confidential.

Thanks you in advance for your cooperation!

Part I: General information and respondents' personal data

1. Woreda_____
2. Sex_____
3. Age_____
4. Educational Background_____
5. Qualification of subject: major_____ minor_____
6. Service year_____

Part II: please, answer the questions brief related to the the current practice of your Woreda /Zone context.

1. What is your opinion regarding the practice of school –based supervision in secondary schools of your Woreda /Zone?
2. How often the WEO/ZEO supervises each secondary school?
3. What strategies does the WEO/ZEO use to strengthen school –based supervision?
4. What are the major challenges your Woreda /Zone faced during the implementation of Supervisory activities for school?
5. What should be done to solve the challenges of school –based supervision?

The practices and challenges of School based supervision
