

**PRACTICES AND CHALLENGES OF SCHOOL BASED SUPERVISION IN
SECONDARY SCHOOLS OF WEST OMO ZONE**

BY

AMARE ALEHEGN MENGISTU



JIMMA UNIVERSITY

**COLLEGE OF EDUCATIONAL AND BEHAVOIRAL STUDIES
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AMARE ALEHEGN MENGISTU

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ADVISOR'S DEREJE DEKSA (MA)

CO ADVISOR'S MEBRATU TAFESSES (Dr.)

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DECLARATION

I, the undersigned, declared that the thesis on the title, “Challenges and Practices of School Based supervision in Secondary Schools of West Omo Zone” is his work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name **AmareAlehegnMnegistu**

Sign. -----

Date -----

This thesis has been submitted for examination with my approval as the University advisor.

Advisor’s name: DerejeDeksa

Sign. -----

Date -----

COAdvisor’MebratuTafesses(**Dr**)

Sign. -----

Date -----

Place: Jimmauniversity

College of Education and Behavioral Studies

Department of Educational Planning and Management.

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LIST OF ACRONYMS AND ABBREVIATIONS ADEA

Association for the Development of Education in Africa

EFA: Education for All.

ESDP: Education Sector Development Program.

ETP: Education and Training Policy.

FDRE: Federal Democratic Republic Of Ethiopia.

REB: Regional Education Bureau.

SPSS: Statistical Package for Social Sciences.

UNESCO: United Nations Educational Scientific and Cultural Organization
Education Fund

WEO: Woreda Education Office.

MoE: Ministry of Education

ZEOSE: Zonal Educational Office Supervisors Experts.

WEOSE: Woredas Educational Office Supervisors Experts

Abstract

*The main objective of this study was to assess the status of School based supervisory practices and challenges in secondary schools of WestOmoZone. To achieve the intended objective of this study descriptive research design was used with quantitative and qualitative data collecting approaches. Data were collected from through questionnaire from 134 sample respondents of teachers and from principals through interview. The collected data were analyzed in percentage, mean and standard deviation. Based on the analysis made of the study the findings of this study were identified. The result of the study indicated that teachers understanding about the school based supervisory practice was inadequate. The result of the study revealed that the stakeholders like teachers and principals played their roles in the school based supervisory practices in secondary of West omo Zone at medium level. The result of the study revealed that lack of adequate training and Support for supervisors are challenged to practice school based supervision in the secondary schools. The result of the study was also indicated that excessive workload on the principals and department challenged to practice school based supervisory practice at required level of practice. Based on the above findings conclusions were given. the researcher concluded that school based supervisory practices did not implement at high level in the secondary schools of WestOmoZone, the researcher also concluded that teachers did not get enough support from school based supervisory. The researcher recommended that *teachers should have good understanding about the importance of school-based supervision and teachers should have positive expectation towards professional support obtained from supervisors.**

CHAPTER ONE

Introduction

This chapter dealt with the problem and the way it is approaching. It enclosed a brief formulation of background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of operational terms and organization of the study.

1.1 Background of the Study

School-based supervision: the school based supervision that is conducted in schools and that is carried out by principals, vice-principals, heads of department and senior teachers. School based Supervision is one of the functions of education that offers opportunities for schools to improve teaching and learning and the professional development of teachers (Arong&Ogbadu, 2010). Based on this issue School based supervision is considered as the very important activity to bring sustainable achievements of students in academic performance. The evolution of School based Supervision is evident throughout history as a reflection of learning theory and social and political influences.

According to Igwe, (2001), to supervise means to guide, assist, direct, oversee, or to make sure that anticipated principles are met. Thus, supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out.

Many countries across the globe have attempted to restructure their school supervision services to enhance educational quality. In Netherlands, for instance, one of the aims of School based Supervision is to improve the quality of education; similarly, in California the main use of School based supervision is a critical factor in achieving educational excellence and a positive learning experience for all students (Chery & Fischer, 2010).

To improve teacher's instructional performance, the School based supervisors should also work with teachers in fixable and collaborative style; School based supervisors should be democratic and cooperative and should get serious attention in the school. Researches by (Beach and Reinhartz, 2000) emphasized that the importance of the collaborative effort of all participants involved in the supervisory process. The concept of School based supervision focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process. School based

supervision is mainly concerned with improving schools by helping teachers to reflect their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni&Starratt, 2007).

School based supervision was assigned from experienced teachers, department heads, principals and deputy principals. It also aimed to the teaching learning process through strengthening School based supervision by focusing on the curriculum, teaching content and methodology. Besides, provision of professional assistance and guidance to classroom, teachers and assessing the practices and challenges of School based supervision is important in implementing successful supervision.(, Sergiovanni&Starratt, 2007).

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MoE, (2015), mentioned that the main focus of school based supervision is providing support for teachers and enhances their role as key professional decision makers in practice of teaching. To achieve this aim, supervisors usually employ several supervisory practices and the School based supervisors who were assigned to supervise at school level were not able to solve teacher's problems by identifying the strengths and limitations of teachers in the classroom. Sometimes they went to the classroom and simply observe the teaching-learning process and give feedback for teachers ineffectively. As a result, teachers did not gain professional support from School based supervisors for improvement of their instructional limitations. The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different levels of education officials to implement School based supervision program effectively. However, as all teachers are not qualified enough, they need support from School based supervisors .

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

1.2. Statement of the Problem

It is believed that the overall education system should be supported by educational supervision in order to improve the teaching-learning process in general and learners' achievement in particular (UNESCO, 2007). School-based supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education. In this way, school-based supervisors, Woreda, Zonal and Regional educational experts are responsible to closely and periodically assist teachers in the schools (MoE, 2006).

To make school-based supervision more effective, collaboration should be made with various groups. The school principals, vice- principals, department heads, and senior teachers should take major responsibility in supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education. Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are given to the

supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers (Beach &Reinhartz, 2000).

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

As illustrated by the MoE, (2015), the school principals, vice-principals, department heads, and senior teachers should take major responsibility in School based supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers teaching in the classroom, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education. However, at Regional, Zonal and Woreda levels in community mobilization documents, seminars, workshops and Woredas’ annual reports (2015) a West Omo Zone repeatedly indicated that in secondary schools, school based supervisors were not performing as expected.

Local previous study was conducted by Etana, Adamu (2014) on *Role of School -Based Supervision in Secondary Schools of West WollegaZone*.the findings of the study revealed that school -based supervisors were assigned to their roles through competitions and among the school based supervisors vice -principals, department heads and senior teachers have played their supervisory roles fairly. However, the finding of the study also revealed that,97.9% of the school based supervisors were not qualified in the position, they did not fulfill the prerequisite criteria set by the regional education bureau, principals of the sampled schools were deficient in playing their respective supervisory roles, rare utilization of supervisory leadership skills by the school- based supervisors, rare arrangement of capacity building programs for the supervisors and the teachers, using clinical supervision as the only option for promoting teachers competence, conducting classroom observations without following proper procedures, negative attitude of teachers towards instructional supervision,

lack of financial and material resources as major problems in the current practice of school-based supervision in the sampled secondary schools.

The other previous study was conducted by ZewduNegasaAbdeta in 2018 on the practices and challenges of School based supervision in East Wollega Zone in government secondary schools. The result of the study indicated that the function of the organization of school based supervision was insufficiently practiced, in addition, the actual practice of school based supervision corresponds to the expected standard was not effectively done properly. The extent to which School based supervisors design various intervention strategies so as to assist teachers professional improvement was insufficient, the teachers didn't gained enough support from supervisors in order to improve their instructional skills, there was low perception of teachers towards the implementation of school based supervision. On the other hand, there were many challenges that those secondary School based supervisors come across while implementing School based supervision. These were lack of strategic and short term plan to implement School based supervision, supervisors overburdened with other activities and teaching the same period like other teachers, lack of relevant training programs for supervisors, inadequate pre-service and in-service training, teachers attitude towards supervision work, lack of ability to conflict resolution and performance counseling, inadequate attention given to supervision service ,lack of clear direction from woredas education experts and lack of cooperative ,honest, friendly and collegial relationships ,incompetent professional knowledge of supervisors, the teachers resistance and absence of follow up of the activities of teachers and give timely feedback was a challenge to supervisors in School based supervision.

The researcher has been working for eight years in secondary schools of the study area. Although different researcher conducted a research on similar issue; to the knowledge of the researcher, there was no research conducted on the practices and challenges of School based supervision in Secondary Schools of West omo Zone. By that the researcher feels that there was a contextual gap which needs in-depth investigation about the status of the current supervisory practices such as proper implementation of supervisory options and classroom observation, the proper implementation of School based supervisors' responsibilities. Due to this reason, the researcher motivated to assess the practices and challenges of School based school supervision in West omo Zone Government Secondary Schools. In this case, the research raised the following basic research questions:

1. To what extent school based supervision practiced in secondary of West omoZone?
2. What are the roles of stakeholders to practice school based supervision in secondary of West omo Zone?
3. What are challenges to school based supervision effectively practiced in secondary of West omo Zone?

1.3. Objectives of the Study

1.3.1. General Objective

The overall objective of this study was to assess the status of School based supervisory practices and its challenges in secondary schools of WestOmoZone.

1.3.2. Specific Objectives

The specific objectives of the study were:

- To assess the extent at which school based supervision been practiced in secondary of West omo Zone.
- To investigate the roles of stakeholders on school based supervision practiced in secondary of West omo Zone.
- To identify challenges to school based supervision effectively practiced in secondary of West omo Zone.

1.4. Significance of the Study

School based supervision is very crucial to promote teaching learning process and to maintain the quality of education. For several years, examining the practice of School based supervision is the concern of many educators all over the world.

It may help the government secondary schools to identify the current status of the practice of school based supervision in secondary schools. It helps teachers to be aware of the extent to which School based supervision is being implemented and brings education quality in West Omo Zone Secondary Schools by providing them information through the findings of the study . It assists the School based supervisors to know their weaknesses and strengths on supervisory practices and then encourage them to give more attention to implement supervisory activities in secondary schools. It helps all school leaders to identify the strengths and weaknesses of School based supervision activities to take remedial measures against the challenges that secondary schools face in implementing school based supervision. It would provide information for woredas and Zonal Education experts and other researchers that can

conduct further research on the same topic by using this study as source of information on the current practice and activities of school based supervision. It would serve as a starting point for future researchers who will be interested to conduct research on the title.

1.5. Delimitation of the Study

This study was delimited to West Omo Zone government Secondary Schools of SNNPR state in West Ethiopia. There are 20 secondary schools in the Zone geographically. The study was delimited to 10 selected secondary schools of West Omo Zone. These selected secondary schools in cluster were Gacht ,MinitGolediy, Jemu and Tumewaredas were selected and included in the study. It was also delimited to identify the existing School based supervisory practices and challenges in the study area conceptually.

1.6. Limitations of the Study

Some limitations were observed in this study. One apparent limitation was that most of the secondary school principals, unit leaders, teachers and Woreda supervisors were busy and did not get enough time to respond to questionnaires. However, the researcher persuaded them by addressing the objective of the study and managed the problem to conduct the study. Another limitation was lack of relevant local literature on the topic, especially due to lack of network access. There is acute shortage of updated related literature in the area. In spite of these shortcomings, however, it was attempted to make the study as complete as possible by searching different materials in different universities and the researcher used more of the respondents' extra time to get plenty of information.

1.7. Operational Definitions of Key Terms

Challenges: Problems that affect the School based supervisors.

Educational leaders: refer to principals, vice principals, department heads secondary school supervisors, Woreda and Zone education office heads, work process owners.

Practices: To do something repeatedly in order to improve performance through school based supervision. School Based Supervision: Refers to a supervision that is conducted at school level by principals, vice principals, school based supervision committee members (department heads, senior teachers and unit leaders).School Based Supervisor:-Means anybody in the school who has assigned to conduct supervisory practices at school level.

Secondary School: Schools that provide secondary education for four years (9-12), which to prepare students for further general education and training.

Supervision:- is a process of offering professional support for the improvement of instruction to enhance the quality of teaching and learning in the classroom.

1.8. Organization of the Study

This study was organized in to five chapters. The first chapter contains the introduction part which consists of the background of the study, statement of the problem, objectives of the study, significance of the study, the delimitation of the study, limitation of the study & definition of operational terms. The second chapter contained review of related literature related to the research. The third chapter dealt about research methodology that incorporates, research design, research method, source of data, study population, sample size and sampling technique, source of data, instrument of data collection, procedures of data collection, methods of data analysis and ethical consideration. The fourth chapter was concerned with data analysis and interpretations and in the last chapter conclusions and recommendations were presented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presented the existing international, national and regional literatures in the area of school supervision. It began with describing the concepts and definition of supervision, tasks of supervision, clinical supervision, and challenges of School based supervision in Ethiopia and SNNPR.

2.1. The Concepts of Supervision

The concept of supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to students improved learning and success (Sergiovanni&Starratt, 2002; Sullivan &Glanz, 2000).

The term supervision has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach &Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

Grauwe, and Zepeda (2007),School supervision, as a field of educational practice has passed through many changes. Traditionally, inspection and supervision were used as important tools to ensure efficiency and accountability in the education system. Later adherents of the terminologies of inspection and school supervision are used by different countries in different ways. In many developed countries, such as United Kingdom (UK) and United States, much more attention has been given to the term inspection than school supervision (Lee, Dig & Song, 2008).

The modern supervision was emerged by the definition of a professional advisory appraised for assessing teachers to improve their teaching performance. The word supervision itself

became modified by such words as collaborative, cooperative, democratic and consultative. This change of focus has continued and intensified in to the present.

The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students since learning outcomes depend largely on the quality of education being offered (De Grauwe, 2001). But quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to education delivery (Glatthorn, A. A. (1990). De Grauwe (2001), posits that national authorities rely strongly on the school supervision system to monitor both the quality of schools and key measures of its success, such as student achievement. According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. As Sullivan and Glanz (2000) defined, supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non- judgmental and on-going instructional dialogue and reflection for the purpose of improving teaching and learning. As for, Association for the Development of Education in 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. Many researchers believe that supervision of education has the potential to improve classroom management and practices, and can contribute to greater student success in academics through the professional growth and improvement of teachers (Blasé, 1998; Musaazi, 1982; Sergiovanni&Starratt, 2002).

Benjamin, (2003), asserts that, School based supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers’ weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. Supervision has been defined in several ways by different authors to suit their specific purposes, (Bernard& Goodyear 1992, 2004), defined supervision as a relationship between senior and junior members of a profession that is evaluative, extend over time, serves to enhance the skills of the junior person, monitors the quality of services offered by the junior person and, act as gate keeping to the profession. Supervision is one of

the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations. Supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong and Ojong, 2009).also explains supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co- operation to enable supervisors become successful in their supervision tasks.

Generally, Supervision defined as instructional leadership that relates perspective to behaviors clarifies purpose, contributes to and support organizational actions coordinated instructions provides for maintenance and improvement of the instructional program and assess goals achievement, (Robert and Pater 1989:150) and according to Igwe (2001), supervise means to guide, assist, direct, oversee, or to make sure that anticipated principles are met.

2.1.1. Basic Principles of School based Supervision

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

Democratic and Cooperative in Spirit and Organization

Democracy does not mean "laissez-faire", which lets everybody go one's own way. Rather it implies a dynamic understanding and cooperative leadership role. Internal supervision is concerned with providing effective leadership and implies cooperative working relationships.

Supporting this, Robert Marzano et al. (2011) have depicted leaders as those persons who have greater insight into the needs of the persons with whom they work. They added that modern supervision is based on the assumption that education is a creative and cooperative enterprise in which all teachers, pupils, parents and administrators participate and supervisors are their academic leaders who stimulate, guide and advise them in improvement of instruction. Also Fullan and Hargreaves (1996), comparing authoritarian with democratic leadership have observed that in a group with democratic leadership, there are more objectives, attitudes,

more cooperative efforts, more constructive suggestions, great feeling of "we-nests" and more feeling of joint goals. Established on Maintenance of Satisfactory Interpersonal Relationship

School based supervision succeeds only to the extent that each person involved is regarded as a human being with a unique contribution to make in the educative process. Neagley and Evans (2008) have visualized that relationship of supervisors among all personnel must be friendly, open, informal and congenial. Better human relationships are demanded by the present world. It is imperative that supervision must develop and maintain a high level of personal interaction. Otherwise it would be ineffective and unproductive. According to Wiles and Bondi, (1996), a group's productiveness is affected by the quality of its human relations, and the supervisor must work constantly for the improvement of group cohesiveness. The supervisor cannot but be concerned with improving group feeling, group morale, and group unity. It is Communicative

School based supervisor is concerned with communication within a group as leadership depends on better interaction. Researchers have revealed that good communication is related to good morals of teachers and free exchange of information helps in good planning. To improve communication, the supervisor should increase his skill as a discussion leader, to provide the physical facilities that facilitate communication and improve the group process (Wiles and Bondi, 1996). They have observed that if a supervisor hopes to facilitate communication, she/he will work to decrease in status lines, for constant study of the process used in the group and for desirable physical structure and competent group leadership. Comprehensive in Scope

It embraces the total school programs and proper articulation is necessary through all the supervisory agencies. Unlike the earlier supervision, the modern type of supervision is wider in scope, not merely focusing on criticism of the teacher in the classroom. Neagley and Evans

(2008) have rightly said that today supervision is directed at improving all factors involved in pupil learning. The modern supervisor's role goes far beyond the traditional classroom visitation. Glatthorn (1990) added that supervision is the comprehensive set of services provided and processes to help teachers improve their own professional development so that the goals of the school might be better attained. The instructional supervision of teachers can and should be an important component of an effective, comprehensive teachers' professional development program. Supervision over educational system must cover the entire body of educational system take place in schools.

It is Creative Teaching is an art, supervision is creative work. The purpose of supervision is to draw out the best in teachers to ignite their talents, to stimulate the initiative, to encourage their originality and self-expression. It emphasizes on their success and strengths and makes their weaknesses and failures side issues. The supervisor should have new ideas, resourcefulness and original thinking. The modern supervisor should know how to present facts in a pleasant way and to work resourcefully (Neagley and Evans, 2008). Supporting this, MoE (2002) Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment. It is Scientific

Internal supervisor makes use of scientific methods to effect improvement in instruction (Neagley and Evans, 2008). Through surveys, experiments and action researches, she/he should make his/her performance more scientific and effective. He/she will encourage constructive and critical thinking among teachers and discourage flattering and biased opinion.

It is Experimental and Auto-critical in Nature In contrast to autocratic and authoritarian type, the emerging concept of supervision stimulates experimentation, and self-criticism. Neagley and Evans (2008) have sufficiently explained that one of the foundation stones of the emerging philosophy and practice of SBS is the belief that current practices should always be questioned, evaluated, and placed under the searching light of critical analysis. They added that any aspect of the learning situation found to be ineffective or detrimental to the achievement of better situation is dropped or modified accordingly. Further they said, the supervisor leads his/her teachers in the constant search for better and more effective ways of doing their job, believing always that no best way has ever been found.

2.1.2 Historical Development of Educational Supervision in Ethiopia

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

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

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

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

Again, following the change of the political system in the country a shift from inspection to supervision was made in 1994. According to the Education and Training Policy of 1994, educational administration is decentralized. In this respect, what is envisaged is, democratic supervision, which would seek the participation of all concerned in all spheres of the educational establishment in terms of decision-making, planning and development of

objectives and teaching strategies in an effort to improve teaching learning process (MoE, 1994).

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

2.1.3. Practices of Instructional Supervision

Observation and evaluation are a required component of instructional supervision in schools is mandated to oversee t teacher's performance.

Evaluation is a summative process for school leaders to make decisions regarding tenure, retention and promotion (Acheson & Gall, 1997); whereas supervision refers to improving instruction and achieving goals (Sergiovanni&Starratt, 1998). Glickman et al. (2004) asserts; Summative teacher evaluation is an administrative function intended to meet the organizational need for teacher accountability. It involves decisions about the level of a teacher's performance. Summative evaluation seeks to determine if the teacher has met minimum expectations .If the teacher has not met his or her professional responsibilities, the summative process documents inadequate performance for the purpose of remediation and, if necessary, termination (p. 299).

Accountability is the goal of the evaluation process and complies with state and local policies regarding teacher supervision. Evaluation relies on rating scales and summative assessments to document a teacher meeting certain criteria based on state and local standards (Sergiovanni&Starratt, 1998). Although the supervision and evaluation processes are related, the outcome objectives can differ between improvement and accountability (Glanz,

2000; Glatthorn, 1990; Glickman, 1990; Sergiovanni & Starratt, 1998). Formative and summative evaluations are not mutually exclusive and both are necessary in

schools (Glickman et al., 2004). The two types of evaluation have entirely different purposes and should be kept separate to avoid conflicts (Acheson & Gall, 1997; Popham, 1988). Evaluation is a summative process whereas supervision is a formative method for teacher's improvement (Glickman, 1990; Glatthorn, 1990). Supervision involves assisting in the improvement of teaching (Glickman et al., 2004). Summative and formative evaluation differ in purpose, however, both methods provide data that can be used interchangeably. In addition to observed instruction, evaluation criteria can include non-instructional areas such as compliance with school regulations, extra-curricular assignments and cooperation with colleagues (Glickman et al., 2004). Formative criteria may include professional development or action planning in individual classrooms (Zepeda, 2007). These criteria can be included as criteria of locally approved supervision and evaluation models under the guidelines of state policies. Evaluation has frequently become a substitute for instructional supervision due to its measurable and quantifiable characteristics and because of state and federal accountability standards (Sergiovanni & Starratt, 1998).

State and local policies mandate teacher evaluation and this process can overshadow instructional supervision (Sullivan & Glanz, 2000). Summative evaluation is necessary to make employment decisions, but may not lead to improvement for most teachers. Summative evaluation meets the organizational need for accountability while formative evaluation focuses on professional growth and the improvement of individual teaching (Glickman et al., 2004). The observation and evaluation process meets the local state and local policies for supervision and has become the main supervisory practice in many school districts (Sergiovanni & Starratt, 1998).

2.1.4. The Current Practice of Educational Supervision in Ethiopia.

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 (Haileselassie, 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 it is an educational program on supervision and an important aspect of

educational management which envisaged as 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 (Haileselassie,2007). According to Merga (2007), instructional supervision is a technical service which is done cooperatively and incorporated at all levels of educational system. A comprehensive and coordinated approach should be established at central, regional, zonal, woreda and school levels to achieve the intended objective of instructional supervision. There are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of the intended objectives. These are, out of school supervision and School based supervision. From these, School based supervision is held by school principals and experienced teachers.

2.1.5.Practice of School Based Supervision in SNNPRegion

School based supervision is service that will be given for teachers, and it is the strategy that helps to implement and improve teaching learning process. In addition, it is an activity that is performed for the advantage of students learning achievement. Due to this, the School based supervisors are expected to act as a coordinator, a consultant, a group leader and a facilitator in teaching learning activities. Similarly, the mission of the School based supervisor is implementing and strengthening teaching learning process through providing professional support, and also creating conducive situation for the improvement of students“ learning (SNNPREB 2006).

2.1.6. Supervision at School Level

The school supervision can be both summative and formative. It provides not only summary of the performance of school but also shows the developmental directions for school. Supervisors are indicated as managers that are responsible to oversee what is going on the organization. Therefore, MoE, (2015:3) indicated that supervisors are responsible for monitoring, supporting, evaluating and linking schools, but not part of the line managers. As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and

the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of Supervisors at the school level (MoE, 2002).

2.1.7. Supervisors' Responsibility

The responsibility of supervisors in instructional supervision supporting teachers and other educational experts for the improvement of teaching learning activities and also motivating them for their professional growth. Moreover, a supervisor is responsible to act as a coordinator and expected to work intimately with teachers and school community for the school improvement programmed. Based on this, a supervisor monitors the curriculum development, facilitates in-service training, and provides professional support for teachers particularly on the basis of school improvement programmed and quality education (MoE, 2006). In addition to the roles and responsibilities of supervisors mentioned by Ministry of Education (MoE, 2002), the Oromia Regional Education Bureau (OREB, 2006) has entrusted additional responsibilities to the supervisors. Therefore, in order to strengthen the supervisory activity, the supervisor is expected to: Prepare the discussion and training programs for the beginner teachers first, Provide professional support for those senior teachers and principals and Collect and compile necessary data of the schools and organize discussion programs with school.

2.1.8. Qualities of School based Supervisors

As any other profession, the school based supervisors need to have some qualities. In relation to this, Hammock and Robert (2005) has listed the following as being qualities of the ideal School based supervisor. According to him, the internal Supervisor should be: approachable, sympathetic, a good listener, decisive, a motivator of people, very patient, create a feeling of trust in others, a strong leader and have empathy.

Supporting this, Neagley and Evans (2008) emphasized the importance of the qualities of School based supervisors as a mechanism for: achieving harmonious relationships between supervisors and those for whom they are responsible, and providing adequate communication systems between internal supervisors and teachers, and between school departments and functions. Claude (2002), has also indicated that the qualities of a successful they are to: inspire supervisees, motivate them, and direct their work. He added that School based Supervisors continue to face changing emphasis in the way they do their job; they will need on-going training to enhance and update their supervisory skills. According to Betts (1994),

the quality of the School based supervision appeared to have depended on the quality of the principal in terms of academic and professional qualifications, length of experience and commitment. For him\ most supervisory posts require average intelligence similar to the general level of intelligence found among subordinates.

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

According to Stadan (2000), a good 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. Therefore, he/she must be true to his own ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him; In the same vein, he/she must be strong willed, consistent and fair in his dealings with other people; He/she must be prepared for opposition but should handle opposition without malice; In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that would encourage, stimulate, and inspire people around him to work harmoniously. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Hammock & Robert 2005).

2.1.9. The Roles of School Principals in Supervision.

The role of supervision is to improve instruction through direct assistance, group development, professional development, curriculum development and action research.(Glickman,Gordon, & Ross-Gordon 2007)

Principals not only supervise teachers, but also monitor the work of staff who work in or around the school. This work requires as much diplomacy, sensitivity, and humanity as the supervision of teachers. In their everyday contact with students, all of these support personnel

may teach multiple, important lessons about the integrity of various kinds of work, about civility and etiquette, and about basic social behavior.

According to Knapp, M.S. et al, (2006), Principals should be „Transact walks“: this means he/she should be walks principals do around the school. „Transact walks“ help to gather informal data on school climate, provide on the spot solutions to problems, and pass the message that the principal is available and accessible to all members of the school community. If a principal is sedentary, one who sits in the office the entire day, she/he may not have the real experience of the school in the day

Principals should conduct classroom observations of actual instructional practices and student responses. These can take a form of the transact walks and informed or a planned clinical supervisions by the principal. Classroom observations are critical to understand the learning process. But they need to be as frequent as possible, than a one shot experiences. School leaders could claim to be instructional leaders if only they happen to be in the classroom as frequent as possible.

Principals have the right to conduct alternative assessments (e.g. work samples, portfolios, senior projects and performance tasks). These methods will also make the principal closer to the student and teacher activities. In addition to formal achievement reports that you get from your teachers, taking a look at the work samples, portfolios and senior projects of students will give you a deeper insight on the learning of students. Principals and assistant principals also supervise the work and the behavior of students in the school. As the relationships between students become more governed by legal restrictions—including definitions of racial, ethnic, and sexual harassment, of due process, of privacy and free speech rights—and as the incidents of physical violence. Many system and local school administrators have developed a comprehensive system of low Supervisors usually wear two or three other hats, but their specific responsibilities are many more than expected.

According to Louis, K S,etal (2010), principals are responsible for mentoring or providing constructive idea for beginning teachers to facilitate a supportive induction into the profession and bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision). The school principal is also considered as an instructional leader, his/her responsibilities are creating conducive environment to facilitate supervisory activities in the school by organizing all necessary

resources and giving the professional assistance and guidance to teachers to enable them to realize instructional objectives. The school principal is in a position to supervise classes to identify weakness and strength of teachers in order to provide them instructional support. In addition to this, principal also plays a great role in improving individual teachers' competencies by arranging continuous professional development program and working with groups of teachers in a collaborative effort to improve student learning.

2.1.10. The Roles of Principals and Department Heads in School based

Supervision.

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice- principal is expected to give overall instructional leadership to staff members and evaluate lesson plans of teachers conducting the classroom supervision to ensure the application of lesson plans. The school principal has also the responsibility of ensuring the curriculum of the school to addresses the needs of the local community (MoE, 2002).

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience; the department heads have the competence to supervise educational activities. They regularly identify any instructional limitations of teachers in the classrooms and they identify lack of abilities of teachers to manage students in the classroom during teaching learning in the respective departments. In addition to this, departments have the responsibility of arranging on the job orientation and socialization programs to newly assigned teachers in the respective departments (MoE, 2002).

Not only this but also, they identify the student evaluation skill gaps of teachers in the classroom. They also facilitate the availability of instructional materials and encourage teachers to use it appropriately and they were assigned to motivate teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching they use in the classroom. Department heads advise teachers to use active learning in the classroom; facilitate experience sharing programs, encourage staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MoE, 2002)

2.1.11. Basic skills of School based Supervision

The Supervisor Interpersonal Skill:- He/she needs to be able to understand relationship between people, their individual needs, perceptions, attitudes and behaviors. The individual differences of these various inter personal skills should be noted.

Effective Communication Skill: - The ways the supervisors communicate ideas to subordinates, peers and superiors matter in terms of effectiveness. Control: Supervisors at times must be able to exert control when occasions demand for it. It is unfortunate that not everyone does the right things at all times. People deviate either deliberately or out of ignorance. The supervisor has the responsibility of ensuring that official requirements are met and objectives achieved. According to Sargovani (1998:217), communication is dynamic process that concerns itself and the transfer of results in a common understanding.

Decision making skills :- is the process of defying problems and choosing a course of action from among alternatives and the terms often is associated with the term problem solving (Igwe, S. O. 2001).Cru dance skill: - audience involved personal help given by one. It is the function of supervision to stimulate, direct guide and encourage the teachers to apply instructional procedures techniques, principals and devices.

2.2. Tasks of 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). There are five essential tasks of supervision. These are direct assistance, group development, professional development, curriculum development, and action research. These interrelated supervision tasks can purposefully planned to increase

teacher thought. It is impossible for one person to do all these supervisory tasks, but many persons such as principals, department heads, peer teachers, master/mentor teachers, central office personnel, and consultants can carry out the tasks (Glickman, 1985)

Direct assistance to teachers is one of the crucial elements of a successful school. Supervision provides direct assistance to teachers as it continuously focuses on improvement of classroom instruction. Direct assistance occurs when the supervisor effectively provides Feedback for individual teacher. It is necessary for instructional improvement by providing feedback to teachers, and making sure, they are not feeling isolated, but is essential part of a team oriented staff (Glickman et al., 2004).

2.2.1. Curriculum Development

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

2.2.2. Group Development

Group development provides meetings where groups of teachers can work together to solve the problems. describes group development, as it is necessary for instructional improvement due to the ability of the group to come together and discuss what is working and what needs improvement. By working together instruction will be improved and students' learning will be enhanced. Successful schools involve teachers in school wide projects through meetings. According to Little's study described (cited in Glickman et al., 2004):

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

Group work enhances the knowledge of teachers at different developmental levels by the collaboration of ideas, regardless of experience or accomplishments, which initiates cohesiveness and creates a team amongst educators. According to Pike & Jacklyn,(2008), group activity evokes different efforts from teachers at different levels. This allows for more successful teachers whose practices is may not be aligned with state standards. Schools, as organizations, today are increasingly looking for ways to involve staff members in decision-making and problem solving. Hence, the school leader as a supervisor needs to have good communication skill, share goals, commitment and accountability for results with the staff members (Samuel, 2006). Learning the skills of working with groups to solve instructional problems is a critical task of supervision. Therefore, it is the responsibility of the supervisor to provide for instructional problem-solving meetings among teachers to improve instruction (Glickman et al., 2004).

2.2.3. Professional Development

Professional development is part of enhancing the instruction of teachers. According to Glickman (1993), any experience that enlarges teachers' knowledge, appreciation, skills, and understanding of his/her work falls under the domain of professional development. Since, the skilful teachers and competent teachers are very crucial for successful school, professional development is the major function of school supervision. Harris (1998) views professional development as it is promoting effective teaching practices, providing for continuous personal and professional growth as well as changing the character of the school and teaching. Professional development program for teachers can be carried out in the school. As Lawrence (cited in Glickman et al., 2004) concluded the following are characteristics of successful professional development: 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 by training programs that equip them with competencies that make them efficient in their routine activities. As it is noted in UNESCO (2006), teachers, like other skilled workers, benefit from on-the-job training, which is referred to as continuing professional development (CPD). Relevant activities in continuing professional development

of teachers can include ; improving teachers' general education background, as well as their knowledge and understanding of the subjects they teach; instruction on how children learn different subjects; developing practical skills and competencies; learning new teaching strategies and how to use new technologies; improved professionalism and ethics; in addition to providing knowledge and skills linked to the ever-changing needs of a dynamic society.

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

2.2.4. 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 participant in order to improve the rationality of (a) their own practices, (b) their own understanding of these practice and (c) the situations in which these practices are carried out. Similarly, Jacklyn (2008) shared the above idea as —action research allows teachers to evaluate their own thinking and teaching which allows for improvements in instruction”.

Action research aims at improving instructional activities. As Glickman (1985) suggested, basically action research is when teachers meet to identify common instructional problems, determine what current evidence they have about meeting the instructional needs of their students, propose change that might be more successful, improvement of changes, and finally judge the success of their 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 relationship (ADEA, 1998). To sum up, Ministry of Education (MoE, 2002) indicated that, it is the responsibility of supervisor to facilitate situations in order to exist the respecting and assistance of teachers among themselves in schools and offer professional support how to solve teaching learning problems. Furthermore, Ministry of

Education (MoE, 2002) also clearly puts that teachers are expected to conduct action research in order to enhance teaching learning process. To this end, school-based supervision is crucial process which needs to be strengthened in the school and practiced continuously based on the prepared plan for school improvement program. According to the Ministry of Education (MoE, 2006) in the process of school-based supervision, the supervisors should find the solution for the teaching learning problems teachers encountered , should provide assistance and counseling services for teachers and also should monitor the implementation of the guidelines of school improvement program and new teaching methodologies by teachers.

2.3. School based Supervision Options for Teachers

The problems and issues of teaching and learning that teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni&Starratt, 2002). School based 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 &Glanz (2000), revealed that the proper use of various approaches to supervision can enhance teachers, professional development and improve instructional efficiency. As Sergiovanni&Starratt, (2002) mentioned, there are at least five supervisory options: clinical, collegial, self-directed, informal and inquiry-based supervision.

2.3.1. Clinical Supervision

If school based supervision is done properly in schools, then teachers would develop and perfect their teaching skills for the benefit of the pupils (Cutcliffe et al., 2005). It is upon this assumption that this model was founded. They have defined clinical supervision as supervision focused upon the improvement of the instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification. Clinical supervision is a systematic, sequential, and cyclic supervisory process that involves the interaction between the supervisors and teachers. Similarly, Goldhammer et al. (1996) stated that clinical supervision means that there is a face-to-face relationship of supervisors with teachers. Methods of clinical supervision can include group supervision between several supervisors and a teacher, or a supervisor and several teachers (Daniel, 2004).

Haile Selassie,(1997), quoted clinical supervision refers to face to- face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes its principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher’s classroom behavior. Sergiovanni (1998:225) expresses clinical supervision as

“The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose... The supervisor’s job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events.”

Clinical supervision is increasingly being carried out as an aspect of personal and professional development in both primary and secondary care. It is an aspect of lifelong learning with potential benefits for both supervisor and supervisee. Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth. According to Beach and Reinhartz, (2000) indicated, if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process (productivity through people)l. The focus of clinical supervision is on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs. According to Gold hammer (1996), proposed the following five- stage process in clinical supervision.

2.3.2. Pre-Observation Conference

Accordingly the pre-observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glickman et .al, 1998). To

sum up, the main objective of pre observation conference should focus on establishing teachers' acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

2.3.3. Classroom Observation

In this stage the supervisors observe the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. To this end, (Acheson and Gall, 1997).

As soon as the observation has been conducted, the supervisor organizes their observation data into clear discipline for feedback to the teacher. Collect, analyze, and present data gathered during classroom observations for post observation conferences, with the goal of strengthening instruction to improve student achievement (Zepeda, 2003).

2.3.4. Post Observation Conference

In this stage the major purpose of supervisor is to give feedback to the teacher about the teacher's performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor. Whether or not any positive change occurs depends on the quality of feedback that is provided. So, from the researchers' point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps. In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the professional practice of teachers so that they can meet the professional standards set by the school community.

2.3.5. Post Conference Analysis

The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference, the effectiveness of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his role as trying to help teachers achieve purpose in more effective and efficient way. Many of instructional

supervisors do not use this as a means of inputs for themselves for the next stage of clinical supervision and did not value the all processes that have been conducted before.

2.3.6. Collegial Supervision

Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni&Starratt, 1998). They describes cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects. Supervisors help to coordinate the collegial teams and monitor the process and goal attainment. Other terms that describe forms of collegial supervision include mentoring, cognitive coaching, and peer coaching. In this option supervisor's role is that of active participation in working with the teacher. It can start with the lesson planning phase and goes through the whole process of teaching learning process. The supervisor and the teacher can engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies.

2.3.7. Self- Directive Supervision

Self-directed supervision is another current model of supervision (Sergiovanni&Starratt, 1998). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teacher's work toward the goal and reflect upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describes idea of helping the teacher is seen as one that makes the supervisor as a —Know- all“ and the supervisee as a seeker of help. Other researcher, Fanselow, (1990), starts by exploring amore reasoned method of benefiting a teacher in training. He proposes that teachers should try to see teaching differently by observing others teach or discussing their own teaching with others. Thus concludes that whereas the usual aim of observation and supervision is to help or evaluate the person being seen, the aim the author prose is self exploration, seeing one's own teaching differently, observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is providing a product.

2.4. Challenges against School based Supervision

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

2.4.1. Perception of Teachers towards Supervision

School based supervision aims at improving the quality of students' learning by improving the teacher's effectiveness. As Fraser (cited in Lilian, 2007), noted the improvement of the teacher teaching process is dependent upon teachers' 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). Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007), pointed out that bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one.

2.4.2. Lack of Adequate Training and Support

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

2.4.3. Excessive Workload

The school level supervisors (principals, vice-principals department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (cited in Enrage, 2009) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Alhammad (cited in Rashid, 2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision. Supervisors must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust.

Botswana, for instance, teachers were by then trained up to Diploma level (De Grauwe, 2001) It is a common belief that academic qualifications and long term working experience provide people with knowledge and skills to be able to perform satisfactorily in an establishment. Researchers have not set a minimum qualification as a benchmark to be attained by supervisors, but minimum teaching qualifications differ from country to another. One difference may be between developed and developing nations. In most African countries the minimum teaching qualification is Teachers' Certificate. However, most developing countries are now phasing out those qualifications and replacing them with degrees and diplomas (De Grauwe, 2001). It is expected that supervisors have higher qualifications than their supervisee teachers, or at worst, at par with them so that they will be able to provide them with the necessary guidance and support. A higher qualification like Bachelor of Educational Psychology or Diploma in Education is sufficient for persons in supervisory positions. But in many developed countries, supervisors do not have such qualifications, and this may pose a challenge to required practice.

De Grauwe (2001) found in four African countries that both qualifications and experience seemed important in the selection of supervisors, but at the secondary school, many of the most experienced teachers did not have strong academic background because they entered the teaching profession a long time in the past when qualification requirements were low. He indicated, however, that apart from Tanzania, the situation in the other countries has now improved, and supervisors (including principals) have strong background and qualifications which are higher than the teachers they supervise

2.4.4. Inadequate Educational Resources

There can be no effective supervision of instruction without adequate instructional materials. Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process. On the other hand, the absence of allocating a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007)

2.5. LOCAL CONTEXTUAL

The term supervision has been given different definitions, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers. School based supervision is an act of supporting teachers to improve the instructional process at school level. Observation and evaluation are a required component of instructional supervision in schools is mandated to oversee teacher's performance.

School based 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 it is an educational program on supervision and an important aspect of educational management which envisaged as 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).

In SNNPR School based supervision is service that will be given for teachers, and it is the strategy that helps to implement and improve teaching learning process. In addition, it is an activity that is performed for the advantage of students learning achievement. The role of

supervision is to improve instruction through direct assistance, group development, professional development, curriculum development and action research. The role of supervision is to improve instruction through direct assistance, group development, professional development, curriculum development and action research.

The school level supervisors (principals, vice-principals department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. There can be no effective supervision of instruction without adequate instructional materials. Materials like supervision guides and manuals have their own impact on supervision work. These materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process.

2.6. Ethiopian educational policy

Education is an instrument of change for the individual and the society. And, if education is to serve that purpose effectively, the role of a well-developed curriculum framework is immense. It is in this context that this curriculum framework has come into being. The history of education of Ethiopia goes back to the time in which religious institutions and missionaries were the major providers mostly of religious education. Until the opening of the first school at the beginning of the 20th century, not much was known about modern e One of the changes introduced is the existing curriculum which is based on the Education and Training Policy of 1994. This curriculum which came into force in 2010 underlined the need to address the major drawbacks in education including lack of relevance of contents, prevalence of difficult and overloaded contents in text books, absence of interactive learner-centered methodologies, and proper implementation of continuous assessment. It also highlighted the importance of taking measures that would improve better access, quality, relevance, equity, education and its practices

The framework perceives education as a life to be lived and a preparation for future living as well as a process leading toward personal growth, enrichment and empowerment, and a tool for strengthening social justice, inclusion, and responsible citizenship. It takes the school as a centre of active and meaningful learning where the young finds the opportunity to acquire qualifications necessary to fulfill individual aspirations and play a productive role in society.

The framework provides background which includes history, strengths and limitations of the system of education and the curriculum. The purpose of the framework the most important of which is ensuring the prevalence of quality, common standard, flexibility, consistency and relevance in the planning, implementation, and evaluation of the intended, experienced and achieved curriculum is also included in it. Besides, the scope and context of general education which provides a brief account of the prevalent socio-economic situation in the country is also dealt with.

The scope indicates the four levels of education namely pre-primary, primary, middle and secondary levels. The pre-primary level takes two years and focuses on cultivating children holistically and providing the knowledge, attitudes and skill base for learning in primary school. The primary level includes grades 1 through 6 and aims to develop the knowledge and skills useful for life and meet the requirements of learning in middle schools. The middle level encompasses grades 7 and 8. Its major purpose is enabling learners acquire knowledge, attitudes and skills useful for life and continuing education in secondary schools. The level marks the end of compulsory education, and, thus, lays the basis for later-day employment or self-employment for those who drop out of the system.

The secondary level embraces grades 9 to 12 and marks the culmination of general education. It extends the learners' knowledge, attitudes and skills, and prepares them for further learning and young adult life. In grades 9 and 10, students continue learning general education subjects which consist of 10 compulsory and 2 optional ones out of 5 subjects. In grades 11 and 12, learners are required to join one of the eight Career and Technical Education areas of study which is further divided into natural science and social science streams in the case of which the natural science has 5 fields of study and the social science has 3 fields of study. The fields in the natural science stream have 7 general subjects and a maximum of 5 field-based subjects while those in the social science have 6 general subjects and a maximum of 5 field-based subjects. Special schools would also be organized to provide for the needs of the talented.

The most important purpose of this curriculum framework is to provide guidance to the effort made to ensure the prevalence of quality, standard and relevance in the planning, development, implementation, and evaluation of curriculum across regional governments in Ethiopia. The other purpose of the framework is ensuring that same educational opportunities are provided for learners in the different regions of the country albeit the variations observed in levels of development. The

framework makes it possible to develop and implement curriculum at the regional level while at the same time ensuring the prevalence of comparability and mobility of learners in the country at large

The secondary level which embraces grades 9 to 12 marks the culmination of general education. The level extends the learners' knowledge and skills, strengthens their attitudes, and prepares them for further learning and young adult life. In grades 9 and 10, students continue learning general education subjects which consist of 10 compulsory and 2 optional ones out of 5 subjects..

Successful implementation of the curriculum necessitates its alignment with the teacher education curriculum. Teachers need to be trained and prepared in line with the dictates of this curriculum framework in both pre-service and in-service modalities so that they would have the essential qualities needed for effective implementation of the curriculum developed based on this framework

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Design

The research design use for this study is descriptive survey research. This design helping the researcher to describe the current situation regarding practice of School based supervision in the school. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. It also helped to draw valid general conclusions

3.2. The Research Method

Descriptive survey research method was used as the method of the study with quantitative and qualitative data collecting approaches. Quantitative data collecting approach was used to collect quantitative data through questionnaire. The collecting approach was used to collect qualitative data through interview. The research methods use both quantitative and qualitative approaches, but more focus on quantitative one. Because the major goal of this study is to describe the practices and challenges of School based supervision, as it exists at present, it is also relevant to gather detailed information concerning current status of the practices and challenges of school-based supervision.

A survey, according to Kothari (2004), was a method of securing information concerning an existing phenomenon from all or selecting number of respondents of the concerned universe. To this line, the qualitative approach is incorporated in the study to validate and triangulate the qualitative data.

3.3. Sources of Data

In order to strengthen the findings of the research the relevant data for the study are collecting from both primary and secondary sources. These are:-

3.3.1. Primary Source of Data

In this study, primary data sources are employee to obtain reliable information about the School based supervisory practices. The major sources of primary data are teachers; School based supervisors (principals, unit leaders and heads of department) of government secondary schools because they are the implementers of the School based supervision at nearby and the Zone Education office coordinator and Woreda Education Office supervision coordinators of

3.3.2 Secondary Source of Data

The secondary sources of data are the schools' documented records of School based supervision. These files are observe to strengthen the data obtained through questionnaires and interviews

3.4. Sample and Sampling Techniques

As to the statistical information obtaining from West omo zone Education Office, currently there are total of twine (20) Government secondary schools (9-12) in the zone. Since this number is too large, multi stage sampling technique and cluster sampling technique were used to select sample schools. The researcher used simple random and purposive sampling techniques to select respondents from which data were collect for the study. The desire sample size is calculated by using Yamane T. provides a sampling simplified formula to calculate the sample sizes. This formula used to calculate the sample size show below. A 95% confidence level and P= 0.5% are assumed for

$$n = \frac{344}{1 + 344(0.05)^2} = \text{where } 134 = \text{is sample size}$$

344 = population size 0.05= excepted sample error

Table 4.1: Summary of Sample Size and Sampling Techniques

No	Clusters	Samples	Population	Sample size		Sampling technique	Reason
				No	%		
1		ZEO supervision experts	5	1	20	Purposive	Under the decision of the researcher based on the available number of respondents
		WEO supervision experts	24	4	17	Purposive	
		School principals	10	10	100	Purposive	
		School vice principals	10	10	100	Purposive	
		Department heads	40	40	100	Purposive	
		Sample schools			65		
2	bachuma cluster	Chebera Secondary School teachers	30	32	52	Simple random sampling	
		Kolaye Secondary School teachers	16				
		Bachuma Secondary School Teachers	15				
3	Gachit cluster	Gachitb Secondary School Teachers	21	26	54	Simple random sampling	
		Adeyabeba Secondary School Teacher	27				
4	Tume Cluster	Leweti feria Secondary school Teachers	52	32	41	Simple random sampling	
		Tume Secondary School Teachers	25				
5	Jemu cluster	Shassha. Secondary School Teachers	64	44	29	Simple random sampling	
		gorigehssa Secondary School	36				
		Beroye Secondary School	48				
Total				134		Simple random sampling	

After determining the sample size from the total population, Simple random sampling technique (lottery method) was based on teachers' proportion found in each sample school because this technique gives independent and equal chance to the participants to be selected in the samples. In addition, these groups are close supervision to everyday school activities of teachers and provide relevant information regarding the school based supervision practice. Therefore, the subjects of the study include 134 secondary schools teachers, 65 educational leaders (10 principals, 40 department heads, 10 vice principals, 4 WEO Supervision experts, and 1 ZEO Supervision Expert).

3.5. Instruments of Data Collection

To conduct this research effectively, three instruments are used. These are:- questionnaire, interview and document analysis. In addition, the researcher refers relevant reference books, internet sources and supervision manuals to support the study. The purpose and rationale to use these instruments is presented below.

3.5.1. Questionnaires

The researcher uses questionnaires to collect data from sample teachers those who had selected as the respondents of the study. Questionnaires are believed better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires are prepared in English language and administered to all school based supervisors and teacher participants can read and understand the English language to provide their responses.

In this study, two sets of questionnaire items are used. The first set of items dealt with the general background of the respondents. The second set of questionnaires, which is 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 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 focus on identification of teachers instructional strength and limitations, design various intervention so as to assist teachers professional improvement, professional support to assist teachers, link schools with school community group to assure quality education and major challenges of School based that affect School base supervisors. Therefore, for structured question items, Likert scales is going to be employed, because Likert scale is the simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents. The scale consists of five scales. These are 5=Strongly Agree,4=Agree,3=Undecided,2=Disagree,and1=Strongly disagree and Very high(VH)=5,High(H)=4, Moderate(M) = 3,Low (L) = 2,VeryLow(VL) = 1 to which school based supervision is being implementing

3.5.2. Interview

Semi-structured interview is designed to gather data from ZEO and WEO supervision experts involved in interview question. This is because semi- structured interview is uses to get more information by asking them repeatedly and it helped the researcher to ask the interviewee more and more questions regarding to the basic questions as well as it provides the respondents(both Woreda and Zone education experts) with full of freedom to express their idea. The interview is conduct for an hour on each woreda and zone in English since the respondents were qualified can use the language effectively to provide the responses.

3.5.3. Document Analysis

The analysis of School based supervision records of sample schools, supervision plans, controlling documents of the supervision practice, written reports on support given for teachers and feedback provided for teachers classroom observation documents and meeting conducted by teachers and supervisors.

3.6. Data Collection Procedure

To answer the basic research questions through a series of data gathering procedures, the expected relevant data were gathered by using questionnaire, interview and document analysis. Those procedures helped the researcher to get accurate and relevant data from the sample units. In doing so, after having letters of authorization from .Jumma University and Zone Education Office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly took the pilot-test at Gachit Secondary School because checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, initially the instrument is prepared by the researcher and developed based on the guidance of advisor, who is involved in providing his inputs for validity of the instruments. At the end of all aspects related to pilot test, the researcher consulted Woreda education offices and the principals of respective schools for permission. After making agreement with the concerned participants, the researcher introduced the research objectives and purposes. Then, the final questionnaires are administered to sample teachers, School based supervisors and secondary school supervisors in the selected schools. The participants were allowed to give their own answers to each item independently and the data closely assisting and supervising them to solve any confusion regarding the instrument.

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

3.7. Validity and Reliability Test

The construct validity in instruments of data collection shows the extent to which certain explanatory concepts or qualities account for the intended objectives of the data collection tools. On the which there is interrelatedness among the responses to the multiple items comprising in the Likert scale. If Alpha Coefficients will be above 0.750, reliability test was considered high. Therefore, 30 sample respondents of teachers were taken from one secondary school and the designed questions were distributed and responses were collected. The collected responses were analyzed and the reliability was checked for the self-developed questions comparing with standard set for reliability of self-developed questionnaire. The result of the analysis was 0.865. Therefore, the result of the analysis indicated reliability of the designed questionnaire. The reliability indicates the consistency of the scores obtained between different respondents or within the responses of the same subject's overtime.

A reliability test would be performed to check the consistency and accuracy of the measurements calls of the methods to estimate the reliability of the score so ancestor measurements is Cornbach' coefficients alpha method. Hence, Cornbach' coefficient s alpha refers to the extent to

3.8. Ethical Considerations

The participants of the study are human beings who should never be treated unethically. Accordingly, gathering data was started in accordance with the informed consent and interest of the respondents. The researcher also assured to the respondents that the information gathered was never be used for other purpose rather than the consumption for only this study. To keep confidentiality of the information and security of the respondents writing name was forbidden.

3.9. Methods of Data Analysis

Depending on the nature of the collected data through questionnaire, interview and document analysis, different statistical techniques are employed in the study for data analysis and interpretation. The interpretation of personal characteristics was done by using frequency and percentage. The data collected through close ended questions are tally and tabulated. Percentage, mean score and weighted mean scores are used to analyze the data obtained through closed ended questions. Among the various types of descriptive statistics percentage and mean were preferred for the analysis because of the fact that they were very important in identifying the difference and similarity of respondents' judgments on various variables. In addition to this, percentage and mean were also easily understood by different stakeholders of education within different educational levels. Finally, the data collected through Interview and Document analysis was to analyze qualitatively by using narration in line with the data obtained from the questionnaire.

CHAPTER FOUR

4. 1. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this part of the study, different phases and steps were followed in the analysis and interpretations of the data that collected for this study. In the first part of the analysis the data that collected on the demographic information of the sample respondents of teachers were analyzed and followed with discussions. In the second part of the analysis, the data that were collected from the sample respondents of teachers through questionnaire were analyzed and followed with text explanations. In the last part of the study the data that were through interview and document analysis were analyzed qualitatively and discussed in text explanations.

Tables 4.1 Background information of Respondents

No	Item		Respondent					
			Teachers (n=134)		Educational Leaders (n=65)		Total(n=199)	
			No	%	No	%	No	%
1	Sex Responde nt	Male	98	73	60	92	158	79
		Female	36	27	5	8	41	21
		Total	134	100	65	100	199	100
2	Work experienc e	1-5years	16	12	16	15	32	16.1
		6-10 years	37	28	25	36	62	31.2
		11-15 years	69	51	14	26	83	41.7
		16andAboveyear s	12	9	10	23	22	11
3	Educational background	Diploma	3	2	-	-	3	1.5
		1 st degree	81	61	60	92	141	70.85
		2 nd degree	50	37	5	8	55	27.63
		Total	134	100	65	100	199	100

As it was indicated in the above table ,36(27%)and 5(8%) female respondents of teachers and educational leaders respectively .This implies the female were participated in secondary school very low that affect the female student indirectly .

The experience of teachers, the majority 16(12 %) and 37(28%) of teachers had work experience between 1 -5 years and between 6-10 years respectively and also 69(51%) of teacher respondents had between 11-15 years experience . remaining 12(9%) of teachers had

work experience of 16 and above years. and .In addition, 16(15%) and 25(36%) of educational leaders had work experience between 1 - 5 years and between 6-10years respectively. The remaining 14(26%) and 10(23%) educational leaders had work experience between 11 - 15 and 16 above years respectively. This implies that in most schools, most of school based supervisors were not assigned based on their work experience as they can give professional support for the teachers. As a result of this, the practice of School Based supervision was not properly implemented which indirectly affecting the students achievement. Regarding the educational background of the respondents .

The qualification of the respondents were identified and analyzed in the above table. Therefore, 3(2%) of qualifications of the teachers was diploma. 81 (61 %) of teachers were first degree holder and the remaining 50(37%) of teachers were MA holders. In case of educational leaders all of them, 60(92%) were first degree holders while 5(8%) of the second degree holders. indicated that the respondents were not at standard in secondary school level. this implies directly and indirectly affecting the students achievement.

4.2. Data Analysis on the responses collected from sample teachers

Questionnaire was designed to collect the quantitative data from the selected secondary schools of government schools in the West Omo Zone through designed close-ended questions to collect quantitative data on school-based supervision. Collected data were analyzed in the following tables and followed with discussions. The responses that analyzed for the undecided choice of item was not given meaning since from the responses unaided there was no meaning that can help as to conclude and give recommendations. The responses that were given in strongly disagreed and disagreed were taken as one side and the responses that were given in strongly agreed and agreed were taken as one side in the interpretation and discussions that were discussed under each table. The mean scores were interpreted in terms of the value below 3 and above 3. The mean scores above 3 and ascending from up to 3.35 can be interpreted as medium and The mean scores below 3 and ascending from 3.36 up to 4.45 can be interpreted as high and The mean scores below 3 and ascending from 4.46 and above can be interpreted as very high. Mean scores descending from 2.29 up to 2.50 can be interpreted as low and mean scores descending from $2.49 <$ can be interpreted as very low.

Table.4.2.1. Understanding of instructors’ in secondary schools of the West Omo Zone about school-based supervision.

No	Items	Mean	Standard deviations
1	Teachers have good knowledge about the importance of School based supervision in their schools.	3.26	1.164
2	Teachers have good knowledge about the support that has been given through School based supervision in their schools	3.01	1.101
3	Teachers have positive attitude towards the support that has been given through School based supervision in their schools.	3.16	1.143
4	Teachers are Cooperative with supervisors on the implementation of School based supervision in their schools.	3.13	1.141
5	Teachers have positive attitude towards the feedback that has been given by the supervisors.	3.24	1.142
6	Teachers have inadequate knowledge about the importance of School based supervision in their schools.	3.25	1.162
7	Teachers understand that School based supervision is service that has been given for teachers.	3.20	1.140
8	Teachers accept that school-based supervision can improve their profession in the teaching learning process.	3.29	1.184
	Aggregate mean	3.17	1.147

As it was presented in the above table 4.2.1.data were collected on Eight items under understanding of instructors’ in secondary schools of the West Omo Zone about school-based supervision. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first statement was asked to identify the presence of good knowledge about the importance of School based supervision in their schools. The result of the analyzed responses (M=3.26, SD=1.164) indicated the presence of good knowledge about the importance of School based supervision in their schools. The result that obtained through interview that (educ leader #F,03/ 06/2022), said that on‘teachershad knowledge about the importance of School based supervision in their schools’and document analysis supported the result that obtained through quantitative data. As Fraser (cited in Lilian, 2007), noted the improvement of the teacher teaching process is dependent upon teachers attitudes towards supervision’. The result that obtained through quantitative and qualitative data confirmed that knowledge about the importance of School based supervision in their schools was at medium level. It is possible to conclude that knowledge of teachers towards school based supervision were not implemented properly in the schools.

The second statement was asked to identify that teachers have good knowledge about the support that has been given through School based supervision in their schools. The result of the analyzed responses ($M=3.01, SD=1.101$) indicated the presence of that teachers have good knowledge about the support that has been given through School based supervision in their schools. The result that obtained through interview (educ leader# G,03/06/2022), said that 'teacher were not satisfied with supervisors response regarding orientation of teachers towards school based supervision teachers support given by principals, vice principals, department heads and sinner teachers' and document analysis supported the result that obtained through quantitative data. Merga (2007), pointed out that lack of continuous training system for supervisors to up-date their educational knowledge and skills are obstacle of the practice of supervision. It can be conclude that teachers were not aware of the significance of supervision in the supported area.

The third statement was asked to identify that teachers have positive attitude towards the support that has been given through School based supervision in their schools. The result of the analyzed responses ($M=3.16, SD=1.113$) indicated that teachers have positive attitude towards the support that has been given through School based supervision in their schools was moderate. The result that obtained through interview (educ leader# H,04/06/2022), said that 'teachers had positive attitude towards the support given by school based supervisors was good' and document analysis supported the result that obtained through quantitative data. As Fraser (cited in Lilian, 2007), noted the improvement of the teacher teaching process is dependent upon teachers' 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. It can be conclude that have positive attitude towards the support that has been given through School based supervision in their schools was moderate.

The fourth statement was asked to identify that teachers are Cooperative with supervisors on the implementation of School based supervision in their schools. The result of the analyzed of responses ($M=3.13, SD=1.141$) indicated that teachers are Cooperative with supervisors on the implementation of School based supervision was good in their schools. The result that obtained through interview (educ leader #K, 04/06/2022) said that 'teachers were Cooperative with supervisors on the implementation of School based supervision in their schools' and document analysis supported the result that obtained through quantitative data. Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni & Starratt,

1998). They describes cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects. It can be conclude that Supervisors help to coordinate the collegial teams and monitor the process and goal attainment was not enough.

The fifth statement was asked to identify that teachers had positive attitude towards the feedback that has been given by the supervisors. The result of the analyzed responses ($M=3.24, SD=1.142$) indicated that teachers have positive attitude towards the feedback that has been given by the supervisors. The result that obtained through interview (educ leader#K5, 05/06/2022) said, that ‘teachers had positive attitude towards the feedback that had been given by the supervisors’ and document analysis supported the result that obtained through quantitative data. It can be conclude that the supervisors to given feed back to the teachers about the teacher’s performance provide an opportunity for the supervisors and teachers to establish relationship mutual trust and respect.

The sixth statement was asked to identify that teachers have inadequate knowledge about the importance of School based supervision in their schools. The result of the analyzed responses ($M=3.25, SD= 1.162$) indicated that teachers had inadequate knowledge about the importance of School based supervision in their schools. The result that obtained through interview (educ leader# J, 03/06/2022) said that ‘teachers had inadequate knowledge about the importance of School based supervision in their schools’ and document analysis supported the result that obtained through quantitative data. Merga (2007), pointed out that lack of continuous training system for supervisors to up-date their educational knowledge and skills are obstacle of the practice of supervision. It can be conclude that the lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher office affect the supervisors practice in school based supervision .

The seventh statement was asked to identify that teachers understand that School based supervision is service that has been given for teachers. The result of the analyzed responses ($M=3.20, SD=1.140$) were indicated that teachers understand that School based supervision is service that has been enough given for teachers. The result that obtained through interview (Educleader# M, 03/06/ 2022) said that ‘not continuous School based supervision service that has been given for teachers’ and document analysis supported the result that obtained through quantitative data. Ogunu (cited in Enrage, 2009) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Alhammad

(cited in Rashid, 2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision. It can be concluded that teachers not enough supported from supervisors .

The last statement was asked to identify that teachers accept that school-based supervision can improve their profession in the teaching learning process. The result of the analyzed responses (M=3.29, SD=1.18) indicated that teachers accept that school-based supervision can improve their profession in the teaching learning process. The result that obtained through interview (Educ leader #1, 02/06 2022) said that 'school-based supervision improved teachers' profession in the teaching learning process' and document analysis supported the result that obtained through quantitative data. It can be conclude that teachers accept that school-based supervision can improve their profession in the teaching learning process .

The aggregate mean and standard deviations of eight items was (M=3.17, SD= 1.147). This implies that understanding of teachers' in secondary schools of the West Omo Zone about school-based supervision was at medium level.

Table.4.2.2.Expectations of teachers about professional support they get from supervisors in order to improve their instructional skills in the school.

No	Items	Mean	Standard deviations
1	Teachers expect that they get skill from school-based supervisions that conducted by supervisors.	3.23	1.154
2	School-based supervisions that conducted by supervisors can improve their teaching method	3.26	1.164
3	School-based supervisions that conducted by supervisors can improve their controlling method.	3.28	1.174
4	School-based supervisions that conducted by supervisors can improve their subject knowledge.	3.22	1.144
5	School-based supervisions that conducted by supervisors can improve their student assessment skill.	3.03	1.104
6	School-based supervisions that conducted by supervisors can improve their student handling skill.	3.21	1.142
7	School-based supervisions that conducted by supervisors can improve their problem solving skill.	3.27	1.165
8	School-based supervisions that conducted by supervisors can improve their relationship skill with the staff.	3.02	1.102
	Aggregate mean	3.19	1.144

As it was presented in the above table 4.2.2, data were collected on Eight items under the Expectations teachers about professional support they get from supervisors in order to improve their instructional skills in the school.

The first statement was asked to identify that teachers expect that they get skill from school-based supervisions that conducted by supervisors. The result of the analyzed responses ($M=3.23$, $SD=1.154$) indicated that teachers expect that they get skill from school-based supervisions that conducted by supervisors. The result that obtained through interview (Educ leader# L, 03/06/ 2022) said that ‘teachers expected that they got skill from school-based supervisions .when the supervisors attitude towards work’ and document analysis supported the result that obtained through quantitative data. A successful supervisor has a positive attitude. When the supervisors’ attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the heads of the school and staff members alike prefer working with someone who has a positive attitude (Samuel, 2006). It can be conclude that teachers expect that they got skill from school-based supervisions that conducted by supervisors when the supervisors attitude towards work.

The second statement was asked to identify that School-based supervisions that conducted by supervisors can improve their teaching method. The result of the analyzed responses ($M=3.26$, $SD=1.164$) were indicated that School-based supervisions that conducted by supervisors can improve their teaching method. The result that obtained through interview (Educ leader# D, 02/06/2022) said that ‘School-based supervisions that conducted by supervisors improved teachers teaching method’ and document analysis supported the result that obtained through quantitative data. It can be conclude that school based supervision continuous conducted by supervisors’ improve their teaching method.

The third statement was asked to identify that School-based supervisions that conducted by supervisors can improve their controlling method. The result of the analyzed responses ($M=3.28$, $SD=1.174$) were indicated that School-based supervisions that conducted by supervisors can improve their controlling method. The result that obtained through interview (Educ leader# B, 04/06/2022) said that ‘School-based supervisions that conducted by supervisors improved teachers controlling method’ and document analysis supported the result that obtained through quantitative data. It conclude that School-based supervisions was implemented that supervisors can improve their controlling method.

The fourth statement was asked to identify that School-based supervisions that conducted by supervisors can improve their subject knowledge. The result of the analyzed responses ($M=3.22$, $SD=1.144$) indicated that School-based supervisions that conducted by supervisors can improve their subject knowledge. The result that obtained through interview (Educ

leader#O,02/06/2022) 'said that School-based supervisions that conducted by supervisors improved teachers subject knowledge' and document analysis supported the result that obtained through quantitative data. It can be conclude that School-based supervisions supported by supervisees that improved teachers' subject knowledge.

The fifth statement was asked to identify that School-based supervisions that conducted by supervisors can improve their student assessment skill. The result of the analyzed responses (M=3.03,SD=1.104) indicated that School-based supervisions that conducted by supervisors can improve their student assessment skill was not enough .The result that obtained through interview(Educ leader# E,02/06/ 2022) said that 'School-based supervisions that conducted by supervisors improved student assessment skill' and document analysis supported the result that obtained through quantitative data. According to Louis, K S,etal (2010), principals are responsible for mentoring or providing constructive idea for beginning teachers to facilitate a supportive induction into the profession and bringing individual teachers up to minimum standards of effective teaching. In addition to this, principal also plays a great role in improving individual teachers' competencies by arranging continuous professional development program and working with groups of teachers in a collaborative effort to improve student learning. It conclude that that School-based supervisions that conducted by supervisors can improve their student assessment skill.

The sixth statement was asked to identify that School-based supervisions that conducted by supervisors can improve their student handling skill. The result of the analyzed responses (M=3.21,SD=1.142) were indicated that School-based supervisions that conducted by supervisors can improve their student handling skill.The result that obtained through interview(Educ leader#N,04/06/2022)said that'School-based supervisions that conducted by supervisors improved teachers student handling skill'and document analysis supported the result that obtained through quantitative data. It conclude that supervisors can improve their student handling skill.

The seventh statement was asked to identify that School-based supervisions that conducted by supervisors can improve their problem solving skill. The result of the analyzed responses (M=3.27,SD=1.165) were indicated that School-based supervisions that conducted by supervisors can improve their problem solving skill.The result that obtained through interview(Educ leader #R,05/06/ 2022)said that 'School-based supervisions that conducted by supervisors improved teachers problem solving skill'and document analysis supported the

result that obtained through quantitative data. The conclude that the School-based supervisions that conducted by supervisors can improve their problem solving skill at school. The last statement was asked to identify that School-based supervisions that conducted by supervisors can improve their relationship skill with the staff. The result of the analyzed responses ($M=3.02$, $SD= 1.102$) were indicated that School-based supervisions that conducted by supervisors not satisfied improve their relationship skill with the staff. The result that obtained through interview (Educ leader#P,04/06/2022) said that ‘School-based supervisions that conducted by supervisors improved their relationship skill with the staff’ and document analysis supported the result that obtained through quantitative data. The aggregate mean and standard deviations of eight items was ($M=3.19$, $SD= 1.144$). This implies that Expectations of teachers about professional support they get from supervisors in order to improve their instructional skills in the school was not enough .

Table.4.2.3. The extent to which school-based supervision procedures used by supervisors in classroom observation.

No	Items	Mean	Standard deviations
1	Supervision provides direct assistance to teachers as it is continuously focuses on improvement of classroom instruction.	3.26	1.164
2	The supervisor effectively provides Feedback for individual teacher after observation.	3.11	1.150
3	Supervisors provide teachers with a pre-conference before conducting observation in the class room.	3.13	1.148
4	Supervisors conducting observation in the class room while teachers have been teaching.	3.14	1.146
5	Supervisors provide teachers with a post-conference after conducting observation in the class room.	3.05	1.128
6	Supervisors observe the methods used by teachers while they have been teaching in the class room.	3.17	1.144
7	Supervisors observe the motivational techniques used by the teachers to participate students.	3.09	1.143
8	Supervisors observe the evaluation techniques used by the teachers.	3.08	1.141
9	Observe that teaching process is well planned and organized to accommodate the central interest of students.	3.18	1.145
10	Supervisors oversee teacher’s performance in teaching process.	3.06	1.164
	Aggregate mean	3.13	1.147

As it was presented in the above table 4.2.3, data were collected on ten items under extent to which school-based supervision procedures used by supervisors in classroom observation.

Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first statement was asked to identify that supervision provides direct assistance to teachers as it is continuously focuses on improvement of classroom instruction. The result of the analyzed responses ($M=3.26,SD=1.164$) indicated that supervision provides direct assistance to teachers as it was not continuously focuses on improvement of classroom instruction. The result that obtained through interview (Educ leader#Q,405/06/2022) said that 'supervisor was not effectively provided Feedback for individual teacher after observation' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that. As soon as the observation has been conducted, the supervisor organizes their observation data into clear discipline for feedback to the teacher. Collect, analyze, and present data gathered during classroom observations for post observation conferences, with the goal of strengthening instruction to improve student achievement (Zepeda, 2003). this conclude that provides direct assistance to teachers as it is continuously focuses on improvement of classroom instruction.

The second statement was asked to identify that the supervisor effectively provides Feedback for individual teacher after observation. The result of the analyzed responses ($M= 3.11,SD= 1.150$) indicated that the supervisor effectively provides Feedback for individual teacher after observation. The result that obtained through interview, (Educ leader#S,05/06/2022) said that 'supervisor provided Feedback for individual teacher after observation' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that. This conclude that the supervisor was not effectively provides Feedback for individual teacher after observation.

The third statement was asked to identify that supervisors provide teachers with a pre-conference before conducting observation in the class room. The result of the analyzed responses ($M= 3.13,SD=1.148$) indicated that supervisors usually provided teachers with a pre-conference before conducting observation in the class room. The result that obtained through interview (Educ leader#Z,05/06/2022) said that 'supervisors sometimes gave information for teachers with a pre-conference before conducting observation in the class room' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that, as it conclude the supervisors not addressee information about pre-conference before conducting observation in the class room.

The fourth statement was asked to identify that supervisors conducting observation in the class room while teachers have been teaching. The result of the analyzed responses ($M=3.14, SD=1.146$) indicated that supervisors conducting observation in the class room while teachers have been teaching. The result that obtained through interview (Educ leader #W, 05/06/2022) said that 'Observation was conducted by the school based supervisors while teachers have been teaching' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that. In this stage the supervisors observes the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. To this end, (Acheson and Gall, 1997). This conclude that supervisors conducting observation in the class room during teachers have been teaching

The fifth statement was asked to identify that supervisors provide teachers with a post-conference after conducting observation in the class room. The result of the analyzed responses ($M=3.05, SD=1.128$) indicated that supervisors usually provide teachers with a post-conference after conducting observation in the class room. The result that obtained through interview (Educ leader #Y, 05/06/2022) said that 'supervisors provided feedback for teachers with a post-conference after conducting observation in the class room' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that as it conclude that supervisors not always given feedback for teachers.

The sixth statement was asked to identify that supervisors observe the methods used by teachers while they have been teaching in the class room. The result of the analyzed responses ($M=3.17, SD=1.144$) indicated that supervisors observe the methods used by teachers while they have been teaching in the class room. The result that obtained through interview (Educ leader # A1, 05/06/2022) said that supervisors observed the methods used by teachers while they had been teaching in the class room was good' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that as it conclude that the supervisors observed the methods used by teachers during they had been teaching in the class room was not enough

The seventh statement was asked to identify that supervisors observe the motivational techniques used by the teachers to participate students. The result of the analyzed responses ($M=3.09, SD=1.143$) indicated that supervisors observe the motivational techniques used by

the teachers to participate students. The result that obtained through interview (Educ leader # K4,05/06/ 2022) said that 'supervisors observed the motivational techniques used by the teachers to participate students in learning activities was not enough' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that as it conclude supervisors not enough observed motivational techniques used by the teachers to participate students in learning activities.

The eighth statement was asked to identify that supervisors observe the evaluation techniques used by the teachers. The result of the analyzed responses ($M=3.08, SD=1.141$) indicated that supervisors observe the evaluation techniques used by the teachers. The result that obtained through interview (Educ leader # B,02/06/2022) said that 'supervisors observe the evaluation techniques used by the teachers to give support for teachers' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that as it conclude that supervisors observed the evaluation techniques used by the teachers.

The ninth statement was asked to identify that observe that teaching process is well planned and organized to accommodate the central interest of students. The result of the analyzed responses ($M=3.18, SD=1.145$) indicated that observe that teaching process is well planned and organized to accommodate the central interest of students. The result that obtained through interview (Educ leader # C1,05/06/2022) said that 'observes that teaching process is well planned and organized by teachers to accommodate the central interest of students' and document analysis supported the result that obtained through quantitative data. This conclude that supervisors observe that teaching process is well planned and organized.

The last statement was asked to identify that supervisors oversee teacher's performance in teaching process. The result of the analyzed responses ($M=3.06, SD=1.127$) indicated that supervisors oversee teacher's performance in teaching process. The result that obtained through interview (Educ leader # D1,05/06/2022) said that 'supervisors not always oversee teacher's performance in teaching process to identify their strength and weakness' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that as it conclude that supervisors observe teacher's performance in teaching process was not satisfy

The aggregate mean and standard deviations of ten items was $M=3.13, SD=1.147$). This implies that the extent to which school-based supervision procedures used by supervisors in classroom observation was at medium level.

Table.4.2.4. The extent at school-based supervision used by supervisors in each situation to determine approach that best fitted with each teacher.

No	Items	Mean	Standard deviations
1	Supervisors identify relationship between teachers.	3.15	1.152
2	Supervisors identify relationship between teachers and principals.	3.26	1.164
3	Supervisors identify relationship between teachers and students.	3.16	1.154
4	Supervisors identify relationship between students.	3.05	1.128
5	Supervisors identify relationship between teachers and parents of students.	3.25	1.162
6	Supervisors identify individual needs of teachers.	3.00	1.106
7	Supervisors identify perceptions of teachers and principals.	3.01	1.104
8	Supervisors identify attitudes of teachers and principals.	3.07	1.129
9	Supervisors identify attitudes of students.	3.10	1.130
10	Supervisors identify behavior of students.	3.12	1.151
	Aggregate mean	3.12	1.138

As it was presented in the above table 4.2.4, data were collected on ten items under the extent at school-based supervision used by supervisors in each situation to determine approach that best fitted with each teacher. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first statement was asked to identify that supervisors identify relationship between teachers to provide support. The result of the analyzed responses ($M=3.15, SD=1.152$) were indicated that supervisors identify relationship between teachers to provide support. The result that obtained through interview (Educ leader#F1,04/06/2022) said that ‘supervisors identify relationship between teachers to provide support’ and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that as it conclude that supervisors not enough observation the relationship between teachers to provide support.

The second statement was asked to identify that supervisors identify relationship between teachers and principals solve their problem. The result of the analyzed responses ($M=3.26, SD=1.164$) indicated that supervisors identify relationship between teachers and principals to solve their problem. The result that obtained through interview (Educ leader #G1,05/06/ 2022) said that 'supervisors identify relationship between teachers and principals to solve their problem' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that as conclude the supervisors identify the relationship between teachers and principals to solve their problem.

The third statement was asked to identify that Supervisors identify relationship between teachers and students solve their problem. The result of the analyzed responses ($M=3.16, SD=1.154$) indicated that Supervisors identify relationship between teachers and students to solve their problem. The result that obtained through interview (Educa leader #H1 (04/06/2022) said that 'Supervisors identify relationship between teachers and students to solve their problem' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that as it conclude the supervisors identify the relationship between teachers and students to solve their problem.

The fourth statement was asked to identify that Supervisors identify relationship between students solve their problem. The result of the analyzed responses ($M=3.05, SD=1.128$) indicated that Supervisors not always identify relationship between students solve their problem. The result that obtained through interview (Educ leader #K1,04/06/2022) said that 'Supervisors identify relationship between students solve their problem not satisfied ' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that. This conclude that Supervisors not always identify relationship between students solve their problem.

The fifth statement was asked to identify that Supervisors identify relationship between teachers and parents of students to solve their problem. The result of the analyzed responses ($M=3.25, SD=1.162$) were indicated that Supervisors identify relationship that between teachers and parents of students to solve their problem. The result that obtained through interview (Educ leader #A2,04/06/2022) said that 'Supervisors identify relationship that between teachers and parents of students to solve their problem' and document analysis

supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that Supervisors identify relationship that exists between teachers and parents of students at medium level of practice.

The sixth statement was asked to identify that Supervisors identify individual needs of teachers to guide their needs. The result of the analyzed responses ($M=3.00, SD=1.106$) were indicated that Supervisors was not always identify individual needs of teachers to guide their needs. The result that obtained through interview (Educ leader#M1,05/06/2022) said that ‘Supervisors identify individual needs of teachers to guide their needs’ and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that Supervisors identify individual needs of teachers to guide their needs at medium level of practice.

The seventh statement was asked to identify that Supervisors identify perceptions of teachers and principals solve the problem if it exists between them. The result of the analyzed responses ($M=3.01, SD=1.104$) indicated that Supervisors not always identify perceptions of teachers and principals solve the problem if it exists between them. The result that obtained through interview (Educ leader#N1,05/06/2022) said that ‘Supervisors identify perceptions of teachers and principals solve the problem’ and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that Supervisors identify perceptions of teachers and principals at medium level.

The eighth statement was asked to identify that Supervisors identify attitudes of teachers and principals to solve their problem if it exists between them. The result of the analyzed responses ($M=3.07, SD=1.129$) indicated that Supervisors identify attitudes of teachers and principals to solve their problem them. The result that obtained through interview (Educ leader#R1,05/06/2022) said that ‘Supervisors identify attitudes of teachers and principals to solve their problem at medium level’ and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that Supervisors identify attitudes of teachers and principals to solve their problem at medium level.

The ninth statement was asked to identify that Supervisors identify attitudes of students to solve their problem if it exists between them. The result of the analyzed responses ($M=3.10, SD=1.130$) indicated that Supervisors identify attitudes of students to solve their problem. The result that obtained through interview (Educ leader#B2,04/06/2022) said that ‘Supervisors

identify attitudes of students to solve their problem at medium level'and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed thatSupervisors identify attitudes of students to solve their problem at medium level.

The tenth statement was asked to identify that Supervisors identify behavior of students to solve their problem. The result of the analyzed responses (M=3.12, SD=1.151) indicated that Supervisors identify behavior of students to solve their problem if it exists between them.The result that obtained through interview,(Educ leader#G305/06/2022)said that ‘Supervisors identify behavior of students to solve their problem at medium level’ and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed thatSupervisors identify behavior of students to solve their problem in their supervisory practices at medium level.

The aggregate mean and standard deviations of ten items was(m= 3.12,SD=1.138). This implies that the extent at school-based supervision used by supervisors in each situation to determine approach that best fitted with each teacher was at medium level

Table.4.2.5.Challenges to school based supervision practices

No	Items	Mean	Standard deviations
1	Lack of Adequate Training and Support for supervisors challenged school based supervision practices.	3.76	1.264
2	Excessive Workload on school based supervisors challenged school based supervision practices.	3.75	1.326
3	Inadequate Educational Resources challenged school based supervision practices.	3.78	1.284
4	Lack of Knowledge and Experience challenged school based supervision practices.	3.74	1.262
5	Perception of Teachers towards school based Supervision challenged school based supervision practices.	3.75	1.272
	Aggregate mean	3.76	1.282

As it was presented in the above table 4.6, data were collected on Challenges to school based supervision practices. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first question was asked to assess that lack of Adequate Training and Support for supervisors challenged school based supervision practices. The result of the analyzed responses (M=3.76,SD=1.264) indicated that lack of Adequate Training and Support for

supervisors challenged school based supervision practices. The result that obtained through interview (Educ leader #B3,05/06/2022) said that 'inadequate Training and Support for supervisors challenged school based supervision practices' and document analysis supported the result that obtained through quantitative data. Merga (2007), pointed out that lack of continuous training system for supervisors to up-date their educational knowledge and skills are obstacle of the practice of supervision. The result that obtained through quantitative and qualitative data confirmed that lack of Adequate Training and Support for supervisors challenged school based supervision practices.

The second question was asked to assess that excessive Workload on school based supervisors challenged school based supervision practices. The result of the analyzed responses ($M=3.75$, $SD=1.326$) showed that Excessive Workload on school based supervisors challenged school based supervision practices. The result that obtained through interview (Educ leader #F3,04/06/2022) said that 'Excessive Workload on principals, vice principal, department heads and sinner teachers challenged school based supervisors 'school based supervision practices' and document analysis supported the result that obtained through quantitative data. Ogunu (cited in Enrage, 2009) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. The result that obtained through quantitative and qualitative data confirmed that excessive Workload on school based supervisors highly challenged school based supervision practices.

The third question was asked to assess that inadequate Educational Resources challenged school based supervision practices. The result of the analyzed responses ($M=3.78$, $SD=1.284$) indicated that inadequate Educational Resources challenged school based supervision practices. The result that obtained through interview (Educ leader #Q1,05/06/2022) said that 'inadequate Educational Resources was challenged school based supervision practices' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that inadequate Educational Resources highly challenged school based supervision practices.

The fourth question was asked to assess that Lack of Knowledge and Experience challenged school based supervision practices. The result of the analyzed ($M= 3.74$, $SD=1.262$) revealed that Lack of Knowledge and Experience challenged school based supervision practices. The result that obtained through interview (Educ leader #Z1,05/06/2022) said that

'Lack of Knowledge and Experience of supervisors challenged school based supervision practices' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that Lack of Knowledge and Experience highly challenged school based supervision practices.

The last question was asked to assess that Perception of Teachers towards school based Supervision challenged school based supervision practices. The result of the analyzed responses ($M=3.75, SD=1.272$) were showed that Perception of Teachers towards school based Supervision challenged school based supervision practices. The result that obtained through interview (Educ leader #W1, 05/06/ 2022) said that 'the perception of teachers towards school based Supervision was challenged school based supervision practices' and document analysis supported the result that obtained through quantitative data. The result that obtained through quantitative and qualitative data confirmed that Perception of Teachers towards school based Supervision highly challenged school based supervision practices.

The aggregate mean and standard deviations of five items was ($M=3.76, SD=1.282$). This implies that Challenges to school based supervision practices that listed under the above table were challenged school based supervision practices highly.

The result obtained from the qualitative data through interview. (educ leader B3, 05/06/2022) said that 'the challenge school based supervision is the lack of adequate training knowledge, and experience' and document analysis were supported the result that obtained from the quantitative data. Both results that obtained from quantitative and qualitative data were substantiating each other. The result of the responses of the interviewees revealed that lack of Adequate Training and Support for supervisors challenged school based supervision practices, excessive workload on school based supervisors challenged school based supervision practices., inadequate Educational Resources challenged school based supervision practices, lack of Knowledge and Experience challenged school based supervision practices and perception of Teachers towards school based Supervision challenged school based supervision practices were challenged the school based supervision practices in selected secondary schools of west Omo zone. Document analysis indicated the lack of necessary documents like supervision checklist, plans of classroom visits, document on which feedback were given for principals and teachers and guide lines that used for conducting supervisions.

CHAPTER FIVE

Summary, Conclusions and Recommendations

Under this part of the summary, conclusions and recommendations were identified for this study presented as follows. In the summary of this study the major findings of the study were summarized and discussed and based on the major findings the recommendations were given for this study.

5.1. Summary

This chapter presents summary of findings, the conclusions, recommendations and suggestions by the researcher on the study. The respondents of this study were 134 respondents that were selected through simple random sampling technique as the sample respondents of this study and provided their responses for this study. Close-ended questions were designed as the method of data collection for this study. The collected data were analysed in to descriptive statistics quantitatively. In descriptive statistics, frequency, percentage, mean and standard deviation were used. The analysed data were presented through tables and followed with discussions.

Based on the analyzed data, the major findings of the study were identified and presented as follows. The response rate of the study indicated that 134 questionnaires that were distributed have been filled adequately by all respondents and returned. This represented 100% response rate. Based upon the basic questions of the study the following findings were summarized.

The first basic question was to investigate the extent school based supervision practiced in secondary of West omo Zone. The result of the study indicated that the extent school based supervision practiced in secondary of West omo Zone was practical *at the expected level*.

The second research question was asked to assess the perceptions of stakeholders on school based supervision practiced in secondary of West omo Zone. The result of the study showed that the perceptions of stakeholders towards school based supervision practiced in secondary of West omo Zone was low.

The last basic research question was asked to identify the challenges to the school based supervision practices in selected secondary schools of west Omo zone. The result of the study revealed that lack of Adequate Training and Support for supervisors challenged school based supervision practices, excessive workload on school based supervisors challenged school based supervision practices., inadequate Educational Resources challenged school based supervision practices, lack of Knowledge and Experience challenged school based

supervision practices and perception of Teachers towards school based Supervision challenged school based supervision practices were challenged the school based supervision practices in in selected secondary schools of west Omo zone.

5.2. Conclusions

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

Based on the findings, practices of school based supervision corresponds to the expected standards to assist Teacher's to reduce their limitations were not done at expected level.

Based on the findings of the study, the extent to which teachers gained professional support from school based supervisors in order to improve their instructional skills . From thinadequate above findings, one may conclude that the perceptions of stakeholders on school based supervision practiced in secondary of West omo Zone were low. So, it can be concluded that the respondents were still lacking clarity on the goals, objectives and advantages of school based supervision at school level. This leads to additional efforts to exert on communicating the rationales and benefits of school based supervision to the people who are likely to be affected.

Depending on the evidences from the data analyzed the researcher concluded that school based supervisors practices did not at high level in the secondary schools of West Omo Zone. From the result of this finding, we can say that the teachers did not get enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Therefore, from the above results we can conclude that teachers' instructional skills in the classroom were stagnant although they are working in this dynamic environment. Thus, school based supervisors did not continuously encourage teachers by identifying teachers' instructional strengths and limitations. Continues follow up of teachers by the school based supervisors helps them to reduce their instructional limitation in the classroom and to provide the students with effective classroom instruction. Unless this problem is handled soon, it may reduce the effectiveness of students' achievement, teachers' initiation as well as the schools goal achievement more. One may conclude that there were a lot of tasks that we expect from school based supervisors as they had great experience and better skill. They have a commitment to help and support teachers. However, school based supervisors have had many challenges like lack of Adequate Training and Support for supervisors challenged school based supervision practices, excessive workload on school based supervisors challenged school based supervision practices., inadequate Educational Resources challenged school based supervision practices, lack of Knowledge and Experience

challenged school based supervision practices and perception of Teachers towards school based Supervision to properly practice school based supervision in the school.

5.3 Recommendations

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that hold up the practice of school based supervision in West Omo Zone. Secondary Schools: The functions of school based supervision should be organized in a way that embraces various opportunities to develop teachers' professional competence and bring instructional improvement.

The woreda educational office should be, organizing professional trainings, workshops, seminars, teachers' study groups, experience sharing programs and etc. at school level are recommended. The supervisors better know that supervision is not merely classroom observation and are advised not to rely on a single option of supervision i.e. clinical supervision to develop teachers' professional competence. As a result, using different options of supervision demand a change of role of both the teachers and the supervisors in such a way that teachers will choose the option that they believe makes sense to them and take the responsibility of making it operational. Therefore, supervisors are advised to encourage teachers to be supervisors of their own, their colleagues and engage themselves in action research (either alone or with colleagues) and make them systematic problem solvers of their own practices.

As the finding of the study revealed that the school based supervisory practice on assisting teachers to reduce their limitations in secondary schools of West Omo Zone were impeded with many problems.

Therefore, it is recommended that school based supervisors in West Omo Zone must arrange induction training for beginner teachers, assist teachers in lesson planning preparation, facilitating experience sharing among teachers, assisting teachers in developing/selecting instructional materials, creating conducive climate for sharing best practices among teachers, facilitating professional growth of teachers through short term training, workshops and support teachers to do action research on the specified pedagogical/instructional limitations of teachers

The findings revealed that teachers did not gain adequate professional support from the supervisors to improve their instructional skills due to the perception of teachers towards school based supervisors. Therefore, it can be suggested that school based supervisors and the teachers should have positive relationship among them and they must support teachers to

improve their instructional skills for teaching learning effectiveness and advise them at nearby. There should be cooperative and collaborative team spirit to avoid this misleading perception of teachers on school based supervisory practices. The findings of the study revealed that school based supervisors did not regularly identify the strength and limitations of teachers in the classroom in order to design appropriate intervention strategies. To this end, the Woreda education office, West Omo Zone education office and the region in collaboration with schools and other voluntary organizations must provide training for School based supervisors on how to identify the strength and limitations of teachers in the classroom and how to design appropriate intervention strategies like on the abilities to manage students in the classroom, student evaluation skills, school self-evaluation techniques, developing and using of instructional materials and on conducting action research to solve the day to day instructional problems and effectively implement the curriculum.

Finally, the findings of the study pointed out that the practice of school based supervision was adversely influenced by various factors that identified in the above results. Hence, to overcome these particular challenges, the following recommendations are forwarded:-
Providing Training Programs: Appropriate and continuous training programs need to be organized and given for school based supervisors and teachers on the significance of supervision and how it can be designed and implemented at the school level. Thus, it is advisable for the school leaders; Woreda Education Offices and Zone Education office in cooperation with each other facilitate the training programs for the effectiveness of supervision at the school level.

The result of the study revealed that the supervisors' heavy workload was among the factors that hindered school based supervisors to implement school based supervision. It is facts that school based supervisors have double responsibilities: eg. Conducting routine tasks and assisting other teachers. Thus, it is better to reduce the teaching credit loads of school based supervisors in comparison to other teachers. To overcome these challenges, the WEO take parts in the problems faced to school based supervisors and try to solve and create conducive working situations and environment for the practices. Finally, to identify the problems to the grass root, it can be suggested that further studies are needed to be conducted in other zones of Regional State with regard to practices and challenges of school based supervision in the secondary schools as well as supervisors and teachers perception on its practices. Appropriate selection of school based supervisors' needs to be given special attention. This is because the findings revealed that most of directors, vice directors, department heads were selected not

based on their work experience and their qualification rather than they were selected as they can achieve objectives of political affairs. Therefore, it is a fact that most of them had no competent knowledge to implement the supervisory practices. So, the school, Woreda Education Office, Zone Education Office as well as concerned bodies should give special attention for the selection of those school based supervisors depending on the principle of our country's education policy.

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APPENDIX ONE

Questionnaire for teachers

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND

MANAGEMENT

Questionnaire for teachers in selected secondary schools of west omozon.

General instruction

Dear the teachers, the objective to collect data on teachers the main objective of this study is to assess Practices and challenges of school based supervision in secondary schools of west omo zone. These questionnaires are designed to provide you the opportunity to express your opinions about Practices and challenges of school based supervision in secondary schools of west omo zone. Thus your genuine responses are important to achieve the intended objective of the study. They are no right or wrong responses, so do-not hesitate to mark the responses frankly. We kindly request you to give your responses by marking (✓) in the space provided for each items. Please do not record your name on this document. All the responses you provide are confidential and will not be used for other purposes other than the objective.

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

Age: 21-30-----31-40-----41-50----- 51 and above

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

Working Experience: 5 years and below-----6-10 years----11-15 years-----15 and above

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

A. Comprehension of instructors' in secondary schools of the West Omo Zone about school-based supervision.

No	Items	Alternative choices				
		1	2	3	4	5
1	Teachers have good knowledge about the importance of School based supervision in their schools.					
2	Teachers have good knowledge about the support that has been given through School based supervision in their schools.					
3	Teachers have positive attitude towards the support that has been given through School based supervision in their schools.					
4	Teachers are Cooperative with supervisors on the implementation of School based supervision in their schools.					
5	Teachers have positive attitude towards the feedback that has been given by the supervisors.					
6	Teachers have inadequate knowledge about the importance of School based supervision in their schools.					
7	Teachers understand that School based supervision is service that has been given for teachers.					
8	Teachers accept that school-based supervision can improve their profession in the teaching learning process.					

B. Expectations teachers about professional support they get from supervisors in order to improve their instructional skills in the school.

No	Items	Alternative choices				
		1	2	3	4	5
1	Teachers expect that they get skill from school-based supervisions that conducted by supervisors.					
2	School-based supervisions that conducted by supervisors can improve their teaching method.					
3	School-based supervisions that conducted by supervisors can improve their controlling method.					
4	School-based supervisions that conducted by supervisors can improve their subject knowledge.					
5	School-based supervisions that conducted by supervisors can improve their student assessment skill.					
6	School-based supervisions that conducted by supervisors can improve their student handling skill.					
7	School-based supervisions that conducted by supervisors can improve their problem solving skill.					
8	School-based supervisions that conducted by supervisors can improve their relationship skill with the staff.					

C. The extent to which school-based supervision procedures used by supervisors in classroom observation.

No	Items	Alternative choices				
		1	2	3	4	5
1	Supervision provides direct assistance to teachers as it is continuously focuses on improvement of classroom instruction.					
2	The supervisor effectively provides Feedback for individual teacher after observation.					
3	Supervisors provide teachers with a pre-conference before conducting observation in the class room.					
4	Supervisors conducting observation in the class room while teachers have been teaching.					
5	Supervisors provide teachers with a post-conference after conducting observation in the class room.					
6	Supervisors observe the methods used by teachers while they have been teaching in the class room.					
7	Supervisors observe the motivational techniques used by the teachers to participate students.					
8	Supervisors observe the evaluation techniques used by the teachers					
9	Observe that teaching process is well planned and organized to accommodate the central interest of students.					
10	Supervisors oversee teacher's performance in teaching process					

D. The extent at school-based supervision used by supervisors in each situation to determine approach that best fitted with each teacher.

No	Items	Alternative choices				
		1	2	3	4	5
1	Supervisors identify relationship that exists between teachers.					
2	Supervisors identify relationship that exists between teachers and principals.					
3	Supervisors identify relationship that exists between teachers and students.					
4	Supervisors identify relationship that exists between students.					
5	Supervisors identify relationship that exists between teachers and parents of students.					
6	Supervisors identify individual needs of teachers.					
7	Supervisors identify perceptions of teachers and principals.					
8	Supervisors identify attitudes of teachers and principals.					
9	Supervisors identify attitudes of students.					
10	Supervisors identify behavior of students					

E Challenges to school based supervision practices

No	Items	Alternative choices				
		1	2	3	4	5
1	Lack of Adequate Training and Support for supervisors challenged school based supervision practices.					
2	Excessive Workload on school based supervisors challenged school based supervision practices.					
3	Inadequate Educational Resources challenged school based supervision practices.					
4	Lack of Knowledge and Experience challenged school based supervision practices.					
5	Perception of Teachers towards school based Supervision challenged school based supervision practices.					

APPENDIX TWO

Interview questions

Interview questions

Five interview questions were designed to collect qualitative data from the zone and woreda supervisors.

1. Do you know that instructors in the secondary schools good understanding about the importance of school-based supervision for their professional improvement?
2. Do you think that teachers have positive expectation about professional support obtained from supervisors in order to improve their instructional skills in the school?
3. Do you know the extent at which the school-based supervisors use classroom observation procedures to see teaching strategies that used by teachers in secondary schools?
4. Do you the extent to which school-based supervisors can use each situation to determine which approach that best fitted with those particular teachers ?
5. What understands about the importance of school-based supervision for their professional improvement?