

**THE PRACTICES AND CHALLENGES OF SCHOOL-BASED  
SUPERVISION IN GOVERNMENT SECONDARY  
SCHOOLS OF JIMMA ZONE**

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STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

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**A THESIS SUBMITTED TO THE INSTITUTE OF EDUCATION AND  
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**JANUARY, 2021  
JIMMA, ETHIOPIA**

## **Declaration**

The researcher hereby declares that the thesis entitled, “**The Practices and Challenges of school-based supervision in Government Secondary Schools of Jimma Zone**”, is my original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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**Approved By Board of Examiners**

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## **Dedication**

I dedicate this thesis to my lovely son **FiraolGirmaye** who ever made me feel happy in my entire life. Thank you, my kid, for waiting me patiently when I was away from home during my classes. I love you from bottom of my heart.

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Thank you.

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## **Acronyms**

ADEA - Association for the Development of Education in Africa.

CPD - Continuing Professional Development.

EDL-Educational Leaders

EMPDA- Education Materials production and distribution agency

ESDP - Education Sector Development Program

KETB - Kebele Education and Training Board

MoE - Ministry of Education

OREB - Oromia Regional Education Bureau

REB - Regional Education Bureau

SBS-School-Based Supervision

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

## **Abstract**

*This study was conducted to assess the Practices and Challenges of SBS in Jimma Zone Secondary Schools. To conduct the study, a mixed research design and a Cluster sampling technique was employed to select the sample Woredas, cluster centers, school principals, and teachers. To this end, 52 school-based supervisors and 157 teachers were included in this study. The questionnaire was the main data gathering instrument for this study. Thus, 151 teachers, 52 SBS's filled the questionnaires. Interview and data analyses were also conducted to improve the quantitative data. As a result, 4 Woredas and 1 Zonal education Office expert were interviewed. Quantitative data collected through questionnaires were analyzed by using frequency, percentage, mean scores, Standard deviation and t-test by using SPSS V.26.0. The data gathered through the interview and documents were discussed in line with a questionnaire. as a result, the main findings come out from this study were: the practices of challenged by both teachers and supervisors, the procedures of SBS employed in the classroom, the extent to which practices of teachers' professional growth, School-based supervisors" effort in liaising schools/clusters with various organizations in matters that affect quality education were also insufficient. The major challenges that Secondary school SB supervisors come across while implementing SBS were multiple. They were, lack of training and support, overburdened with other tasks and lack of educational resources. In line with the above findings and conclusions, it was recommended that: to provide school-based supervisors with the necessary knowledge and skills, the, Zone and Woreda Education Officials may arrange short- and long-term training in collaboration with different concerning bodies, like NGOs to coup up the challenge encounter the implementation of SBS practice to ensure the teaching-learning process to bring the quality of education.*

# CHAPTER ONE

## 1. INTRODUCTION

This chapter includes a background of the study, statement of the problem, objective of the study, the significance of the study, delimitation of the study, Limitation of the study, definition of key terms, and organization of the study.

### 1.1. Background of the study

Schools are the primary locations where children and adolescents get formal education. The purpose of school-based supervision policy is to ensure schools satisfy their duty of care in supervising students. The most important goal of a school is to promote student learning. In all countries, supervision has always been an important part of educational programs. The recommended measures for increasing school supervision resulted in the anticipated outcomes of promoting quality education. School-based One of the functions of education is supervision, which allows schools to improve teaching and learning as well as teacher professional development (Kutsyuruba, 2003; Arong&Ogbadu, 2010).

The term "School-based supervision" is the supervision that is conducted in schools and that is carried out by principals, vice-principals, heads of department and senior teachers as illustrated by the MoE, (2015), for the improvement of teaching.

Working in a collegial, collaborative relationship with teachers and other educators to improve the quality of teaching and learning in schools while also encouraging teachers' long-term development is what supervision implies (Beach D.M. and Rein Hartz, J. 2000).

School-based supervision differs from school inspection in that the former emphasizes providing teachers with guidance, support, and continuous assessment for their professional development and improvement in the teaching-learning process, whereas the latter emphasizes controlling and evaluating school improvement based on stated standards set by external agents outside the school system. School-based supervision aims to improve schools by assisting teachers in reflecting on their practices, learning more about what they do and why they do it, and growing professionally (Sergiovanni T.J. and Starratt, R.J. 2007).

As a result, according to MOE (2003), the primary focus of school-based supervision is to provide support for teachers and to improve their role as key professional decision-makers in the teaching profession. Supervisors frequently apply a variety of supervisory approaches to attain this goal.

As Dawson (2002) defines a teacher's classroom performance as "implementing curriculum, planning, classroom management, and instructional techniques," school-based supervision is

the cycle of activities that takes place between a supervisor and a teacher in order to improve classroom performance and student achievement.

However, their liaison job is not only vertical; increasingly, supervisors are praised for their horizontal relationships and have an advantaged role to play in recognizing and spreading new ideas and best practices throughout schools. Their role in disseminating reform and ensuring seamless implementation at the school level becomes more vital when determined reform projects are undertaken.

According to studies, school-based supervisors bear a significant amount of responsibility for connecting their schools with the community, NGOs, and individuals in order to resolve financial and material shortages at the school and achieve the goal of stakeholder participation in school improvement programs. However, in the context of Jimma Zone Secondary School supervision procedures, this function is largely overlooked.

The majority of education research focuses on the critical role of teachers and school leaders in ensuring educational quality. However, because not all instructors and school administrators are qualified, they require the assistance of instructional supervisors (Giordano, 2008:11).

Education in Ethiopia is passing through a period of transition from the emphasis on access to emphasis on quality. Quality education depends on several issues, among others educational planning, management, teacher's professional competence, and efforts of students, instructional supervision, and classroom teaching-learning situation (MoE, 2002). According to MoE (2010), the Ethiopian Government has now shifted its attention from access to the quality of education. It has started implementing a quality education initiative called "General Education Quality Improvement Package (GEQIP) of 2008". Some of its programs were school improvement programs and continuous professional development of teachers.

As a result, the current movement calls for a reform and renewal of the instructional supervisory process. Examining the techniques and issues of instructional supervision appears to be critical in this movement (Berhane, 2014). Improvement of teachers' knowledge and abilities through various and ongoing professional supports, such as the school-Based Supervision practice, play critical roles in achieving a nation's development objectives. A continuous school-based supervision practice must be established in schools for teachers to play an essential part in the growth of a nation. School-based supervision entails both monitoring and supporting teachers should be non-hierarchical and participatory in nature. The supervisor gets immediately involved in classroom teaching activity in the participative process. The school-based supervisor will be able to acquire a more reliable view of the

instructional process as a result of this technique, and will be more realistic in proposing changes and improvements to the teachers' role. This also makes accountability for the children's success and a shared priority among instructors and supervisors (Govinda and Tapan, 1999).

It's not easy to provide a good school-based monitoring service. It necessitates a variety of abilities, including people administration skills, human connection skills, group process skills, assessment skills, and technical abilities such as planning, directing, and managing complicated school operations. Honesty, understanding, open-mindedness, intellectuality, objectivity, creativity, inspiration, proportion and balance, and respect for individuals are all qualities that a good supervisor must possess (Tarrant and Newton, 1992 and Ali, 1998). According to Hailesilasse (2007), the purpose of school-based supervision is to develop and explain a system of in-class supervision that, in the hands of incompetent supervisors, will prove powerful enough to give the supervisor a reasonable hope of achieving significant improvements in the teacher's classroom instruction; second, it is to help correct the neglect of class or clinical supervision and establish it as a necessary complement to out of the class supervision (general supervision).

As a result, school-based supervision may have the potential to carry out effective supervisory tasks at each school level. They can cover the administrative, educational, and supportive functions of instructional supervision if they obtain enough training and are in better shape. Their jobs were completed at a low financial cost, with no requirement for a budget or transportation fees.

In 1941/2, Ethiopia began educational inspection, which was eventually superseded by monitoring. The move from inspection to supervision (in 1962/3) was intended to improve the teaching-learning process by focusing supervision on the curriculum, teaching content, and methodology, as well as providing professional help and direction to classroom teachers. As of MoE, with the change in the country's political system, a transition from inspection to supervision was made (1994). Educational monitoring is carried out by school-based supervisors and external supervisors, according to the Ministry of Education (1994). External supervisors oversee the Woreda, Zonal, Regional, and Central supervising educators in this regard. Furthermore, the above-mentioned external organizational entities' supervisors and education experts have been tasked with assisting instructors in the classroom.

According to the Ministry of Education, supervision is the process by which supervisors provide professional support to school principals and teachers in order to improve the



teaching and learning process. In light of this, the Ministry of Education (2010) stated that the requirement of teacher monitoring and support as a technique to ensure the quality of teaching and learning is emphasized in its Education Sector Development Program. School principals, vice principals, department heads, and senior instructors, on the other hand, are classified as school-based supervisory actors (MoE, 1994).

Because these school-based supervisors work within the schools, they are accountable for providing close and ongoing support to teachers in order to improve education. Because the teaching-learning process is something that instructors do on a daily basis in schools. School-based supervisors can also help teachers tackle difficulties that arise while they are teaching.

School-based supervision should be democratic and cooperative, and it should receive considerable attention in the school, in order to bring effective education through enhanced teaching-learning processes. In light of this, a review of present school-based supervision procedures and issues in Jimma Zone secondary schools is beneficial.

## **1.2. Statement of the problem**

It is believed that the overall education system should be supported by educational supervision to improve the teaching-learning process in general and learner's 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 way, school-based supervisors, Woreda, Zonal, and Regional educational experts are responsible for closely and periodically assisting teachers in the schools (MoE, 2009).

School Supervision is a service that has a long history. It has played a critical role in the management of educational activities as well as in equipping teachers with the information and skills they need to tackle educational problems by raising awareness of the dynamic methodological changes in the teaching-learning process. It has been beneficial to monitor and promote instruction by improving instructor quality and student performance (Goker, 1998). This means supervision plays a significant role in the teaching-learning process. 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.

According to MoE (1994), the school principals, vice-principals, department heads, and senior teachers should take a 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 to the quality of education.

According to the supervision manual of the Oromia Education Bureau (OEB, 2007), assigning supervision committees at the school level was a new trend in the region. The manual stated that the school supervision committee members are: principals, vice principals, department heads, and senior teachers who have a leading status and high lead teachers in the career structure. According to the manual, the major functions of the school-based supervisors are providing support to teachers in improving instruction, arranging permanent training programs for teachers, and following its implementation, enhancing the effective implementation of school improvement programs and continuous professional development programs of teachers.

The researcher has personally participated in the workshops, seminars and understood the situation of supervisory practices in the study area. The problems that were mentioned in seminars, and Woredas 2012 "annual report which were observed by the researcher were shows in secondary school school-based supervisors is not performing as is expected.

The findings of different researches conducted on the practice of school-based supervision in secondary schools of different regions and zones of Ethiopia such as Chanyalew (2005), Getachew (2001), Million (2010), have shown that there was a lack of awareness on utilizing various supervisory activities, a lack of relevant continuous training 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 teacher's instructional improvement.

In addition to this, the researcher looks in detail at the challenges faced by internal supervisors; like that of being overburdened by other works, perception of teachers toward supervision, insufficient adequate training, and did not get support from woreda education officers. So, relentless efforts were being made to alleviate the listed problems for the success of internal supervision.

Besides, from the eighteen years of Personal teaching, head teacher, cluster supervisor, and woreda education office expert experience of the researcher, a large number of secondary school school-based supervisors appeared to not devote most of their time to systematic identifications of teachers' skill gap and support of teachers on their instructional activities.

In addition, the current initiation for quality of education further rationalized the researcher to deal in the area under discussion, as supervision is a quality monitoring tool. The researcher understood that there is a gap between what was demanded and what the school-based supervisors were doing.

The researcher has been teaching for eighteen years in secondary schools of the study area, Jimma Zone. However, to the knowledge of the researcher, particularly in the study area, there was no adequate research conducted on the practices and challenges of school-based supervision and the conducted research in another area by for, instance Abebe (2014)at BenishangulGumuzKamesh zone, Zewdu(2018) at Oromia East wollega zone focused on the only academic function of supervision whereas, the current study focuses on both academic and liaison functions of supervision to dig out in-depth problems that are hinder school-based Supervision was why the researcher is interested to study this topic.

Due to this reason, the researcher felt that there is a gap that needs a depth investigation about the status of the current supervisory practices, classroom observation, and the practices of school-based supervision to professional development, the proper implementation of liaison

with other organization and the proper implementation of school-based supervisors' roles. In doing so, the researcher raised the following basic research questions:

1. What are the practices of school-based supervision in Jimma Zone secondary schools?
2. How do Supervisors employ the procedures of SBS in Secondary schools?
3. To what extent SBS practices Contributes to teachers' professional development in schools under the study?
4. How school-based supervisors link schools/clusters with various organizations and community groups to assure quality education?
5. What are the major challenges that school supervision is facing currently in implementing school-based supervision?

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

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

The overall objective of this study was to assess the current status of School-based supervisory practices and their challenges in secondary schools of Jimma Zone.

#### **1.3.2. Specific Objectives**

Specifically, the study was attempted;

- ❖ To assess the status of the implementation of school-based supervision practices
- ❖ To identify the extent to which the procedures of school-based supervision are being employed in the schools under the study.
- ❖ To find out the extent to which school-based supervision contributes to teachers' professional growth in the schools under the study.
- ❖ To identify the extent to which supervisors liaise schools with various organizations, community groups, and other interests in matters affecting quality education?
- ❖ To identify major challenges affecting the practices of school-based supervision in secondary schools of the Jimma Zone.

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

Supervision aims at helping teachers ensure 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:

- The result of the study may help WEO, and Secondary Schools to understand the problems of school-based Supervision so that they may come up with workable solutions to the problems.

- It may provide awareness to school-based supervisors and teachers with current and relevant information regarding supervisory techniques and support to contribute their share to the growth of their Schools.
- Additionally it may also serve as a starting point for other researchers who are interested to research this area.
- It is also useful to the researcher as it may help him in actualizing his dream and lead him to the completion of Master of Arts program in educational leadership.

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

The study was related to the assessment of the practice of school-based supervision and challenges that are currently hindering in the secondary schools of Jimma Zone. It might produce a good result if the study included all Secondary Schools in Jimma Zone. However, to make the study more manageable and to complete within the time framed, it is delimited to **Eight (8)** Sample government Secondary Schools in the Zone. Because as I am one members of secondary school staff, I know the problems practically and the given attention for the school from higher experts was not this much. Conceptually, the study focused on assessing the practice and challenges of school-based supervision which contains the independent variables (practices of school supervisions, procedures of class-room observation, professional development and school linkages) and the dependent variables which lacks school supervision like teacher perception, training and support, Excessive work and inadequate resources.

**Besides**, even though supervision has three main purposes/functions, namely: administrative, academic, and liaison a function, this study is delimited on the academic and liaison function of supervision at the school level which is practiced by the school's community by itself.

### **1.6. Limitation of the study**

Some limitations were considered and observed while conducting this study. Time constraint, uncooperativeness of respondents, in filling the questionnaires and return on time were some of the problems I have encountered while conducting this study. Initially it was difficult to collect all the questionnaires as planned. In addition, most sampled school was inaccessible for transportation. Furthermore, member of Woreda education officers and Principals were always too busy. I was however able to minimize some these problems. Thanks to the good rapport I have with officials, I was able to meet my busy subjects after office hours and interview them. The return rate of the questionnaires also maximized because some of colleagues helped me by encouraging respondents to fill in the questionnaires and return them.

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

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

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

**Supervision-** Is the function in schools that draws together the discrete elements of instructional effectiveness into whole-school action (Glickman, 1985).

**School-Based Supervision:** Refers to supervision that is conducted at the school level by principals, vice principals, school-based supervision committee members (department heads, senior teachers, and unit leaders) (MoE1994).

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

This research thesis is organized in to five chapters. The first chapter is the introductory part which includes the background of the study, statement of the problem, objective, significance, scope, the limitation and operational definitions of terms. The second chapter presents the review of literature relevant to the research. The third chapter discuss about research methodology and chapter four deals about data interpretation and analysis. The last chapter presents summary, conclusions and recommendations of the study. Reference and appendixes are also the parts of this paper.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

This chapter of the study devotes itself to presenting the existing international, national, and regional literature in the area of school supervision. It begins with briefing the concept of supervision, the historical development of supervision, tasks of supervision, supervisory options for teachers; and practices of supervision in Ethiopia.

#### 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 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 &Reinhart, 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).

Instructional supervision is a process that focuses on instruction and provides teachers with information about their teaching to develop instructional skills to improve performance (Beach &Reinhart, 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 to improve 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.

### **2.1.1. The Concept of School-based Supervision**

According to Neagley, R.L.S., & Evans, N.D. (1970). School-based supervision refers to supervision within the various institutions by the institutional heads. School-based supervision is where the head or principal in present-day public-school organization is the chief school administrator in the day-to-day administration and supervision of the school Wanzare, Z.O. (2011).

On the other hand, that School-based supervision deals with all the activities performed by teachers and principals in the school to enhance teaching and learning. School-based supervision could be classified as that type of supervision that takes place within the school itself. Head teachers, teachers and pupils do this type of supervision. Supervision by the pupils is when from time-to-time prefects and class leaders ensure that assignments given to students are done, when teachers are absent from the classroom. Supervision of the students work by the teachers is very important in enhancing pupils' achievement because the teacher contact is on a daily basis more than any other contact the pupil has with other supervisors.

Teachers' supervisory duties include certain aspects of actual teaching, like making sure that the pupils pay attention while teaching is going on, evaluation of the teaching/learning process by giving pupil's exercises and other forms of assignment, marking of exercises and assignments and ensuring that pupils do their corrections.

These measures to a large extent enhance pupils' academic achievement. It is the duty of the teacher to also discuss bottlenecks that hinder the teaching/learning process with the head teacher and external supervisors to help find solutions and thereby help improve upon the teaching/learning process. The role of the head teacher is also very important in supervision. His main duty is to ensure that adequate teaching and learning take place in the classroom. He also gives professional advice and guidance to the teachers. He is also expected to organize in service training courses for the teachers. The Head teacher is expected to observe teachers while they are teaching and also go through the exercise they do with the pupils. This should be done at least with one subject a week. As an administrator, the head teacher is to ensure that the necessary inputs like textbooks, stationery, equipment and tools are available in the school Alimi, P. & Akin Folarin, C.A. (2012).

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.



## 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 that exist at different periods (Oliva, 2001)

*Table 2.1 Major Periods in the Historical Development of Supervision*

Period	Type of Supervision	Purpose	Person Responsible
1620-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selectmen, Citizens 'committees
1850-1910	Inspection, instructional improvement	Maintaining rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, supervisors,
1930-1950	Human relations, democratic	Improving instruction	Principals, central office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resource, democratic	Improving instruction	Principals, central office supervisors, School-based supervisors
1975-1985	Scientific, clinical, human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative	improving instruction, increasing teacher satisfaction, expanding students'	Principals, central office supervisors, school-based supervisors, participative, mentor
1985-present	Scientific, clinical human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative, culturally responsive	Improving instruction, increasing teacher satisfaction, creating learning communities	School based supervisors, peer/coaching mentor, principals.

**Source Surya, 2002**

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

Education inspection was introduced into the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education into the country. Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth (Haile Selassie, 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed

through four periods. The following table briefly indicated the development of educational supervision in different periods as (Haile Selassie, 2007) indicated.

**Table 2.2 Historical Development of Educational Supervision in different periods in Ethiopian context:**

periods	Types of supervision	purposes	person
1 <sup>st</sup> Period (1934-1954E.C)	Administrative Inspection	-Direct inspection through visits. Collect and compile satirical data on number of students and teachers, number of classroom and class size and finally produce reports to be submitted to the MoE. -Curriculum related tasks: allocation of suitable textbooks; preparing and developing curricula for all grades.	Inspector
2 <sup>nd</sup> period (1955-1973E.C)	Instructional Supervision	The major preoccupation of supervision had been administrative. Activities such as teachers' placements and transfers, managing and coordinating national examination; assisting education officers at various levels.	Supervisor
3 <sup>rd</sup> Period (1974-1987E.C)	Administrative Inspection (re instituted)	Staff development through in-service training, establishment and strengthening of model schools and planning instructions were put as duties of inspectors. Inspectors' was focused on administrative, financial, property and utility management. Processional help was more neglected and attention was given to administrative activities.	Inspector
4 <sup>th</sup> period (1986E.C to date)	Democratic Educational Leadership	It seeks the participation of all concerned bodies in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to serve the beneficiaries'(students) through the continues improvement of the teaching-learning process.	Supervisor

**Source Haile Selassie, (2007)**

According to (Million, 2010:23), there are two approaches of organization of supervision in Ethiopia, that help the effective and efficient achievement of the intended objectives. These are school supervision and school-based supervision. Out-of-school supervision is given by the Ministry of Education, Regional Education Bureau, Woreda Education Office, and Cluster Resource Centers. Further, million indicated that, for each cluster center, the Woreda designated one supervisor who should report to Woreda education.

### **2.3. Principles of Educational Supervision**

Supervision is concerned with the total improvement of teaching and learning situations. In line with this, Somaiya (2010) stated that supervision has the following principles: There should be short-term, medium-term, and long-term planning for supervision.

- Supervision is a sub-system of school organization.
- All teachers have a right and the need for supervision.
- Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel.
- Supervision should help to clarify educational objectives and goals for the principal and the teachers.
- Supervision should assist in the organization and implementation of curriculum programs for the learners.
- Supervision from within and outside the school complements each other and is both necessary.

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

#### **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 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 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 ongoing, developmental, and differentiated approaches that enable teachers to learn from analyzing and reflecting on their classroom practices with the assistance of another professional (Glatt horn, 1984; Glickman, 1990).

In line with the necessity of a supervisor’s help for teachers, Sergiovanniand 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 are promoting face-to-face interaction and relationship building between the teacher and supervisor and also promotes the capacity building of individuals and the organization.

To sum, the intents of instructional supervision revolve around helping teachers with their practical competencies and increasing students learning through the improvement of the teacher's instruction.

## **2.5. Functions of Supervision**

The importance of educational supervision stems on the need for development system of education as programmed by the planned educational objectives. This will be only realized through a successful supervisor, since supervision is the joining circle between all the educational inputs.

Therefore, it is unavoidably apparent that this system should be developed so as education will achieve its optimal goal that is building human, based on the important status of the supervision in the educational process (Badah, 2013). Officers will be differentiated on the basis of their tasks, separating for example inspectors or supervisors from advisers, or separating the supervision of administrative aspects from that of pedagogic aspects. In some cases, a distinction will be made between the inspection of teachers and the supervision of the schools' management, through the inspection of the head teacher. Yet another distinction is that between monitoring the system, in many examples a task of a specific force of officers at central level, and monitoring the individual schools (De Grauwe, 2004). Educational supervisors should not compromise the principle of equality and should be objective.

Educational supervision should be carried out by people who have received its education. It is crucial for educational supervisors to sustain their professional developments. Supervision should be carried out more frequently and over an extended period of time. It is important to treat each supervised individual the same way and without compromising the principle of equality and justice for the effectiveness of supervision. Educational supervisors should not display offending attitudes towards teachers and should refrain from being subjective during the supervisions (Ozdemir&Yirci, 2015).

### **2.5.1 Supervision as Control**

According to De Grauwe and Carron (2004), the control function that relates to inspection is at the heart of compliance monitoring. In many countries control is considered to be the essential function of supervisors by central ministries. In Spain, the first function of the Inspectorate Service is to ensure that the laws, regulations and any other legal dispositions of the educational administration are fulfilled in schools and services. Similarly, in the Netherlands, the primary responsibility of the Inspectorate has always been to ensure compliance with statutory regulations.

According to MoE (2012), in Ethiopia, Inspectors ensure the implementation of label schools based on their monitoring and evaluation. With this inspection provides information to policy makers and practitioners about the status of policy implementation and school improvement. This has traditionally been seen as an important way of ensuring the teaching and training provided within any given sector in any country and is in principle the same.

According to Nets net (2014), Limited experiences of educational support and lack of cooperation between the supervisor and supervisee are some of the problems in supervision. Educational supervision is not a unit-dimensional concept. It is not the concerns of superiors, principals or ministry officials alone. It arises from collaborative activities between the supervisor and the led. Indeed, there would be no supervision if there are no people to be supervised.

### **2.5.2. Supervision as Support**

Obviously, simple control without support will not easily lead to quality improvement. This is why, from the very beginning, these two dimensions of supervision have been intimately linked. In most instances, support takes the form of advice given during supervision visits, which cover both administrative and pedagogical issues. Other modalities of support should also be considered, such as: individual tutoring; demonstration lessons; in-service training programs; and organization of peer-learning (De Grauwe and Carron, 2004).

The supervisors should see themselves and the teachers to be supervised as professional colleagues and partners in progress (Olorode&Adeyemo, 2012). The relationship between the supervisor and the supervised is a crucial element for an effective supervision (Ozdemir&Yirci, 2015). The supervisor is a trusted fellow to improve performance and plays a role of facilitator, helper and motivator for the solution of problems. It is a relationship among human beings to perform the task efficiently and effectively to improve the process of instruction (Behlol, Yusuf, Parveen, and Kayani, 2011).

The modern supervisor should go to schools as a professional to meet the teachers as coworkers in the education programs. According to Olorode&Adeyemo (2012), some of the purposes of modern supervision include: promoting and developing a favorable setting for teaching and learning; ascertaining the standard of educational performance; checking the available resources in each school;

In educational supervision assesses are comfortable about displaying everything to supervisors. For this purpose, the supervisor does not follow directing, telling and fault-

finding approach but participatory and mutual sharing techniques (Wile 1995 in Bahlol, Yusuf, Parveen&Kayani, 2011).

### **2.5.3 Supervision as Liaison**

In addition to control and support functions, which include regular school visits, supervisors are also the main liaison agents between the top of the education system, where norms and rules are set, and the schools, where education really takes place. As expected of go-between agents, they have a double task: to inform schools of decisions taken by the center, and to inform the center of the realities at school level (De Grauwe and Carron, 2004).

Their liaison role is, however, not only vertical: increasingly, supervisors are entrusted with horizontal relations and have an advantaged role to play in identifying and spreading new ideas and good practices between schools. Particularly when ambitious reform programs are being launched, their role in distributing the reform and in ensuring smooth implementation at the school level becomes important. As their job description was not sufficiently complex, supervisors must also establish good linkages with other services involved in quality development such as pre- and in-service teacher training, curriculum development, and examinations (ibid). The other thing was linking schools with private donors for fundraising purposes.

In sum, supervision functions are control, support and liaison. The control function that relates to inspection is at the heart of compliance monitoring. Simple control without support will not easily lead to quality improvement. This is why, from the very beginning, these two dimensions of supervision have been intimately linked. In most instances, support takes the form of advice given during supervision visits, which cover both administrative and pedagogical issues. Supervisors are also the main liaison agents between the top of the education system, where norms and rules are set, and the schools, where education really takes place.

## **2.6. Approaches to Educational Supervision**

Authors in the field identified six approaches for educational supervision. These are directive supervision, alternative supervision, collaborative supervision, and non-directive supervision, self-help-explorative and creative supervision (MoE, 1987 E.C:55-58). These models are discussed as follows: In directive supervision, the supervisor shows the 'best' teaching methodology for the teacher and then evaluates whether or not the teacher used this methodology in the classroom. The drawbacks of this model are, there is no evidence that the indicated methodology is best or not; teachers remain inactive, and teachers lack self-

confidence. In alternative supervision, the supervisor conducts class observation. After class observation, the supervisor shows other alternatives for the teacher, considering the method used by the teacher as one alternative.

In collaborative supervision, both the teacher and the supervisor actively participate and discuss together to solve the problem in the teaching-learning process. In this approach, the willingness of the teacher to work together with the supervisor is very important. In non-directive supervision, the supervisor is expected to listen and respect the opinion of the teacher. The supervisor should explain ideas for the teacher and seek reasonable justification from the teacher. This model helps avoid self-defending by teachers. While using this method for inexperienced teachers, care should be taken (MoE, 1987 E.C:55-58).

In self-help-explorative supervision, the teacher and supervisor continuously work together, until the supervisor believes that the teacher achieved the intended objective. This approach tries to narrow the gap between the supervisor and the teacher. The creative supervision approach believes in creativeness and the use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor); and using methods that are effective in other fields (MoE, 1987 E.C:55-58).

## **2.7. 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 teacher's activities (MoE, 2006). The supervisor needs to have some qualities to handle well his/her responsibility. Claude (1992) indicates that supervising people, 14 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.

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.

## **2.8. 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 and 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 teacher's professional development and improve instructional efficiency. In the same way, it is noted in Kwong (1992), as successful matching of options to teacher's 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.

### **2.8.1. Clinical Supervision**

Supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni and Starratt, 2002). Supervisors working with teachers collaboratively, and providing expert assistance to every teacher within 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 teaching skills for the benefit of the pupils. In lines with this, the analysis of the data and relationship between teacher and supervisor, form the basis of the programmed procedures and strategies designed to improve the student's learning by improving the teacher's 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-upon 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 a better atmosphere for promoting learning will exist.

### **2.8.2. 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 & Reinhart, 2000). Collegial supervision is defined by Glatt horn (1984:) as a “moderately formalized process by which two or more teachers agree to work together for their 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 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).

### **2.8.3. Self-Directed Supervision**

In self-directed supervision, teachers work alone by assuming responsibility for their 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 the 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 can manage their time well. Similarly, 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 can 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.

#### **2.8.4. 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 teacher's classrooms, conversations with teachers about their work, and other informal activities. According to Blasé (cited in Zepeda, 2003), informal observations can assist supervisors in motivating teachers, monitoring instruction, and keeping informed about instruction in the school.

#### **2.8.5. 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 systematically gaining evidence about the nature of a particular problem.

### **2.9. 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 plan to increase teacher thought. One person can't 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).

#### **2.9.1. 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 focusing on the improvement of classroom instruction. Direct assistance occurs when the supervisor effectively provides

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

### **2.9.2. Curriculum Development**

The 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 for 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 the curriculum development process are:

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

### **2.9.3. 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.

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

#### **2.9.4. 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 skillful teachers and competent teachers are very crucial for a 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 programs 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: Involvement of administrators and supervisors in planning and delivering the program, differential training experiences for different teachers, placement of the teacher in an active role (generating materials, ideas, and behaviors), emphasis on demonstrations, supervised trials and feedback, teacher experience sharing, and mutual assistance; linkage of activities to the general professional development program and teacher self-initiated and self-directed training activities. Teachers need to be provided with training programs that equip them with competencies that make them efficient in their routine activities.

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 relationships (ADEA, 1998). To sum up, the Ministry of Education (MoE, 2002) indicated that, it is the responsibility of the supervisor to facilitate situations to exist the respecting and assistance of teachers among themselves in schools and offer professional support how to solve teaching-learning problems.

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 program and new teaching methodologies by teachers.

#### 2.9.4. 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 a participant to improve the rationality of (a) their practices, (b) their understanding of these practices 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 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 met the instructional needs of their students, propose a change that might be more successful, improve changes, and finally judge the success of their endeavors.

The purpose of action research is to bring about improvement in a given situation such as improving pupil performance, teacher performance, school administrations, school and community relationships (ADEA, 1998). To sum up, the Ministry of Education (MoE, 2002) indicated that, it is the responsibility of the supervisor to facilitate situations to exist the respecting and assistance of teachers among themselves in schools and offer professional support how to solve teaching-learning problems. Furthermore, the Ministry of Education (MoE, 2002) also clearly puts that teacher are expected to conduct action research to enhance the teaching-learning process. To this end, school-based supervision is a crucial process that needs to be strengthened in the school and practiced continuously based on the prepared plan for the 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 program and new teaching methodologies by teachers. To facilitate instructional improvement, those responsible for supervision must have certain prerequisites of the following skills (MoE, 2006):

- **Knowledge skills base:** supervisors need to understand what teachers and schools can be and what teachers and schools are.
- **Interpersonal skills base:** supervisors must know how their 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.

- **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. In addition to these (MoE, 2006). Moreover, a lot of professional skills are required for supervision in schools.

According to Olowoye (1989), these skills can be classified into eight major groups as stated below:

**Pedagogical Skills:** These include mastery of subject matter, teaching methods, improvisation, presentation of content, preparation of lesson notes, lesson plans, and units, etc.

**Evaluation Skills:** These include questioning, continuous assessment and examination skills.

**Disciplinary Skills:** These include class control, punishment, use of rules and regulations, and maintenance of order.

**Motivational Skills:** Issues bordering on rewards and reinforcement are emphasized.

**Reportorial Skills:** Documentation of report card, class register, logbook, attendance book, etc.

**Managerial Skills:** These are skills on time management, good use of teaching aids, difficult situation, and student's behavior.

**Interactive Skills:** Creation of rapport, teacher's personality and general characteristics, cooperation, etc.

**Analytical Skills:** Possession of mathematical ability, statistical computation, and interpretation of data, etc.

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

- **Direct assistance:** which is the provision of personal, ongoing contact with the individual teacher to observe and assist in classroom instruction.
- **Group Development:** is the gathering together of teachers to make decisions on mutual instructional improvement.
- **Professional Development:** This is the task that includes learning opportunities for staff provided or supported by the school and school system.
- **Curriculum Development:** is the revision and modification of the content, plans, and materials of classroom instruction.

- **Action Research:** is the systematic study by a staff of the school on what is happening in the classroom and school to improve learning.

## **2.10. 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

### **2.10.1. 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 success of classroom observation, the supervisors should have full knowledge of 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 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 the pre-observation meeting, the supervisor and teacher discuss the lesson plan by stressing the lesson objectives, relevance and appropriateness of the 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).

### **2.10.2. 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 upon 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 a teacher to provide an appropriate feedback mechanism, reinforcement, and classroom discipline. During classroom observation, the supervisor does not only focus on the recording teacher's 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, the supervisor should 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.

### **2.10.3. 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 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 :).

The post-observation conference helps the teacher to improve classroom instruction. The feedback during the post-observation conference should focus on modifiable teaching behaviors. In doing this, teachers should not be asked to do things that 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 teaching, while at the same time refines their ability to observe, analyses, and interpret, an ability that can also be used to improve their 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).

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

### **2.11.1. Supervision at School Level**

To achieve the intended objectives of instructional supervision, in addition to the external supervisory services, there is a supervision service within the school which is called school-based supervision. Merga (2007), pointed out that, as schools are institutions where the actual teaching and learning takes place, the functional and true sense of educational supervision



depends on the supervisory operations made at the grassroots level i.e., the school. He further explained that as instruction is a continuous process, the function of supervision at the school level should also be continuous. In this respect, in the school system, school principals, vice-principals, department heads, and senior teachers are supposed to be active participants in school-based supervision. Based on the Educational Programs and Supervision Manual of 1994 Hailesilassie, Merga in his Training Manual of Approaches to Educational Supervision (2007) further summarized the roles and responsibilities of the above school-based supervisors as follows:

### **2.11.2. The Roles of School Principal in Supervision**

The school principal is an instructional leader and a lead supervisor for his/her respective school. As a result, he/she is expected to facilitate conditions for the supervisory activities in the school he/she leads. His/her roles and responsibilities are: organizing all necessary resources such as classroom materials, technology, and teachers for instruction, giving professional assistance and guidance to teachers to enable them to realize instructional objectives, supervising classes when the need arises, coordinating the evaluation of teaching and learning and the outcome through the initiation of active participation of staff members and the local community at large; coordinating staff members of the school and other professional educators to review and strengthen supervisory activities and evaluating school community relations and based on the evaluation results, striving to improve and strengthen such relations.

### **2.11.3. 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 overall instructional leadership to staff members, evaluating lesson plans of teachers, and conducting the classroom supervision to ensure the application of lesson plans and, ensuring that the curriculum of the school addresses the needs of the local community.

### **2.11.4. The Roles of Department Heads in Supervision**

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 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.

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

According to MoE the career structure, it is assumed that higher lead teachers, lead teachers, associate lead teachers, and higher teachers are senior teachers. According to the supervision manual of (MoE:1987), they are positioned to supervise other teachers within their departments, consult with respective department heads for improved practices of teaching and learning, assist and guide teachers as well as to conduct classroom observations.

Similarly, Grauwe and Carron (2007) stated that senior teachers play significant roles in school-based supervision by supporting teachers especially when the school principal engages himself /herself more in administrative and managerial tasks. These senior teachers are called ‘master teachers’ in some countries. For instance, in Sri Lanka until 1996 and in Jamaica (existing today) master teachers are classroom teachers who are paid the same as school principals and expected to offer close supervisory services to teachers.

#### **2.12. The practice of SB Instructional Supervision in Oromia Regional State**

Based on the information obtained from the supervision manual of (OEB: 2000) a school-based supervision approach has been introduced since the beginning of the year 2000 E.C. As part of implementing Business Processing Reengineering (BPR) in schools of the region. At all schools in the region, a school-based supervision committee was assigned based on the number of teaching staff of each school. The members of the committee are Vice principals, unit leaders, department heads, and teachers who are selected and assigned to the position through competitions.

The supervision manual of Oromia Education Bureau (OEB, 2007) listed the responsibilities and duties given to the school-based supervision committee as follows: Promoting qualitative improvement in the teaching-learning process in the classroom with cooperation, active involvement, and participation of all teachers serving in the school, providing supervisory services through different strategies such as induction, mentoring, clinical supervision, collegial supervision, informal supervision, self-directed supervision, and in-service training, helping teachers to have the necessary instructional skills and knowledge of the grade levels they teach. The manual also stated that school-based supervisors have the responsibility of building the confidence of teachers by upgrading teachers’ pedagogical skills and

competence, developing strategies to improve teachers' professional development, creating opportunities for mutual sharing of experience, holding professional discussions with individual teachers concerning classroom organization, lesson planning and teaching methods.

### **2.13. Challenges against School-Based Supervision**

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

#### **2.13.1. 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).

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).

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

Many newly appointed principals are not given the necessary training and orientation to equip them with the skills they need to carry out their instructional supervisory functions. 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 Ahamad's study (cited in Rashid, 2001), lack of training for supervisors, a 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 a continuous training system for supervisors to update their educational knowledge and skills is an obstacle to the practice of supervision.

### 2.13.3. Excessive Workload

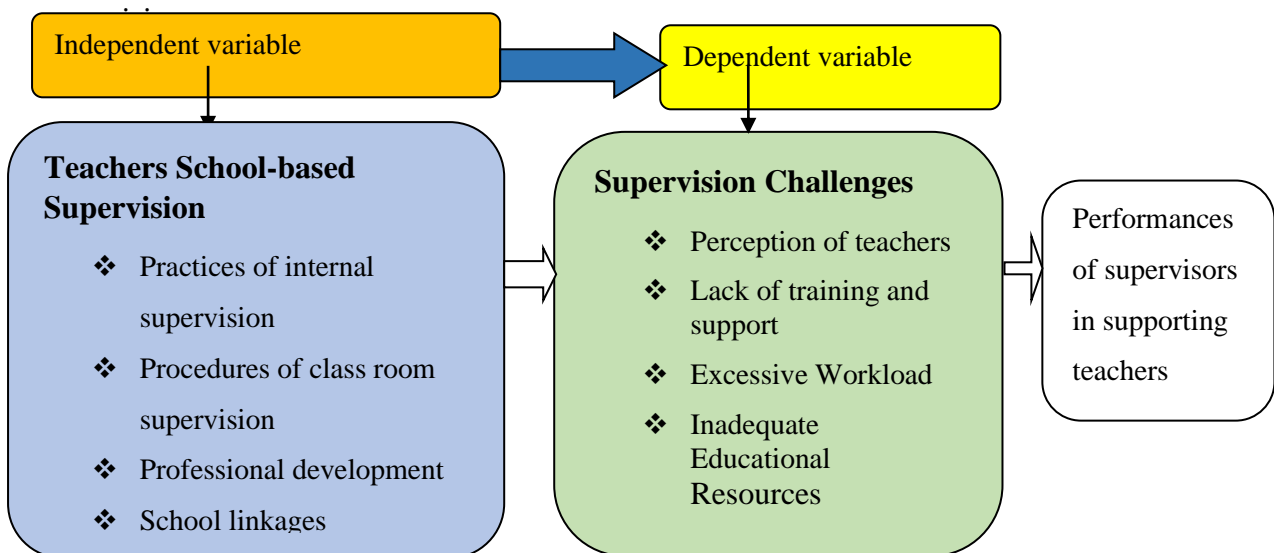
The school-level supervisors (principals, vice-principals department heads, and senior teachers) are responsible to carry out the in-built supervision in addition to their classes and routine administrative tasks. Ogunu (cited in Enrage, 2009) revealed that secondary school principals are so weighed down by routine administrative burdens that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Muhammad (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.

### 2.13.4. 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 impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and 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.

## 2.14. Conceptual Framework

*Figure 1. The Conceptual Frame Work of practices and challenges of school-based*



Adopted From Researcher (2018)

The above figure explains the two variables (teachers’ school-based supervision and Supervision challenges). The dependent variable (supervision challenges) are about perception of teachers towards supervision, Lack of Adequate Training and Support, Excessive Workload and Inadequate Educational Resources While the independent variable

(teachers' school-based supervision) comprises practices of school-based supervision, procedures of class room supervision, professional development and school linkages with other supportive organization which are used by school-based supervision to achieve the quality of education. The reason that initiates the researchers to conduct this study was to assess school-based supervisors' role in improving students' performance in teaching and learning in secondary schools of Jimma zone.

## CHAPTER-THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

This chapter includes the research design, study method, data sources, sample and sampling techniques, instruments & data collection procedures, validity and reliability checks, and method of data analysis.

#### 3.1. Research Design

A research design is a plan, structure, and strategy to obtain answers to research questions or problems. It is a complete scheme or program of the research (Kerlinger, 1986 in Kumar, 2011). A research design is a logical sequence that connects the empirical data to the study's initial research question and the conclusion (Solomon, 2008).

The study attempted to utilize Concurrent Mixed research design which involves mixing qualitative and quantitative data within the stages of the research process. In other words, it involved the collection and analysis of both quantitative and qualitative data in a single study in which the data were collected concurrently. Hence, the integration of the data was made in the stages of analysis and interpretation of the research (Johnson and Onwuegbuzie, 2004). The reason behind employing mixed research design was for the purpose of triangulation. That is to triangulate and substantiate the quantitative data with the information gained from the qualitative ones.

The rationale for employing this mixed research methods is to triangulate the quantitative data with the information gained from the qualitative one. That is gathering data using different methods from different sources so as to see the meeting of results and thereby get a relatively comprehensive picture of the issues under study (Ravi Parkash, 2005). Similarly, the qualitative data that includes interview, open-ended questionnaire and document analysis were used for qualitative research design in order to substantiate and triangulate the quantitative data.

#### 3.2. Research Methods

A research method is a style of conducting research work that is determined by the nature of the Problem (Singh, 2006). Thus, in this study, the researcher used both quantitative and qualitative methods as the leading method which emphasized on the practices and challenges of internal school supervision that would be better to understand by collecting both quantitative and qualitative data.

The fundamental assumptions of this form of inquiry are that combining both quantitative and qualitative methods together provide a better understanding of the research problem than

either type by itself (Creswell 2014, Creswell & Plano Clark, 2011). Accordingly, quantitative aspect was more emphasized in the study. Furthermore, employing both quantitative and qualitative methods together is preferable because using both method enables the researcher to validate and confirm the data and discover something that would have been missed in using either of one method. For this reason, the researcher employed quantitative and qualitative method for the study; he was interested in collecting and analyzing both quantitative and qualitative data to come up with a more reliable result.

### **3.3. Sources of Data**

To strengthen the findings of the research the relevant data for the study were collected from both primary and secondary sources. These were: -

#### **3.3.1. Primary Source of Data:**

In this study, primary data sources were employed to obtain reliable information about the school-based-supervisory practices. To achieve the ultimate goal of the study first-hand information are gathered from teachers; School-based supervisors (principals, vice-principals, and heads of department) of secondary schools because they were the implementers of the school-based supervision at nearby and the Zone Education office coordinator and Woreda Education Office supervision coordinators of Jimma zone.

#### **3.3.2. Secondary Source of Data:**

The secondary sources of data were the school's documented records of School-based supervision. Those are **minutes, check list** prepared from woreda level to school level. These files were observed to strengthen the data obtained through questionnaires and interviews.

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

The target population of this study was conducted in the secondary schools of Jimma Zone. The population of the study comprises school-based supervisors (i.e., principals & heads of department and teachers of the 8 (Eight) sampled schools (Sekoru Secondary School, Deneba Secondary School, Yebu Secondary School, GarukeMazoria secondary school, Limmu Genet Secondary School, Babu Secondary school, Gembe Secondary school, Choice KetaMuduka secondary school), Secondary school supervisors and Woreda and zone Education Office, experts. The total population was 390, my target population was 312 and the sample were 209. Accordingly, 8 principals, 8 vice principals 36 heads of department), 4 Secondary school supervisors 157 teachers, 4 Woreda Education Office supervision experts, and 1 zonal education office supervisors' experts were the population of the study.

### 3.5. Sample and Sampling Techniques

As to the statistical information obtained from Jimma Education Office, there are 21 woredas and 1 administrative town; there are 22 woredas and 103 secondary schools found in the Jimma zone which was grouped under four clusters. Sample selection was done at three levels. Woredas, schools, and individuals. The researcher preferred this technique as it helped to get a more representative sample from geographically scattered participants. According to Yalow and Lim show (1998) among the total population, 10- 30% can fulfill the sample sizes. From those (4) woredas 8 schools of them were selected as a sample for the study using cluster sampling techniques; because those woredas and schools represent other woreda and schools since the method employed to select sample units out of population area add to manage the study.

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, Four WEO supervision experts, one zone education experts and 4 Cluster supervision, were selected by availability sampling technique (MoE 1994).

Consequently, among the twenty-six-sample government secondary schools found in the zone of the study, 8 of them were selected by simple random sampling technique especially using lottery method. Then, 8 principals, 8 vice principals of the schools were selected through available 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 four schools were taken through availability sampling technique. Those are 8 senior teachers, and 24 Department heads were taken as a sample.

In addition to this, to determine the sample size of teachers one woreda was selected from each cluster and for each school of selected secondary schools, the stratified formula of Yamane (1967) was utilized. In order to determine sample size teachers, the researcher used the formula of finite (known population) the population for target of real experiment used above 30%.

Accordingly, to determine sample size of the teachers 157 of teachers from total of 260 (i.e., 24 teachers from Sekoru school, 21 teachers from Deneba secondary school, 35 teachers from Limmu Genet secondary school, 14 teachers from Babu secondary school, 21 teachers from Yebu Secondary school, 11 teachers from Garuke Matoria Secondary school, 19 teachers from Gembe Secondary school and 12 teachers from Choceketamuduka Secondary school)



were included in the study by using Yamane’s (1967) formula followed by random sampling techniques. The formula is presented as follows: $n = \frac{N}{1 + N(e)^2}$  Where:

**n**=sample size

**N**=study of population

**e**=level of precision (0.05)

**1**=designated the probability of the event occurring

Then the sample sizes of the teachers are computed as  $n = \frac{260}{1 + 260(0.05)^2} = 157$ .

Therefore, the subjects of the study include 157 secondary school teachers, 52 educational leaders (8 principals, 8 vice principals, 32 department heads) 4 secondary school Supervisors, and 1 ZEO supervisor.

**Table 3.1. Summary of sample size and Sampling techniques.**

No	Samples	Target population	Sample size		Sampling techniques
			No	%	
1	Zone education office supervision experts	3	1	33.3	Availability Sampling
2	Woreda education office experts	4	4	100	Purposive Sampling
3	Secondary school supervisor	4	4	100	Availability sampling
4	Principals	8	8	100	Availability sampling
5	Vice principals	8	8	100	Purposive sampling
6	Department Heads	32	32	100	Availability sampling
<b>7</b>	<b>Teachers</b>	<b>260</b>	<b>157</b>	<b>60.38</b>	<b>Simple Random sampling</b>
7.1	Sekoru Secondary school	37	24	64.86	Simple Random sampling
7.2	Deneb a Secondary school	32	21	65.6	Simple Random sampling
7.3	Limmu Genet Secondary school	56	35	62.5	Simple Random sampling
7.4	Babu Secondary school	28	14	50	Simple Random sampling
7.5	Yebu Secondary school	30	20	66.6	Simple Random sampling
7.6	GarukeMazoria Secondary school	22	11	50	Simple Random sampling
7.7	Gembe Secondary school	30	19	63.33	Simple Random sampling
7.8	ChoceKetaMuduka Secondary school	25	13	52	Simple Random sampling
	<b>Total</b>	<b>312</b>	<b>209</b>	<b>66.98</b>	

### 3.6. Instruments of Data Collection

To conduct this research effectively, three instruments were used. These are questionnaires, interviews, and document analysis. In addition, the researcher refers to relevant reference

books, internet sources, and supervision manuals to support the study. The purpose and rationale to use these instruments are presented below.

### **3.6.1. Questionnaires**

The researcher was used questionnaires to collect data from Education leaders (principals, vice-principals, department heads, Secondary school supervisors, woreda supervision experts, and Zone education experts. Questionnaires were believed better to get a large amount of data from a large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires are prepared in the English language and administrated to all school-based supervisors and teacher participants with the assumption that they easily understand the language.

In this study, two sets of questionnaire items were used. The first set of items dealt with the general background of the respondents. The second set of questionnaires, which was prepared in English, is administered to teachers; School-based supervisors, and secondary school supervisors. In terms of content, there are two sets of questionnaires that had different items. The first section would have certain items on the background information of the respondents and the second section on issues related to the practices and challenges of School-based supervision consists of different parts with a focus on identification of teachers instructional strength and limitations, design various interference to assist teachers professional improvement, professional support to assist teachers, link schools with a school community group to assure quality education and major challenges of School-based that affect School-based supervisors. Therefore, for structured question items, the Likert scale was preferred because it enables the respondents to choose one opinion from the given scales that best aligns with their views (Koul, 1984). The scale consists of five scales, 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

The reason for choosing questionnaire as data collecting instrument is primarily due to its practicability, applicability to the research problem and the size of population; in addition, it is less time consuming and economical.

### **3.6.2. Interview**

The interview permits greater depth of response which is not possible through any other means. Thus, the purpose of the interview is to collect more supplementary opinion, so as to substantiate and triangulate questionnaire response. Thus, in addition to questionnaire, semi-structured interview was conducted with Four Woreda Education Office Supervision experts (WEOSE), and One zone Education Office Supervision experts (ZEOSE) by English language by assumption that they easily understand the language and intervened for at list 10

minutes for each interviewer and recorded. Because of the responsibility to provide supervised activities for teachers and a direct and close relationship within the schools, the woreda and Zonal supervision (According to MoE (1994), school-based supervisors and external supervisors are responsible to carry out educational supervision). The rationale for using semi-structured Interview is for the advantage of flexibility for participants. It provides the opportunity to express their feelings, perceptions, problems and intensions related to the clinical Supervision practices in the schools.

### **3.6.3. Document Analysis**

The documents analyzed for this study were supervision checklist; plans of classroom visits, written feedback for schools after the supervision visit, supervision guide-line and other recorded documents pertinent to supervisory services. The documents were analyzed in order to get more information on the content of feedback, supervision checklist, plans of the classroom visit and if any possible recommendation given to the schools to improve them.

### **3.7. Data Collection Procedure**

The procedure of data collection involves both quantitative and qualitative data that were collected concurrently and simultaneously. For the sake of suitability, a supportive letter would be sought from the teaching institution's department (Jimma University). The supporting letter had given to the concerned body, after which permission granted to carry out the study.

After the necessary corrections made from the pilot study, the final questionnaires were duplicated and distributed with the necessary orientation by the researcher to be filled out by respondents. Respondents were given sufficient time to complete the questionnaires and return them to the researcher himself. Data from completed surveys were entered into SPSS version 26. Then interviews with woreda and zone education officials were conducted in such a manner that the interviewees visited and briefed on the objectives of the study. At the same time as document analysis were carried out, the data collections through all the instruments were done by the researcher.

### **3.8. Method of Data Analysis**

Analysis of quantitative and qualitative data was carried out concurrently and then integrated. Accordingly, analysis of quantitative data was carried out first and the qualitative data followed. Finally, they were integrated to show the clear picture of the issue under the study. Following the collection of quantitative data, but prior to data entry, the researcher carefully screened all data for accuracy. Data screening is an essential process in ensuring that data are accurate and complete and the researcher planned to screen the data to make certain that (1)

responses are legible and understandable (2) responses are complete, and (3) all of the necessary information has been included (Wiley & Sons, 2005).

The quantitative data collected through close-ended items were analyzed through descriptive statistics such as frequency, percentage, and mean, standard deviation and t-test so as to describe the data collected in research studies and to accurately characterize the variation under observation within a specific sample. SPSS version 26.0 was used to compute the descriptive and inferential statistics.

Furthermore, the 5-point Likert scale as strongly disagree, disagree, undecided, agree and strongly agree of the questionnaires were made for collecting data and during analysis. The analysis of qualitative data was carried out by using narration and it involves working with data, organizing it, breaking it into manageable units and searching for patterns or themes to discover what is important to tell others (Biklen and Bogdam, 1992). In order to analyze the data, therefore, the researcher repeatedly read the interview questions to find words and phrases that repeat themselves. Then the data were categorized into themes using the phrase and words. Following this, the analysis was made to see the meeting of the data with that of the quantitative one.

### **3.9. Reliability and validity of the instruments**

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the instrument. To ensure the validity of instruments, the instruments were developed under the close guidance of the advisors, and also a pilot study were carried out in Aba buna secondary School which is not included in the sample of the study. It is administered to selected respondents of 2 (two) school leaders (one principal and one vice-principals) and 18 teachers. The pilot test provides an advanced opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problems of wording or sequence (Adams, Khan, Rae side, & White, 2007).

The pilot-test was conducted to test the validity and reliability of the content. It was done with objectives of checking whether or not the items included in the instruments could enable the researcher to obtain the relevant information and to identify and remove problems in collecting data from the target population. Before conducting the pilot-test, respondents were oriented about the objectives of the pilot-study, how to fill out the items, evaluate and give feedback regarding the relevant items. To this end, draft questionnaires were distributed and filled out by the population selected for the pilot study. After the distributed questionnaires were returned, some modifications on six items and the complete removal and replacement of

2 unclear questions were made.

To check the reliability and validity of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully input in to SPSS version 26 and the average result found from both teachers and leaders' respondents was (0.881)

*Table 3.2. Reliability Statistics*

SN	Variables	No. Items	Cronbach's Alpha
1	What are the practices of school-based supervision in secondary Schools of Jimma Zone?	6	.876
2	How do Supervisors employ the procedures of school-based Supervision in Secondary schools?	12	.86
3	To what extent is school-based supervision practices contributing to teachers' professional Development in schools under the study?	6	.858
4	How do school-based supervisors linking schools/clusters with various organizations and community groups to assure quality education?	6	.869
5	What are the major challenges that school supervision is facing currently in implementing school-based supervision	8	.894
	<b>Total Reliability Coefficient</b>	38	.881

As stated by George and Mallery (2003), the Cronbach's alpha result >0.9 is excellent, 0.9 is very good, 0.8 good 0.7-0.8 is acceptable, 0.5-0.6 is questionable, <0.5 is poor. Moreover, Drost (2004), if the result of Cronbach's coefficient alpha is 0.7(70%) and above it is considered to be satisfactory, indicating questions in each construct are measuring a similar concept. Therefore, the calculated Cronbach's alpha coefficient of all items was applicable.

### **3.10. Ethical Consideration**

To collect data successfully, the researcher had the voluntary consent of the participants. In addition, showing respect for research participants and explaining the purpose of the study, the reason why they were selected, the amount of time that they are involved, and their responsibilities. Furthermore, the researcher created a healthy rapport with respondents expressing that their responses are decisive for the successful accomplishment of the study. On top of that, the researcher also underlined that their responses would not be used for any other purposes except for academic purpose and remains confidential.

## CHAPTER FOUR

### 4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. The objective of this study was to assess the practices and challenges of school-based supervision of Jimma Zone government Secondary Schools. To this end, both quantitative and qualitative data was gathered by using questionnaire, interview and document analysis. The data gathered through interview and document analysis was supposed to complement the quantitative data. Moreover, document analysis was conducted with school-based supervision practices by observing the comments written in the instructional supervision book and assesses the working conditions of school-based supervisors, especially the availability and conditions of resources.

Questionnaire was distributed to **209** respondents and **203** copies were returned back. The return rate of questionnaire was **151**copies from teachers, 16 copies from the school principals’32copies from department heads and4 copies from Secondary school supervisors which resulted a sufficient percentage (97.1%) response rate were returned. In addition, four Woreda education officers and One zonal education office supervisors were interviewed successfully.

#### 4.1: Background information of the respondents

The demographic characteristic consists of sex, age, educational background, and work experience of the respondents. This aspect of the analysis deals with the personal data which was briefly described through tables found below.

*Table 4.1.1. Characteristics of the respondents*

No	Items	Category	Teachers		Educational Leaders	
			Frequency	Percentage	Frequency	Percentage
1.	Sex	Male	99	65.6	41	78.8
		Female	52	34.4	11	21.2
		Total	151	100.0	52	100.0
2.	Age	<25	8	5.3		
		26-30	57	37.7		
		31-35	30	19.9	8	15.4
		36-40	30	19.9	17	32.7
		41-45	16	10.6	19	36.5
		>46	10	6.6	8	15.4

		Total	151	100.0	52	100.0
3.	Educational status	BA degree	114	75.5	29	55.8
		MA degree	37	24.5	23	44.2
		Others				
		Total	151	100.0	52	100.0
4.	Work experience	<5	23	15.2		
		6-10	42	27.8		
		11-15	46	30.5	10	19.2
		16-20	21	13.9	22	41.4
		>20	19	12.6	20	39.4
		Total	151	100.0	52	100.0

As can be seen from Table 4.1, 99(65.6%) from 151(100%) of teachers and 41(78.8%) from 52(100%) of leaders were males where the remaining 52(34.4%), of teachers and 11(21.2%) of education leaders were females. The implication is that training females as both teaching and leading staff are demanding to control the gender gap and women empowerment in the education system to confirm quality education.

With regards to age, 30(19.9%) of the respondents were 31-35 and 36-40 years old; 57(37.7%) of the respondents were between 31-40 years old; the minority 8(5.3%) of teachers age was below 25 years. Similarly, the majority 19(36.5%) of School-based supervisors age was found between 41 to 45 years of old, and the minority was below 35 years. The age group of the participants indicated that most of the teachers, supervisors and school principals are young and could have the energy to work towards quality of education if properly supported through supervision. They can also provide adequate information as they are old enough to understand the situation in the system.

Regarding the educational background of the respondents, the majority 114 (75.5 %) of teachers were first-degree holders and the remaining 37(24.5%) of teachers were MA holders. In the case of leaders, 29(55.8%) were first-degree holders and the remaining 23(44.2%) were MA holders. From this fact, one may conclude that there is some gap in the level of education between the teacher and leaders on the level of education.

Regarding work experience, the majority 46(30.5%) of teachers and 22(41.4%) of school leaders were in between 11-15 and between 16-20 years respectively while 23(15.2%) of teacher respondents had 1-5 years of experience and 20(39.4%) of them had work experience 16 years' work experience. Therefore, it can be implicated that most teachers have adequate

work experience to understand the reality in their schools concerning school-based supervision.

#### 4.2.1. Respondents' opinion on the practices of SBS in secondary schools

This section deals with the analysis of the result which is gathered through questioner, interviews and document analysis. To make the data interpretation easier the respondents were classified into two categories. Thus, teachers and educational leaders were participated to fill the questionnaire and Zone education office supervision experts and Woreda education office experts participated in the interview questions. The closed-ended questionnaires were responded to and the resulting answers were interpreted in terms of the mean scores and standard deviation.

The table 4.2.1.shows the practices of school-based supervision in schools. The responses were gathered using five rating scales of strongly agree (SA), Agree (A), uncertain (UD), disagree (D), and strongly agree (SD). The weighted mean achieved from data analysis were interpreted as (<1.49) = strongly disagree, (1.5-2.49) = Disagree, (2.5-3.49) = Moderate agree (3.5-4.49) = Agree, and (4.5-5) strongly agree. Thus, the mean value and standard deviation, for the level of agreement for each item were calculated and interpreted.

*Table 4.2.1. Respondents view on practices school-based supervision in secondary schools*

No		Groups	Mean	Std.	Overall mean	T	P-value
1.	Instructional supervisors arranging induction training for beginner teachers.	Teachers	3.03	.955	3.475	-2.540	.720
		Leaders	3.92	.681			
2.	School-based supervisors in the school assist teachers in lesson planning.	Teachers	3.00	.778	3.38	-1.104	.271
		Leaders	3.75	1.20			
3.	School-based supervisors facilitate experience sharing programs between teachers.	Teachers	2.30	.799	3.445	-5.657	.000
		Leaders	4.59	.495			
4.	School-based supervisors assist teachers in developing/selecting instructional materials.	Teachers	3.35	1.31	4.12	-4.839	.000
		Leaders	4.92	.904			
5.	School-based supervisors spread best practice teaching methodologies among school and teachers.	Teachers	3.78	1.14	4.09	-4.387	.000
		Leaders	4.40	1.24			
6.	School-based supervisors facilitate professional growth of teacher trough short term training.	Teachers	3.54	.708	4.21	-3.416	.001
		Leaders	4.88	.322			



As shown in item 1 of the table 4.1, respondents were asked to rate their agreement levels on the instructional supervisors arranging induction training for beginner teachers. Accordingly, teachers with the Mean=3.03, SD=.955 were moderately agreed with the issue, and leaders with the Mean=3.92, SD=.681 have agreed on the school-based supervisors arranging induction training for beginner teachers towards school-based supervision. The overall mean of 3.475 shows teachers and leaders were moderately agreed with this issue. The independent sample t-test showed that there is no difference in the response of the teachers and educational leaders.

In general, we can conclude that teachers and leaders were moderately agreed on supervisors' response regarding the arranging induction training for beginner teachers towards school-based supervision, it is possible to conclude that the arranging induction training for beginner teachers towards school-based supervision was moderately implemented in the schools.

With regards to item 2 of table 4.2, one of the questions raised to respondents was whether or not School-based supervisors in the school assist teachers in lesson planning, the response of teachers was with the Mean=3.00, SD=.778 were not sure about assist teachers in lesson planning and leaders with the Mean=3.75., SD=1.20 were agreed about the issue. The overall mean of 3.38 shows that the majority of the respondents were moderately agreed with the issue. The independent sample t-test (p-value=.271) also showed that there are no differences in the response of the teachers and educational leaders. Therefore, based on the majority of the respondents; it can be concluded that teachers were not aware of the uses of assist teachers in lesson planning in the study area.

As the responses to item 3 indicate, respondents were asked whether or not teachers consider that School-based supervisors facilitate experience sharing programs between teachers. The response of teachers and leaders with the Mean=2.30, SD=.799 were disagreed on this issue, and School leaders with Mean=4.59, SD=.495, respectively were agreed about the issue that teachers consider that school-based supervision School-based supervisors facilitate experience sharing programs b/n between teachers. The overall mean of 3.45 shows that the majority of the respondents were moderately agreed with this issue. The independent sample t-test (p-value=.000) also showed that there is a difference in the response of the teachers and educational leaders. This shows those School leaders were highly agreed that School-based supervisors facilitate experience sharing programs b/n between teachers. From this one can

conclude that teachers in the study area were unsatisfied with school-based supervision that School-based supervisors facilitate experience sharing programs b/n between teachers.

Regarding School-based supervisors assist teachers in developing/selecting instructional materials, teachers with the Mean=3.35, SD=1.31 were moderately agreed and School leaders with Mean=4.92, SD=0.904 were strongly agreed that School-based supervisors assist teachers in developing/selecting instructional materials has enabled teachers to use a variety of teaching techniques. The overall mean of 4.12 shows the majority of the respondents were agreed on this issue. The independent sample t-test (p-value=.000) showed that there is a difference in the response of the teachers and educational leaders. From this one can be concluded that School-based supervisors assist teachers in developing/selecting instructional materials enables teachers to use different teaching techniques. This shows that School leaders were in higher agreement on this issue. In general majority of the respondents were agreed that has enabled teachers to use a variety of teaching techniques in the study area.

Similarly, in item 5 of Table 4.2, the respondents were asked to rate their agreement levels whether or not teachers School-based supervision spread best practice teaching methodologies among school and teachers. According to teachers with the Mean=3.78, SD=1.14, and leaders with Mean=4.40, SD=1.24 were agreed that School-based supervisors spread best practice teaching methodologies among school and teachers. The overall mean of 4.09 shows the agreement of the majority of respondents with the issue. The significance value (p-value) is 0.001 is less than 0.05 shows there is a significant difference between the opinions of the two groups regarding the requirement of stakeholder collaboration to implement school-based supervision.

From this one can be concluded that School-based supervisors spread best practice teaching methodologies among school and teachers. Leaders were highly agreed on this issue. General based on the majority of the respondents we can conclude that teachers highly considered that school-based supervision spread best practice teaching methodologies among school and teachers in the study area.

In the last item of table 4.2, respondents were asked to rate their agreement levels whether or not teachers believe that School-based supervisors facilitate professional growth of teacher through short term training that helps to increase the improvement of students "learning with the Mean=3.54, SD=0.708, and mean=4.88, SD=.322 of teachers and leaders respectively agreed that school-based supervision results the improvement of students learning in their school. The overall mean of 3.68 shows the agreement of the majority of respondents with the issue. The significance value (p-value) is 0.000 is less than 0.05 shows there is a significant

difference between the opinions of the two groups regarding school-based supervision results the improvement of students learning in their school.

This indicates leaders were highly agreed that school-based supervision helps to increase the improvement of students as compared to teachers. From this one can be concluded that school-based supervision was one of the results to increase the improvement of students learning in their school in the study area.

The responses obtained from the interviewed woreda and zone education offices experts also confirmed that teachers were not well practices school-based supervision and were well aware of the significance of school-based supervision practices. Similarly, the interview with the supervisory experts of the Woreda Office of Education exposed teachers were not given awareness of the significance of school-based Supervision practices

*Additionally, supervision experts stated that associating woreda supervisors with high school supervisors and education level teachers also gave them confidence in teacher supports and increase the improvement of students.*

#### **4.2.2. The procedures of school-based supervision in government secondary schools**

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:

The procedure of school-based supervision in government secondary schools was measured using a set of 12 statements questionnaire. Item scores for each category were arranged under five rating scales. The range of the rating scales was strongly Agree=5, Agree =4, Undecided =3, Disagree =2, and strongly disagree=1.

Thus, the mean value and standard deviation for the level of agreement for each item were calculated and interpreted in the table below.

*Table 4.2.2. Respondents view on procedures of school-based supervision in government secondary schools*

No	Items	Groups	Mean	Std.	Overall		
					mean	T	P-value
1.	Supervisor encourage me as classroom visit is helping process in my teaching	Teachers	2.62	1.15	3.00	.124	.901
		Leaders	3.38	.866			
2.	Supervisor's plan and make agreements on the suitable time for classroom observation with me	Teachers	3.27	.886	3.29	2.94	.004
		Leaders	3.31	.829			
3.	Supervisors make discussion with me on the methodology of lesson before the real presentation	Teachers	3.92	1.11	3.90	.203	.839
		Leaders	3.88	1.06			
4.	The supervisor analyzes my lesson plan before classroom visit	Teachers	2.42	1.51	2.17	5.91	.000
		Leaders	1.92	.435			
5.	Supervisors conduct planned Classroom observation.	Teachers	4.20	1.06	3.79	-3.46	.001
		Leaders	3.38	.718			
6.	Supervisors frequently visit classrooms to provide support to teachers.	Teachers	3.83	.798	4.02	-3.31	.001
		Leaders	4.21	.412			
7.	Supervisors spend sufficient time in the classroom during observation	Teachers	3.88	.951	3.80	1.01	.317
		Leaders	3.73	.865			
8.	Supervisors collect relevant data during classroom observation.	Teachers	4.32	.812	4.56	-3.72	.000
		Leaders	4.82	.793			
9.	Supervisors communicate immediate feedback to teachers after class-room observation	Teachers	3.62	.956	3.74	-1.69	.092
		Leaders	3.86	.525			
10.	Supervisors provide suggestion to teachers to encourage their creativity	Teachers	4.00	.707	3.47	9.68	.000
		Leaders	2.94	.607			
11.	Supervisors always held post- observation conference for discussion about the things observed in the classroom	Teachers	3.45	.869	3.85	-5.46	.000
		Leaders	4.26	1.06			
12.	Supervisors and teachers discuss on the data collected in the classroom to improve teachers' classroom behaviors	Teachers	4.11	.886	4.06	-777	.438
		Leaders	4.02	.464			

As the same table item 1 of table 4.3, Teachers and Leaders with mean scores and standard deviation (Mean=2.62, SD=1.15) and (Mean=3.88, SD=0.866), respectively agreed that supervisor encourages as classroom visit is helping process teaching internal supervisors. The overall mean=3, indicate that most of the respondents were given a moderate response

regarding supervisor encouragement in a classroom on teachers' teaching process. The t-test revealed that the significance level is  $t(201) = 0.124$ ,  $p > 0.05$ . This indicates there is no statistically significant difference in responses between the two groups.

As the same table item 2 teachers and Leaders with mean scores and standard deviation (Mean=3.27, SD=.886) and (Mean=3.31, SD=0.829), respectively not sure that supervisors plan and make agreements on the suitable time for classroom observation with teachers. Therefore, based on the overall  $X = 3.29$  disagree on the point it can be said that school Leaders didn't plan and make mutual agreements with the individual supervisee teacher on a suitable time for his/her classroom observation. The t-test revealed that the significance level is  $t(201) = 2.94$ ,  $p < 0.05$ . 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.

Regarding supervisors' discussion with the methodology of the lesson, teachers and leaders with the (Mean=3.92, SD=1.110) and (Mean=3.88, SD=1.060) respectively were agreed that supervisors make discussion with teachers on the methodology of a lesson before the real presentation. The overall mean of 3.90 shows the majority of the respondents were agreed on this issue. The independent sample t-test ( $p\text{-value}=.839$ ) showed that there are no differences in the response of the teachers and educational leaders. Then, it is possible to say that school-based supervisors were effective in discussing and agreeing with their supervisees on the objective and methodology of the lessons before the actual presentation takes place. So, my current study points out as majority of teachers and supervisors were agreed on this issue. But researcher Abebe (2014) said disagreed on the point. Therefore, my finding opposes Mr. Abebe's finding.

Similarly, in item 4 of Table 4.3, the respondents were asked to rate their agreement levels whether or not the supervisor analyzed teachers' lesson plans before classroom visits with the (Mean=2.42, SD=.435) and (Mean=1.19, SD=.595) teachers and leaders respectively disagreed on this issue. The overall mean of 2.17 shows the disagreement of the majority of respondents with the issue. The significance value ( $p\text{-value}$ ) is 0.000 is less than 0.05 shows there is a significant difference between the opinions of the two groups regarding the analysis of the teacher's lesson plan before the classroom.

From this one can conclude that supervisor didn't analyze teachers' lesson plans before classroom visits in the study area. So, my current study points out as majority of teachers and

supervisors were disagreed on this issue. But researcher Abebe (2014) said agreed on the point. Therefore, my finding opposes Mr. Abebe's finding.

Similarly, in item 5 of Table 4.3, the respondents were asked to rate their agreement levels whether or not supervisors conduct planned classroom observation. The response of teachers was with mean=4.20, SD=1.06 and school leaders' response was Mean=4.20, SD=1.06 on this issue. The overall mean of 3.79 shows the agreement of the majority of respondents with the issue. The significance value (p-value) is 0.001 is less than 0.05. This shows that there is a significant difference between the opinions of the two groups regarding classroom observation. From this one can be concluded that supervisors conducted a plan for classroom observation in the study area.

With regards to item 6 of Table 4.3, respondents were asked to rate their agreement levels whether or not supervisors frequently visit classrooms to provide support to teachers, the response of teachers with the Mean=3.83, SD=0.798, and leaders mean=4.21, SD=.412. The overall mean of 4.02 shows the agreement of the majority of respondents with the issue. The significance value (p-value) is 0.071 is above 0.05 shows there is no significant difference between the opinions of the two groups regarding supervisors frequently visiting classrooms to provide support to teachers. Based on this one we can conclude that supervisors frequently visit classrooms to provide support to teachers in the study area.

Regarding the frequency of classroom observation provided for individual teacher, the obtained data from the open-ended items of the questionnaire and the interviewees' Woreda Education Office supervision experts revealed that classroom observation was carried out once per a semester for each teacher. In relation to this, the Woreda Education Office supervision experts 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.

Similarly, the qualitative data collected through the interview on this topic indicated that the supervisors of the school were not continually encouraging and facilitating the school's self-assessment. Instead, many of the respondents replied:

*"Woreda and zone education officials programmed to evaluate schools and support different ways of working on efficiency once a semester to categorize the school and fill the principal's efficiency. Just to encourage and facilitate school self-assessment."*

The qualitative data collected from the interview also indicated that school-based supervisors inefficiently design an appropriate intervention to minimize the recognized limitations of teachers in classrooms due to lack of budget and skills.

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. Similarly, by supporting the above idea, Sergiovanni and Starratt (2002) exposed that, a continuous observation or formative observation should be undertaken for teachers before a final assessment made.

With item 7 of Table 4.3, respondents were asked whether supervisors take sufficient time during the actual classroom observation. Accordingly, the majority of respondents, of teachers with the Mean=3.88, SD=0.951, and leaders 'mean=3.73, SD=.865 respectively agreed with the concept respondents expressed their agreement respectively. The overall mean of 3.80 shows the majority of the respondents were agreed on this issue. The result shows that the responses of teachers and supervisors non-contradict. This indicated that supervisors take sufficient time during the actual classroom supervision.

From this result, it is possible to conclude that supervisors use sufficient time to have full information about the instructional knowledge of teachers. So, my current study points out as majority of teachers and supervisors were agreed on this issue. But researcher Tadesse (2015) said disagreed on the point. Therefore, my finding opposes Mr. Tadesse's finding. In supporting this idea, Cross and Rice (2000) suggested that school principals need to spend the majority of their time in classrooms talking to teachers and students about teaching and learning.

While responding to item 8 of Table 4.3, regarding the issues of collecting relevant data during the classroom observation, the majority of respondents, of teachers with the Mean=4.32, SD=0.812, and leaders 'mean=4.82, SD=.093 respectively agreed with the concept. The overall mean of 4.56 shows the majority of the respondents were agreed on this issue. The significance value (p-value) is 0.000 is less than 0.05 shows there is a significant difference between the opinions of the two groups regarding the issues of collecting relevant data during the classroom observation, So, the results to items 8 of Table 4.3 disclosed that there were effective collecting relevant data during the classroom observation under the study area. So, my current study points out as majority of teachers and supervisors were agreed on this issue. But researcher Tadesse (2015) said disagreed on the point. Therefore, my finding opposes Mr. Tadesse's finding.

With item 9 of Table 4.3, respondents were asked whether immediate feedback is communicated to teachers after classroom supervision. In their reaction to the item, the majority of respondents, of teachers with the Mean=4.32, SD=0.812, and leaders 'mean=4.82, SD=.093 respectively agreed with the concept. The overall mean of 3.74 shows the majority of the respondents were agreed on this issue. This shows that supervisors have not given due attention to communicate immediate feedback to teachers after observing classroom instruction since the responses of teachers and supervisor contradict with each other. So, my current study points out as majority of teachers and supervisors were agreed on this issue and researcher Tadesse (2015) agreed on the point. Therefore, my finding supports Mr. Tadesse's finding. For Beach and Reinhart, (as cited in Olana, 2013) recommended, supervisors should give feedback to teachers to facilitate effective and desirable pedagogical skills.

While reacting to item 10 of Table 4.3, the issues of providing suggestion the majority of respondents, of teachers with the Mean=4.00, SD=0.707, agree and leaders 'mean=2.94, SD=.3.47 expressed their moderately agreed. The significance value (p-value) is 0.000 is less than 0.05 shows there is a significant difference between the opinions of the two groups regarding Supervisors provide suggestion to teachers to encourage their creativity. This indicated that supervisors provided no adequate and productive suggestion to teachers for instructional improvement. Because the educational leaders can understand the issues of their schools and the teachers cannot give attention to supervision like that of school leaders.

With item 11 of Table 4.3, respondents were asked whether conferences were held after the classroom observation. In their reaction to the item, the majority of respondents, of teachers with the mean=3.45, SD=0.869, and leaders mean=4.26, SD=1.06 respectively agreed with the concept. The overall mean of 3.85 shows the majority of the respondents were agreed on this issue. The significance value (p-value) is 0.000 is less than 0.05 shows there is a significant difference between the opinions of the two groups regarding whether conferences were held after the classroom observation. This exposed that supervisor were in a position to discuss about issues which have been observed in the classroom.

Accordingly, Glickman (1990) underscored that both the supervisor and the teacher should discuss the analyses of observation through conference and finally produce a plan for instructional improvement. As support to this, the findings of the study exposed that post-observation conferences were effectively planned periodically for the successful implementation of classroom practices.



The interview with Woreda Education Office Supervisor and zone Education Office Supervisor indicated that conferences have been held sometimes when directed by the upper administrative bodies which do not specifically focus on teachers' classroom behavior. From this, since the conference is periodically intended with classroom observation, one can conclude as there is conference after observation to discuss about the issues has been observed.

Item 12 of Table 4.3, respondents asked whether or not they discuss on collected data to be focused on and improved during post-observation conferences so that to improve teaching behavior. As to this, the majority of respondents, of teachers with the Mean=4.11, SD=0.886, and leaders 'mean=4.02, SD=.464 respectively agreed with the concept. The overall mean of 4.06 shows the majority of the respondents were agreed on this issue. This showed that the provision of suggestion for teachers and the discussion with teachers after the classroom observation to indicate improved strategies for teaching behavior was medium.

#### 4.2.3. The SBS practices contribution to teachers' professional growth

The school-based supervision contributes to teachers' professional growth in government secondary schools was measured using a set of 6 statements questionnaire. Item scores for each category were arranged under five rating scales. The range of the rating scales was strongly Agree=5, Agree =4, Undecided =3, Disagree =2, and strongly disagree=1. Thus, the mean value, standard deviation, and independent sample t-test for the level of agreement for each item were calculated and interpreted in the table below.

*Table 4.2.3. Respondents view on school-based supervision practices teachers' professional growth in government secondary schools*

No.	Items	Groups	Mean	Std.	Overall	T	P-value
					mean		
1.	School-based supervisors facilitate short term training to teachers on new teaching methodologies	Teachers	2.08	1.31	2.575	.891	.374
		Leaders	3.07	1.04			
2.	School-based supervisors advice teachers to conduct action research	Teachers	2.27	.987	2.375	-2.41	.017
		Leaders	2.48	.610			
3.	Supervisors support teachers to prepare different instructional materials on teaching-learning process.	Teachers	4.09	.814	4.425	-1.05	.081
		Leaders	4.76	.854			
4.	School-based supervisor advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom.	Teachers	2.83	1.133	3.22	-.472	.638
		Leaders	3.41	.412			
5.	School-based supervisors create competition among	Teachers	2.52	.929	2.625	1.20	.228

	teachers on pedagogical skills	Leaders	2.73	1.06			
6.	School-based supervisors facilitate experience sharing programs	Teachers	2.91	.901	2.95	-9.48	.344
		Leaders	3.00	1.17			

As shown in item 1 of Table 4.4, respondents were asked to rate their agreement levels on the school-based supervisors facilitate training. Accordingly, teachers with the (Mean=2.08, SD=1.31) and leaders with (Mean=3.07, SD=1.04) disagreed that school-based supervision facilitate short-term training to teachers on new teaching methodologies. The overall mean of 2.775 shows the disagreement of the majority of respondents with the issue. The independent sample t-test showed that there is no significant difference in the response of the teachers and educational leaders. From this, we can conclude that Leaders were not facilitating short-term training to teachers on new teaching methodologies in the study area.

With regards to item 2 of table 4.4, one of the questions raised to respondents was whether or not school-based supervisors advise teachers to conduct action research, teachers with the (Mean=2.27, SD=.987) and Leaders with the (Mean=2.48., SD=.610) disagreed on this issue. The overall mean of 2.375 shows the disagreement of the majority of respondents on school-based supervisors advising teachers to conduct action research. The independent sample t-test (p-value=.081) showed that there are no statistically significant differences in the response of the teachers and educational leaders. Therefore, based on the majority of the respondents; it can be concluded that school-based supervisors didn't frequently advise teachers to conduct action research in the study area.

This was cross-checked by the data gathered through interview. As the participants of the interview indicated, school-based supervisors do not inform teachers to conduct action researches, but they inform to identify the pedagogical skill gaps of teachers to conduct training. However, they did not show how to do it. As one of the WEO experts indicated, supervisors: *“Just counting the performed and not performed activities in the school, but not give professional support to each and every teacher, how action research conducted in the school, how teachers learn from their limitations and the like”*.

. Teachers are an important medium to achieve the teaching and learning. They are also the heart of the quality of education (UNESCO, 2007: 22). However, all teachers are not qualified enough and as a result they need support from school-based supervisors how to conduct action research, (Giordane, 2008).

As the responses to item 3 indicate, respondents were asked whether or not supervisors support teachers to prepare different instructional materials on the teaching-learning process. According, teachers and educational leaders with the (Mean=4.09, SD=.814) and

(Mean=4.76, SD=.854) respectively were agreed about the issue that supervisors support teachers to prepare different instructional materials on the teaching-learning process. The overall mean of 4.425 shows that the majority of the respondents were agreed on this issue. The independent sample t-test (p-value=.081) also showed that there are no differences in the response of the teachers and educational leaders. This shows those school-based supervisors were strongly agreed that supervisors support teachers to prepare different instructional materials on the teaching-learning process.

Therefore, based on the majority of the respondents; it can be concluded that supervisors support teachers to prepare different instructional materials on the teaching-learning process in the study area. But the school lack in sufficient materials.

Similarly, during interview the participants informed that instructional supervisors support teachers to prepare different instructional materials as expected. However, instructional supervisors indicated practical problems like lack of instructional materials for the preparation of different teaching aids and other supporting materials and lack of teachers' commitment to prepare different instructional materials that can support teaching-learning effectiveness. So, my current study points out as majority of teachers and supervisors were agreed on this issue and researcher Berhane (2014) disagreed on the point. Therefore, my finding opposes Berhane's finding.

As the same table of item 4, of table 4.4, respondents were asked whether or not school-based supervisors advise teachers to use model effective teaching methods and encourage them to motivate students in the classroom, teachers and leaders with the (Mean=2.83, SD=1.133) and (Mean=3.91, SD=0.412) respectively were agreed that school-based supervisor advice teachers use model effective teaching methods. The overall mean of 3.22 shows the majority of the respondents were moderately agreed on this issue. The independent sample t-test (p-value=.638) showed that there are no differences in the response of the teachers and educational leaders. Therefore, based on the majority of the respondents; it can be concluded that sometimes school-based supervisors advise teachers to use model effective teaching methods and encourage them to motivate students in the classroom in the study area.

This was cross checked by the data gathered through interview. As the participants of the interview (WEO expertise) indicated that, instructional supervisors' advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom. So, my current study points out as majority of teachers and supervisors were agreed on this issue and researcher Berhane (2014) disagreed on the point. Therefore, my finding opposes Berhane's finding.

On the same table item 5 of table 4.4, indicated that, teachers and school-based supervisors the Mean=2.52, SD=.929 and mean=2.73, SD=1.06 teachers and school-based supervisors respectively agreed that on this issue. The significance value (p-value) is 0.228 is greater than 0.05 shows that there is no significant difference between the opinions of the two groups regarding creating competition among teachers on pedagogical skills. School-based supervisors should have skills of evaluation on pedagogical aspects of teachers and this can create positive competition among teachers (MOE, 2000). As the qualitative data obtained from interview indicate that, the evaluation of teachers to create competition prepared by school-based supervisors but the efficiency of teachers filled per semester symbolically.

In the last item of table 4.4, respondents were asked to rate their agreement levels whether or not school-based supervisors facilitate experience sharing programs, the response of teachers with the Mean=2.91, SD=0.901) and mean=3.00, SD=1.17. This result showed that teachers and school-based supervisors were moderately agreed that school-based supervisors facilitate experience-sharing programs. The overall mean of 2.95 shows the majority of respondents were moderately agreed with this issue. The significance value (p-value) is 0.344 is greater than 0.05 shows there is no significant difference between the opinions of the two groups regarding school-based supervisors facilitating experience sharing programs. Based on this one we can conclude that school-based supervisors did not facilitate experience sharing programs in the study area.

The responses obtained from the interviewed Zone and woreda education office experts also confirmed that there were no organized experience sharing programs in secondary schools.

However, during the interview, the WEO expertise informed that, even though they repeatedly asked them to arrange experience sharing programs, there was no any experience sharing successfully facilitated. One of the WEO experts answered that: *“Teachers in Secondary schools are not interested to share their experiences even those high service holders but the school school-based supervisors always visit us in the classroom and sometimes request feedback while as others do not like to give and receive their experiences”*

In this the role of school-based supervisors are helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill (Pajak, 2002). As the researcher conclude that, school-based supervisors were not facilitating experience sharing programs between teachers to their pedagogical skill improvement. The researcher concludes that, facilitating experience sharing between teachers is the main duties of school-based supervisors because they might have more experience and they develop

different instructional skills through experience and then they should facilitate experience sharing but still the study indicated that there were not done as expected.

#### 4.2.4. The supervisors liaise schools with various organizations, community groups

The supervisors liaise schools with various organizations, community groups were measured using a set of 7 statements questionnaire. Item scores for each category were arranged under five rating scales. The range of the rating scales was strongly Agree=5, Agree =4, Undecided =3, Disagree =2, and strongly disagree=1. Thus, the mean value, standard deviation, and independent sample t-test for the level of agreement for each item were calculated and interpreted in the table below.

*Table 4.2. 4. Respondents view on supervisors liaise schools with various organizations, community groups*

No	Items	Groups	Mean	Std.	Overall	T	P-value
					mean		
1.	School-based supervisors link the schools with the community to discuss on the problems that face on teaching-learning process	Teachers	4.17	.700	4.45	-5.38	.000
		Leaders	4.73	.447			
2.	School-based supervisors link the schools with local NGOs to solve material and financial problems	Teachers	2.08	.855	2.01	.53	.592
		Leaders	2.01	.464			
3.	School-based supervisors regularly report school problems to all stakeholders	Teachers	3.05	.842	3.39	-4.98	.000
		Leaders	3.73	.819			
4.	School-based supervisors organize different commits from different stakeholders	Teachers	3.17	.936	3.62	-3.76	.000
		Leaders	4.07	.904			
5.	School-based supervisors encourage model parents and NGOs for their active participation in the school	Teachers	2.87	.810	2.75	.778	.437
		Leaders	2.63	.990			
6.	School-based Supervisor's play roles in community mobilization	Teachers	3.52	.870	4.01	2.85	.005
		Leaders	4.69	.466			

As showed in item 1 of table 4.5, states about whether school-based supervisors link the schools with the community to solve problems on the ways of teaching methods of teachers with students' achievement to achieve education quality or not. Accordingly, teachers with the (Mean=4.17, SD=.700) and leaders with (Mean=4.73, SD=.447) were agreed that school-based supervisors were agreed on the issues. The overall mean of 4.45 shows the agreement of the majority of respondents with the issue. The independent sample t-test showed that there is a significant difference in the response of the teachers and educational leaders. In general, we can conclude that school-based supervisors link the schools/clusters with the community

to discuss the problems that face the teaching-learning process. This was cross checked by the data gathered through interview. During the interview the respondents indicated that there was sufficient linking of schools with the community stakeholders. This indicated that the community stakeholders were actively participated in the school while sending their children to school. (For instance, the school of GarukeMazoria was established by community participation) in a context of study area. So, my current study points out as majority of teachers and supervisors were agreed on this issue and researcher Berhane (2014) disagreed on the point. Therefore, my finding opposes Berhane's finding.

Item 2 of the same table 4.5, states about whether school-based supervisors link the schools with the local NGOs to solve material and financial problems. On this regard, teachers and school-based supervisors with the Mean=2.08, SD=.855, and leaders with the Mean=2.01, SD=.464 were disagreed on this issue. The overall mean of 2.01 shows the disagreement of the majority of respondents on school-based supervisors' link the schools with local NGOs. The independent sample t-test (p-value=.592) showed that there are no statistically significant differences in the response of the teachers and educational leaders. This can be cross checked by the data obtained from interview that indicated, school-based supervisors were not link their schools with the local NGOs as expected. As four woreda and one zone education officers' replay that:

*"Some of the school-based supervisors trying to link their schools with the local NGOs that are located on advanced areas with woreda towns. On this place later there is World Vision Ethiopia that supports schools in different ways. This is simply the aim of the organization but not the input of the school-based supervisors".*

The researcher concludes that, based on the majority of the respondents; it can be concluded that school-based supervisors did not link the schools with local NGOs to solve material and financial problems in the study area. So, my current study points out as majority of teachers and supervisors were agreed on this issue and researcher Berhane on Instructional supervision (2014) agreed on the point. Therefore, my finding supports Berhane's finding.

As the responses to item 3 of table 4.5, indicate, respondents were asked whether or not school-based supervisors regularly report school problems to all stakeholders. Accordingly, teachers and leaders with the (Mean=3.05, SD=.842) and (Mean=3.73, SD=.842) respectively were moderately agreed about the issue that supervisors regularly report school problems to all stakeholders. The overall mean of 3.39 shows that the majority of the respondents were moderately agreed with this issue. The independent sample t-test (p-value=.000) also showed that there is a difference in the response of the teachers and educational leaders. This shows

those educational leaders were highly agreed that supervisors regularly report school problems to all stakeholders as compared to teachers. Most of the time instructional supervisors report to woreda education office simply the command posts and the statistical data. Therefore, based on the majority of the respondents; it can be concluded that school-based supervisors sometimes report school problems to all stakeholders in the study area.

The qualitative data obtained from the woreda education officers support the ideas of teachers and school-based supervisors irregularly report school problems to all stakeholders but they regularly contact with the woreda education officers with the main school problems like the issues related on teaching-learning problems.

Similarly, in item 4 of table 4.5, respondents were asked whether or not school-based supervisors organize different commits from different stakeholders, teachers, and leaders with the (Mean=3.17SD=0.936) and (Mean=4.07, SD=.904) agreed respectively. The overall mean of 3.62 shows the majority of the respondents were agreed on this issue. The independent sample t-test (p-value=.000) showed that there is a difference in the response of the teachers and educational leaders. Therefore, based on the majority of the respondents; it can be concluded that school-based supervisors were sometimes organized different commits from different stakeholders in the study area.

The data obtained from interview support this idea that school-based supervisors formally on the paper organize different school commits but each and all commits are not functional. Like that document analysis indicates, Technique commits, PTA, KETB and String Commit are documented in each school but it is not functional. This is because of the school-based supervisors does not create awareness about the new educational policy of the country.

Likewise, in item 5 of Table 4.5, the respondents were asked to rate their agreement levels whether or not school-based supervisors encourage model parents and NGOs for their active participation in the school with the Mean=2.87, SD=.810, and mean=2.63, SD=.904 teachers and leaders respectively agreed on this issue. The overall mean =2.75 shows majority of the respondents disagreed on this issue. The significance value (p-value) is 0.437 is less than 0.05 shows that there is no significant difference between the opinions of the two groups regarding supervisors encouraging model parents and NGOs for their active participation in the school. From this one can be concluded that school-based supervisors did not encourage model parents and NGOs for their active participation in the school in the study area. This indicated that, those school-based supervisors in the zone simply biased by routine works like reporting and planning while as they were not encouraging model parents and NGOs to solve different school problems.

The responses of interview from the woreda education office experts, also support this idea that the participation of parents and other stakeholders were very low and so how can encourage and recognize the model parents and NGOs that participate in the school.

In the last item of table 4.5, respondents were asked to rate their agreement levels whether or not school-based supervisors play roles in community mobilization, the response of teachers with the Mean=3.52, SD=0.870 and mean=4.69, SD=0.466. This result showed that teachers and educational leaders were agreed that school-based supervisors play roles in community mobilization. The overall mean of 4.01 shows the agreement of the majority of respondents with the issue. The significance value (p-value) is 0.675 is less than 0.05 shows there is a significant difference between the opinions of the two groups regarding school-based supervisors playing roles in community mobilization. Based on this one we can conclude that school-based supervisors play roles in community mobilization in the study area.

#### 4.2.5. Challenges affecting the practices of SBS in secondary schools of Jimma zone.

The Major challenges that affect the practices of school-based supervision were measured using a set of 8 statements questionnaire. Item scores for each category were arranged under five rating scales. The range of the rating scales was strongly Agree=5, Agree =4, Undecided =3, Disagree =2, and strongly disagree=1. Thus, the mean value, and standard deviation, for each item were calculated and interpreted in the table below.

Table 4.2.5. Respondents view on the major challenges affecting the practices of school-based supervision in secondary schools

No.	Items	Groups	Mean	Std.	Overall mean	T	P-value
1.	Supervisors have lack experience on the practice of the school-based Supervisor.	Teachers	4.15	.772	4.16	-.182	.856
		Leaders	4.17	.473			
2.	Supervisors have lack of school- based short term trainings.	Teachers	4.21	.891	4.61	-6.364	.000
		Leaders	5.00	.000			
3.	The school-based supervisors had teaching loaded with Classroom activities.	Teachers	3.87	.810	3.57	3.734	000
		Leaders	3.28	1.34			
4.	Teachers are resistant against the supervisory activities.	Teachers	4.19	.856	4.24	-.873	.383
		Leaders	4.30	.466			
5.	Supervisors are a fault finder rather than assisting teachers.	Teachers	4.31	2.45	4.05	1.485	.139
		Leaders	3.78	1.09			



6.	There is lack of applicable supervision manual in the school	Teachers	4.28	.777	4.00	4.335	.000
		Leaders	3.73	.842			
7.	There is insufficient allocated budget for the supervisory program in the school	Teachers	3.94	.781	3.87	.949	.344
		Leaders	3.80	1.22			
8.	School-based supervisors lack of commitment for their work.	Teachers	4.13	.718	3.96	2.327	.021
		Leaders	3.80	1.20			

As depicted in item 1 of Table 4.6, respondents were asked whether supervisors have lacked experience in the practice of the school-based supervisor or not. The response of teachers and educational leaders was mean= 4.15, SD=0.772 and mean=4.17, SD= .473, respectively. The overall mean= 4.16 shows the agreement of the total respondents with the point. The significance level ( $p=0.856$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and supervisors. Therefore, based on the overall score value, supervisors have lack experience in the practice of the school-based supervisor. So, my current study points out as majority of teachers and supervisors were agreed on this issue and researcher Fufa on school-based supervision (2018) agreed on the point. Therefore, my finding supports Fufa's finding.

Item 2 of the above table, respondents were requested whether or not supervisors have a lack of school-based short-term training. The response of the teachers and educational leaders was mean = 4.21, SD=.891 and mean=5.00, SD=000, respectively. The overall mean= was 4.61. Shows the agreement of the total respondents with the point. Therefore, based on the overall score value, school supervisors do have not taken relevant training in 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 significant difference between the opinions of teachers and supervisors.

Similarly, the response collected from the interviewed woreda education supervision experts also confirmed that there were no training programs given for school-based supervisors due to lack of financial constraint they couldn't offer relevant training programs and sufficient support for supervisors at school level.

In the above table item 3, respondents were requested to rate their level of agreement regarding supervisors who have had teaching loaded with Classroom activities to undertake their responsibilities properly with Mean= 4, 11, SD=1.15 and mean=3.90, SD= 1.21 respectively. The overall mean= 3.57 shows the agreement of the total respondents with this point. The significance level ( $p=0.000$ ) is less than 0.05, this indicates that there is a significant

difference between the opinions of teachers and educational leaders. This shows that agreement of the total respondents with the point.

As shown in item 4 of Table 4.6, respondents were asked to rate their agreement levels on the teachers' resistance against the supervisory activities. Accordingly, teachers with the Mean=4.19, SD=.856, and educational leaders with Mean=4.30, SD=.466 were agreed that on this statement. The overall mean=4.24 shows the agreement of the majority of respondents with the issue. The independent sample t-test showed that there is no significant difference in the response of the teachers and educational leaders. In general, we can conclude that teachers are resistant to supervisory activities.

With regards to item 5 of table 4.6, one of the questions raised to respondents was whether or not supervisors are a fault-finder rather than assisting teachers. Teachers' response with the mean=3.59, SD=1.06 and educational leaders with the mean=4.31, SD=2.45 shows the respondents were agreed on this issue. The overall mean of 3.78 shows the agreement of the majority of respondents on supervisors is a fault-finder rather than assisting teachers. The independent sample t-test (p-value=.139) also showed that there are statistically significant differences in the response of the teachers and educational leaders. Therefore, based on the majority of the respondents; it can be concluded that supervisors are a fault-finder rather than assisting teachers in the study area.

In the same way, the data gained from the interviewee WEOE's confirmed the above idea. As one of the participants, a Woreda education supervision expert said, some teachers showed their observation of supervisors as a fault finder rather than assisting them and resistance against the supervisory activities. Because; they suspect supervisors as they find out week performance of teachers during classroom observation

As the responses to item 6 indicate, respondents were asked whether there is a lack of applicable supervision manual in the school, teachers, and educational leaders with the mean=4.28, SD=.777, and mean=3.73, SD=.842 respectively were agreed about this issue. The overall mean of 4.00 shows that the majority of the respondents were agreed on this issue. The independent sample t-test (p-value=.139) also showed that there are no differences in the response of the teachers and educational leaders.

This shows that, there was lack of supervision manuals in their schools. Woreda education office supervisor experts and Woreda education office supervisor were not agreed their ideas that there were not identified whether or not they have current manual in each school were not reported about the absence's supervision manual in the schools. So, this shows that there

was a gap of reporting system between school and concerning body's which solve the problems.

As in Table 7 item 7 indicated, respondents were asked to rate their level of agreements concerning the insufficient allocated budget for the supervisory program in the school teachers, and educational leaders with the mean=3.94, SD=.781, and mean=3.80, SD=1.22 respectively were agreed about this issue. The overall mean of 3.87 shows that the majority of the respondents were agreed on this issue. The significance level ( $p=0.344$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and supervisors. Based on this one we can conclude that school-based supervisors lack budget for their work in the study area. Therefore, based on this analysis that sufficient budget has not been allocated for supervisory activities in the school. 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 last item of table 4.6, respondents were asked to rate their agreement levels whether or not school-based supervisors lack commitment for their work. The response of teachers with the Mean=4.13, SD=0.718, and mean=3.80, SD=1.20. This result showed that teachers and educational leaders were agreed that school-based supervisors lack the commitment to their work. The overall mean of 3.96 shows the agreement of the majority of respondents with the issue. The significance value ( $p$ -value) is 0.021 is less than 0.05 shows there is a significant difference between the opinions of the two groups regarding school-based supervisors facilitating experience sharing programs. Based on this one we can conclude that school-based supervisors lack commitment for their work in the study area.

As one of the assistant school "P" put it, "*Some teachers have shown resistance to supervisory activity. During class observations, their regular classes were missed. Because; they suspect superiors because they discover poor teaching performance*".

From the above analysis, it can thus be concluded that lack the commitment of teachers towards school supervision affects the supervision practice in public secondary schools of the JimmaZone.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION, AND RECOMMENDATION

In this chapter, a summary of the study conclusions drawn on the basis of the findings and recommendations that was to assess the practices and challenges of school-based supervision in the secondary school of Jimma Zone

#### 5.1. Summary of the Major Findings

As indicated earlier, the objectives of this study were to assess the current status of School-based supervisory practices and their challenges in secondary schools of Jimma Zone. The study was conducted in the eight secondary schools of Jimma Zone selected woredas. The researcher started the study by formulating the following basic questions:

1. What are the practices of school-based supervision in secondary Schools of Jimma Zone?
2. How do Supervisors employ the procedures of school-based Supervision in Secondary schools?
3. To what extent is school-based supervision practices Contributes to teachers' professional Development in schools under the study?
4. How do school-based supervisors link schools/clusters with various organizations and community groups to assure quality education?
5. What are the major challenges that school supervision is facing currently in implementing school-based supervision?

A concurrent mixed research design was employed due to the fact that it is more appropriate to assess the current status of School-based supervisory practices and their challenges in secondary schools of Jimma Zone. To collect the data 157 teachers and 52 educational leaders were selected using a simple random sampling technique. This study employed a combination of tools as data collection instruments. A questionnaire, interview and document analysis were used to gather the relevant data from the respondents.

In this study, analysis tools that the researcher thought relevant and appropriate for collecting data for the study were used. The statistical tools used were descriptive statistics such as percentage, frequency, mean and standard deviation. Therefore, based on the analysis made, to demonstrate results summarized below have addressed the above research questions, the findings are summarized along to reflect the specific objectives of the study. Depending on these themes, the following are the major findings of the study in relation to research questions. Hence, based on the review of literature and analysis of the data, the major findings of the study are summarized as follows:

### **1. The practices of school-based supervision**

Concerning the practices of school-based Supervision, the majority of teachers' and educational leaders' respondents confirmed that both teachers and SBS were not well practices school-based supervision as it is expected. Accordingly, more of teachers and school-based supervisors' responses exposed that teachers were not well-oriented about the practices, activities, the significance, a purpose, and objectives of school-based supervision in the schools under the study area. Furthermore, the interviews of school woreda and zone education office supervision experts indicated that teachers were not considered school-based Supervision practices contributes to their professional development and enabled them to use variety of teaching techniques that return to increase the improvement of learners' learning.

### **2. The utilization of the procedures of school-based supervision.**

As respondents exposed, 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.

### **3. The Professional Development of Teachers.**

Regarding the professional development of teachers, respondents also gave their views. To this effect, more of teachers and of school-based supervisors showed that supervisors were not efficient in arranging short term training in the form of workshops and symposia, in creating the opportunity of team planning for teachers, and in establishing a culture of professional and collegial interactions among teachers. The results of the interview with

woreda and zone education office supervision experts indicated that training was rarely organized at the school level for the purpose of enhancing teachers' professional development. Consequently, problems with regard to teachers' professional growth were continued.

#### **4. The linking schools with various organizations and community groups to assure quality education?**

In addition, the result of the study showed, school-based supervisors did not link schools with various organizations and others. It is suggested that school-based supervisors must link their schools with the community to solve different problems observed from ongoing teaching-learning processes; must link schools with the local NGOs to solve financial and material problems; must successfully organize different committees and make them active; must recognize by using reward those model parents and NGOs and generally instructional supervisors must play roles to all the listed recommendations.

#### **5. The challenges that school-based supervision is facing currently.**

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 supposed factors that could hinder the activities of effective supervision in secondary schools of the study area. The practices and challenges of School based supervision

Furthermore, supervision was seen as a mere evaluation since supervisors lacked the consistency to assist teachers in classroom instruction. The data from the document analysis indicated that some schools had no supervision guidelines and, hence, they have fallen into role confusion. In addition, there was no written feedback to the teachers and schools about classroom observation by supervisors and nor an agreed-upon plan of school-based supervision. On the other hand, schools have a checklist prepared at the school level mostly based on immediate works rather than as per of teachers' concept. As a result, all schools under the study area have their own observation checklist even if in the same woreda. From this viewpoint, one could summarize that lack of standardized checklists was also one of the major challenges to practice school-based Supervision in the schools of Jimma Zone.

## 5.2. Conclusions

Based on the above major findings of the study, the following conclusions were made.

- ❖ Based on the findings of the study, it can be concluded that the practices of school-based supervision were not in a position to improve classroom instruction. In the same manner, teachers were not getting what they are expected to gain from their immediate supervisors. Moreover, the findings of the study showed that school-based supervision practices were challenged by both teachers and schools related problems.
- ❖ Procedures of classroom observation were not implemented properly in teaching learning process. The study was attempted whether procedures of classroom observation were properly implemented in teaching- learning process or not. Each step of the class room observation was important in helping both teachers and supervisors to make their mutual understanding about where the gap was in the process so as to lead to give and receive appropriate support/feedback/assistance. In line with this, procedures of classroom observation performed in the selected schools were not procedural which leads to inappropriate conclusion.
- ❖ 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, 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 observation. As a result, teachers were less supported by school-based supervisors for the effectiveness of classroom performance
- ❖ The findings of this study exposed that the school supervisors were ineffective in providing professional assistance for teachers through organizing workshops, training programs at the school level; conducting regular meetings with teachers to identify teaching-learning problems, and then finding solutions to these deficiencies. Furthermore, the findings revealed that the supervisors were not capable enough in assisting teachers to conduct action research and evaluate 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 for 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 Recommendation**

Based on the conclusions of the study the following possible recommendations were suggested.

1. Zone Education Department office and other concerned bodies/Parents, PTA, KEB, the community at all political leaders as varies level/etc. should take a wise decision to build up school-based supervision and supervisory behaviors. This can be through: On the job training, summer program training, seminars, and workshops that should be planned, organized, and implemented on the ward at school level, town level, and above levels. Experience sharing programs regarding supervision within and across neighboring schools should design and implement with the collaboration of both the Zone Education Department and schools. Appropriate materials such as hard copy (written document), soft copies about supervision and all about teaching-learning process and internet access should available at the school level.
2. The school-based supervisors should follow by the means of checklist and practice principles by the means of purposiveness, plan, diversity, dialectical relation and code of conduct and so on in educational supervision properly in the school.
3. The findings exposed that, teachers did not gain effective and constructive professional support to improve their instructional skills. Therefore, it can be suggested that school-based supervisors must; support teachers on the preparation of instructional materials for teaching-learning effectiveness; advise teachers to use model effective teaching methods and encourage them to motivate students in the classroom, and create competition among teachers by coordinating evaluation programs on the matter of pedagogical skill gaps of teachers.
4. In addition, the result of the study showed, school-based supervisors, did not link schools with various organizations, community groups, and others. It is suggested that school-based supervisors must link their schools with the community to solve different problems observed from ongoing teaching-learning processes; must link schools with the local NGOs to solve financial and material problems; must be aware the whole stakeholders about the failure and



progress of the school; must successfully organize different committees and make them active; must recognize by using reward those model parents and NGOs and generally instructional supervisors must play roles to all the listed recommendations.

5. Finally, the findings indicated that school-based supervisors are overburdened with many tasks. Therefore, school-based supervision was not effectively-well organized and implemented. They must effectively support teachers and had high responsibility than teachers to support instruction. It is recommended that teachers expect a lot of professional support from them; as they had a great experience and better skill; they must be committed to helping and supporting teachers rather than reasoning out many challenges as they mention. Of course, the WEO takes part in the problems faced by instructional supervisors and tries to solve and create conducive working situations and environments.

Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area concerning; practices of school-based supervision in secondary schools; supervisors' and teachers perception on the school-based supervisory practices and conduct a similar study on way females participate on supervisory position, etc.

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## Appendix-A

### Jimma University

### College Of Education and Behavioral Science

### Department of Educational Planning and Management

This questioner will be filled by secondary school principals, deputy school principals, teachers and department heads.

#### Dear Respondent,

The purpose of this questionnaire is to collect data on the role of supervisors in implementing school-based supervision in Secondary Schools of Jimma Zone. Your responses are crucial for the successful accomplishment of this study. Therefore, you are kindly requested to read all the Questions and fill with honest responses. Please, feel free to indicate your opinion because no response is treated as wrong. Be sure that your responses will not be used for other purpose except for academic purpose and remain confidential.

Thank you for your cooperation!

#### Instruction:

1. No need of writing name on the questionnaire.
2. Read all the instructions before you answer the questions.
3. There is no need to consult others to fill the questionnaires.
4. Please, provide appropriate response by using a tick mark “√” to choose one of the given Likert scales and kindly write your opinion briefly for the short answer questions on the space provided.
5. Please, do not leave the questions unanswered.

#### Section One: General Information

Please insert tick mark (√) to the appropriate category for you.

Sex: Male      Female

Age: Up to 30    ---31-40      41-49      50 and above

Qualification: Diploma      First degree      Second degree

Current position: Teacher's    senior teacher      Unit leader      Department head

Work experience: 1-6      7-12      13-16      17 and above

## Section Two: Questionnaire

### Part 1: what are the practices of school-based Supervision?

The following questions are prepared to make sure that to what extent teachers understand about school-based Supervision.

Please insert tick mark (√) to show your response from the given Likert scales.

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

No	Items	Scales				
		1	2	3	4	5
1	Instructional supervisors arranging induction training for beginner teachers.					
2	School-based supervisors in the school assist teachers in lesson planning.					
3	School-based supervisors facilitate experience sharing programs between teachers.					
4	School-based supervisors assist teachers in developing/selecting instructional materials.					
5	School-based supervisors spread best practice teaching methodologies among school and teachers.					
6	School-based supervisors facilitate professional growth of teacher through short term training.					



## Part 2: How Procedures of school-based supervision

School-based supervision is a face-to-face interaction between teacher and supervisor with the intent to improve instruction and increase professional growth of teachers. Therefore, in order to make sure that to what extent supervisors follow the right procedure as per their responsibilities, the following questions have been raised

Please insert tick mark (√) to show your response from the given Likert scales.

No	Items	Scales				
		1	2	3	4	5
	<b>Pre-classroom observation</b>					
1	Supervisor convince me as classroom visit is helping process in my teaching					
2.	Supervisors plan and make agreements on the suitable time for classroom observation with me					
3	Supervisors make discussion with me on the methodology of lesson before the actual presentation					
4	The supervisor analyze my lesson plan before classroom visit					
	<b>During Classroom Observation</b>					
1	Supervisors conduct planned Classroom observation.					
2	Supervisors frequently visit classrooms to provide support to teachers.					
3	Supervisors spend sufficient time in the classroom during observation					
4	Supervisors collect relevant data during classroom observation.					
	<b>After Classroom Observation</b>					
1	Supervisors communicate immediate feedback to teachers after class-room observation					
2	Supervisors provide suggestion to teachers to encourage their creativity					
3	Supervisors always held post- observation conference for discussion about the things observed in the classroom					
4	Supervisors and teachers discuss on the data collected in the					

classroom to improve teachers' classroom behaviors						
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**Part 3. How teachers gained professional support from supervisors in order to improve their instructional skills?**

No	Items	Scales				
		1	2	3	4	5
1	school-based supervisors facilitate short term training to teachers on new teaching methodologies					
2	school-based supervisors advice teachers to conduct action research					
3	Supervisors support teachers to prepare different instructional materials on teaching-learning process.					
4	School-based supervisor advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom.					
5	school-based supervisors create competition among teachers on pedagogical skills					
6	school-based supervisors facilitate experience sharing programs between teachers					

7. If there is any other professional support that teachers gained from school-based supervisors, please write some of them briefly -----  
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**Part 4. How school-based supervisors Liaise schools/clusters with various organizations, community groups and others on matters affecting quality education.**

No	Items	Scales				
		1	2	3	4	5
1	How school-based supervisors link the schools/clusters with the community to discuss on the problems that face on teaching-learning process					
2	How school-based supervisors link the schools with local NGOs to solve material and financial problems					
3	How school-based supervisors regularly report school problems to all stakeholders					
4	How school-based supervisors organize different commits from different stakeholders					
5	How school-based supervisors encourage model parents and NGOs for their active participation in the school					
6	How school-based Supervisors play roles in community mobilization					

**Part 5.What the Major Challenges of secondary school School-based supervisors**

No	Items	Scales				
		1	2	3	4	5
1	Supervisors have lack experience on the practice of the school based Supervisor.					
2	Supervisors have lack of school- based short term trainings.					
3	The school-based supervisors had teaching loaded with Classroom activities.					
4	Teachers are resistant against the supervisory activities.					
5	Supervisors are a fault finder rather than assisting teachers.					
6	There is lack of relevant supervision manual in the school					
7	There is adequate budget was allocated for the supervisory program					
8	School-based supervisors lack of commitment for their work.					

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

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***Thank You for your cooperation!***

## Appendix- B:

### Interview guides

#### Jimma University

#### College Of Education and Behavioral Science

#### Department of Educational Planning and Management

#### Interview Schedule for Woreda / Zonal Education Office Supervision Experts

Dear participant,

The purpose of this interview is to collect data on the practices and challenges of school-based supervision in Secondary Schools of Jimma Zone. Your responses are vital for the successful accomplishment of this study. Therefore, your honesty in responding to the questions is of great importance, and your responses to the interview would be kept confidential.

Thank you in advance for your cooperation!

#### **Part I:** General information

School \_\_\_\_\_

Sex \_\_\_\_\_

Age \_\_\_\_\_

Service year \_\_\_\_\_

Educational Background: Diploma-----BA/SC \_\_\_\_\_MA/SC \_\_\_\_\_

Qualification: -----

Specialization: Major \_\_\_\_\_Minor \_\_\_\_\_

Part II: Give your response to the following questions briefly.

1. What is your view regarding the practice of school-based supervision in secondary schools of your Woreda?
2. How often the WEO/ZEO supervises each secondary school?
3. What form of preparation is provided to school-based supervisors at the Woreda level for their professional growth? (In-Service Training, conferences, scaling up, and workshops)
4. What do you think about the current ability of Secondary school school-based supervisors to link schools with their woreda education office, local community, NGOs? What evidence can you mention?
5. What are the major challenges that school supervision is facing currently to practice school-based Supervision?

## **Appendix-C**

### **Jimma University**

#### **College Of Education and Behavioral Science**

##### **Department of Educational Planning and Management**

Check list prepared at different level to improve teaching learning process (for document analysis in relation to School-Based Supervision) practices and challenges

1. Files of sample (16) teachers

A. Any written document in relation to supervision,

B. Classroom observation report.

2. Documents with regard to School-based supervision in the Principals or Vice principals and department heads offices

A. Schedule for classroom observation,

B. Supervision manual,

C. Classroom observation report,

D. Checklistt for classroom observation.

Key: adopted from researchers Berhane, Abebe, and Fufa (2014, 2018)