

THE PRACTICES AND CHALLENGES OF SCHOOL BASED
SUPERVISION TO IMPROVE EDUCATION QUALITY IN GOVERNMENT
SECONDARY SCHOOLS OF ANYWA ZONE GAMBELLA NATIONAL
REGIONAL STATE

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Abbreviations and Acronym

ADEA	Association for the Development of Education in Africa
CPD	Continuous Professional Development
OREB	Organization Regional Education Bureau
MoE	Ministry of Education
SBS	School Based Supervision
SIP	School Improvement Program,
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children’s Emergency Fund
WEO	Woreda Education Office
ZEO	Zonal Education Office
REB	Regional Education Bureau

Abstract

The purpose of this study was to examine the practices and challenges of school-based supervision to improve education quality in government secondary schools of Anywa Zone. Five basic questions were formulated, which emphasized to what extent do the practice of school based supervision in government secondary schools of Anywaa Zone, to what extent do practices of school based supervision correspond to the expected standards to assist teachers' professional improvement in secondary schools of Anywaa zone, to what degree does the school supervision contribute on the practices in government secondary schools of Anywaa Zone and What are the major challenges that affect the practices of School based supervision in government secondary schools of Anywaa zone. To conduct the study quantitative and qualitative research method was employed. One Zonal and four Woreda Education Office supervision coordinators were selected through purposive sampling technique. Among the 20 government secondary schools found in the Zone, 6 of them were selected randomly as sample schools. From these sample schools, 12 principals and 6 school-based supervisors, 38 teachers were also included as respondents used purposive sampling technique. Furthermore, 38 teachers have participated in the study through availability sampling technique. Questionnaire was used as main tool of data collection. Interview and document analysis were used to substantiate the data gathered through questionnaires. The study used various statistical tools like frequency, mean, percentages, ANOVA, and t-test were utilized to analyze quantitative data gained through the questionnaires. The qualitative data gathered through interview and document analysis were by narration. The result of the study indicated that teachers, lack awareness and orientation on the activities and significance of school-based supervision, ineffectiveness of the practices of supervisory options matched with the individual teacher's developmental level, and inability of supervisors to apply the necessary procedures for classroom observation properly. On the other hand, among the factors influenced the school-based supervision, lack of relevant trained programs for supervisors, scarcity of experienced supervisors in school-based supervision activities, lack of supervision manuals in the schools and shortage of allocated budget for supervisory activities. Finally, to minimize the problems of school-based supervision in secondary schools, it was recommended to give relevant in-service trained for supervisors to upgrade their supervisory activities, necessary resources such as supervision manuals and an adequate budget for the success of supervision at the school level was suggested.

CHAPTER ONE

1. Introduction

This chapter discusses about the formulation of the background of the study, statement of the problem, goals of the study, significance of the study, limitation of the study, scope of the study, operational definition of key terms, and organization of the study.

1.1. Background of the Study

School supervision has changed a lot over time. Different things like politics, society, religion, and industry have affected how it works. (Oliva, 2002) The way teachers are watched and helped has changed over time because of how people learn and what's happening in the world (Fine, 1997). In colonial New England, appointed citizens would inspect teachers and students in schools to make sure they were doing a good job. This school inspection process looked at how the school and teachers are managed instead of focusing on how teachers are teaching and how much students are learning (Burnham, 1976).

This theory of school supervision at this time is known as Administrative Inspection (Lucio &McNeil, 1962). Instructional supervision processes and periods were evolving through the years as the United States population grew and federal and state governments began finding school systems and standardizing the practices of public education (Glanz, 1991). The history of school based supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems.

Ethiopia as one of the African countries has developed its own educational system and policy to provide quality education to their citizens. Because of this, it is important for Ethiopia's educational organizations to make sure that schools are providing good education to the people in the country. This is based on a policy from the Education sector development (ESDP VI, 2020-2025). It is important for helping teachers get better at teaching and for helping students learn. Actually, it's important to mention that supervising schools is closely linked to improving education quality.

So, different countries are trying to show and explain the idea of school supervision in their own way, depending on how their schools are set up and their own viewpoints.

According to Igwe (2002), supervision means to guide, assist, direct, oversee, or to make sure that anticipated principles are met. Thus, school based supervision in a school implies that the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education effectively.

Aron & Ogabadu (2010) described school based supervision as an important activity to bring sustainable achievements of students' in academic performance. .

School based Supervision involves the use of expert knowledge and experiences to evaluate and coordinate the process of improving teaching and learning activities in schools. Furthermore, School based supervision can be seen as an interaction involving some kind of established relationship among the people in their school and others. So according to Nolan and Hoover (2004), stated that school based supervision is an organizational function concerned with promoting teacher growth, and improving teacher's performance and to enhance the educational experiences and learning of all students

Historical development of school based 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, 2020), for the first time, inspection was begun in Ethiopia in 1942. 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, 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 Addis Ababa Teacher Training School with for the intake 13 selected trainees.

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 13th (Haile Selassie, 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed through four periods 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 (Haile Selassie, 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.

According to Million, (2010:23), 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 based supervision and school based supervision. From these, school based supervision is held by school principals and experienced teachers.

For the most part, the current practices of school based supervision in Gambella region, was the same like other regions were worked out to move forward education quality. It was seem as a service that would be given for teachers to improve teaching and learning process at all level of education. In expansion, it was an action that carries out and performed at school for the advantage of students learning achievement.

Due to, all these advantages the school based supervisors in the region were expected to act as a coordinator, a consultant, a group leader and a facilitator in thought and learned process to brought education quality. Similarly, the mission of the school based supervisor

at the school was implementing and strengthening teaching and learning process through providing professional support, and also creating conducive situation for the improvement of students' learning in the region (GERB 2008).

So, the role of school based supervision was to improving education quality and to achieving educational excellence and a positive learning experience for all students (Cheryl & Fischer, 2010). It also school based supervision aimed to improve teaching and learning process by focusing on the teaching content, curriculum and methodology. In addition, the aim of school based supervision was to improve education quality through conducting teachers school based supervision and appraising the work of educational institution through suggestion for improvement.

Furthermore, school-based supervision aims to help teachers and empower them to make important decisions in their teaching practice. To reach this goal, schools usually hire many supervisors to oversee and check on things at all school levels. So, the school supervisors in charge of overseeing all the schools in the area are not able to help teachers with their problems. They were not good at identifying what teachers were good at and what they need to improve on, and they give unhelpful feedback to teachers. Because of this, teachers didn't have the help they needed from their supervisors to have better at thought.

Therefore, to make education better and help teachers improve, it's important to have skilled supervisors who could visit schools to help. Furthermore, it was important to have skilled supervisors in schools to make sure the quality of education was good at all levels. Otherwise, the quality of education may not be very good. To bridge this gap, it was helpful to study how schools supervise and their challenges. This could help improve education in the region.

1.2. Statement of the problem

School based supervision has been one of the agendas of Ethiopian education policy (MoE, 1994) and currently becomes an issue of education policy due to the key roles it play to make teaching and learning more effective to further improve the quality of education. Not only making effective teaching and learning, it also plays a significant role in the development of teachers' profession by focusing in the area of pedagogy knowledge teaching content, assessment, methodology and curriculum.

Besides making school supervision more effective and efficient in school, there should be collaboration among teachers, principals, department heads and senior teachers to carry out supervision practices (Beach & Reinhartz, 2000). This is because; they are the major responsible bodies to conduct school supervision practices within their school. These partners often engage themselves in the observation of actual classroom teaching and analyzing the information obtains from the observation.

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

The researcher has been thought for five years in secondary schools of the study area, Anywa Zone. However, to the knowledge of the researcher, there was no research conducted on the practices and challenges of school-based supervision to improve education quality in government secondary schools of Anywa Zone. Due to this reason, the researcher felt that, there was a gap which needs in depth investigation about the supervisory practices such as proper implementation of supervisory options and classroom observation, the proper implementation of school-based supervisors' responsibilities in line with the issues mentioned in the supervision manual of Ministry of Education in secondary schools of the study area and to suggest the ways of improvements in the process of implementation of school-based supervision. After addressed the main objective of the study, the following basic questions was address:

-
1. To what extent do the practice of school based supervision in government secondary schools of Anywaa Zone?
 2. To what extent do practices of school based supervision correspond to the expected standards to assist teachers' professional improvement in secondary schools of Anywaa zone?
 3. To what degree does the school supervision contribute on the practices in government secondary schools of Anywaa Zone?
 4. What are the major challenges that affect the practices of School based supervision in government secondary schools of Anywaa zone?

1. 3. Objectives of the Study

1.3.1. General Objective

The general objective of the study was to examine the practices and challenges of school-based supervision to improve education quality in government secondary schools of Anywa Zone.

1.3.2. Specific Objectives

The specific objective of the study was:-

- To examine the practice to improve education quality in government secondary schools of Anywa Zone?
- To investigate the practices of school based supervision correspond to the expected standards to assist teacher's professional improvement in secondary schools of Anywa zone?
- To assess the contribution of school based supervisors to improve instruction in government secondary schools of Anywa Zone?
- To determine the challenges that affect practices of school based supervision in government secondary schools in Anywa zone?

1.4. Significance of the Study

The results of this study were important for helping secondary school principals, teachers, supervisors, and students in Anywa zone, Gambella, Region to improve education quality. Specifically the result of the study was important in the following ways.

- First, it was useful for school principals, supervisors, students, and teachers to understand how school supervision was going. This was important for high schools because it was help principals, teachers, and supervisors make education better.
- Second, it was help school principals and supervisors support teachers in improving the way they teach and students learn in government secondary schools.
- Lastly, it was used as a starting point for more research on the supervision of government secondary schools, especially the practices and difficulties involved.

1.5. The scope of the study

Among several activities which were being implemented for the overall school improvement, this study was delimited to assessed the practices and challenges of school-based supervision to improve education quality in government secondary schools of Anywa Zone , it gives due emphasis on how teachers internalized the school-based supervision , the various supervisory options mostly applied by the supervisors in the school , the procedures of classroom observation implemented in the school , the school-based supervisors discharge their responsibilities and the challenges of school-based supervision . Due to the location of the schools and dispersed settlement, this study was delimited to the 6 out of 20 government secondary schools of the specific Zone.

Due to the location of the region found in the West-Southern Region of Ethiopia and has scattered settlements this study was delimited to 6 government secondary schools of the specific Zone. However, the region was also familiar with hot weather condition and consists of four longest major rivers and lakes namely: Akobo, Gilo, Alwaro and Openo River, and Lake Thatha are found in the Region.

1.6. Operational definition of key terms

Practice: was doing something repeatedly in order to improve performance through school based supervision.

Challenges: were Problems that were negative impact or affect the work of School based supervisors.

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

Secondary school: -refers to the school system established to offer four years of general education (grade 9 -12).

1.7. Limitation of the study

Although this research has attained its objectives, there were some limitations which were not preventable. First, there was a limitation of time, finance and material resources. Secondly, the security problem in the region which prevents the researcher not to reached in all areas of the region. The investigation was run by focusing on the practice and challenges of school based supervision to improve education quality in government secondary schools in Anywa zone. Therefore, the lack of similar research works on the issue investigated in the study area impedes/delay the researcher from consulting more found in the literature as well as in the discussion part. .

1.8. Organization of the Study

This research was divided into five sections. The first chapter introduces the study by explanation its background, the problem it addresses, its goals, why it was important, the scope of the study, its limitations, and defined important terms. The second part of the book talks about other books and articles that had information on the same topic as the research. The third chapter was about how the research was done. It includes things like how the study was designed, what methods were used to collect information, who was included in the study, how data was collected, how the data was analyzed, and ethical considerations. The fourth section talks about studied and explained the information and talk about important topics. In chapter five, researcher discuss about what researcher found, what researcher think about it, and what researcher suggest for the future. In the end, a list of materials used for the study, as well as the questions for the questionnaire and interviews, were included.

CHAPTER TWO

2. Review of related literature

This chapter presents a theoretical knowledge of international, national and regional literatures in the areas of the current practice and challenges of school based supervision to improve education quality in government secondary school. For the purposes of this study a wide range of relevant literatures would be consulted with special reference to literature pertaining to school based supervision. Special reference would be used to literature relating to current practice and challenges in government secondary schools. A variety of primary and secondary sources such as textbooks, journals, and websites would be used.

In addition, the literature incorporates unpublished thesis and various research found on the issue of practice and challenges of school based supervision in government secondary schools which helps the researchers to see various found conducted in different areas. To review the literature, it's began by explanation the concepts and definition of supervision, tasks of supervision, clinical supervision and challenges of school based supervision in Ethiopia and Gambella Region.

2.1. The Concepts of Supervision

The term supervision is subjective to many different interpretations. Scholars in the field define supervision in different ways. Modern supervision is considered as any service for teachers that eventually results in improving instruction, learning, and the curriculum. As stated by Okumbe (1999), traditionally, supervision concentrates on general achievement of students, in the area of subject matter, teaching and evaluation methods of teachers, observation of overall management system of the schools, and ascertaining of whether the budget allocated for education was wisely utilized or not. In short, these early supervisory concepts were characterized by inspection and the functions of an inspector was more of judicial than managerial in nature

However, the concept of modern educational supervision consists of positive, dynamic and democratic actions designed to improve instruction through the continued growth of all concerned individuals—the child, the teacher, the supervisor, the administrator, and the parent or other lay person.

Contemporary definitions of supervision stress service, cooperation, and democracy. Harris wrote: “Supervision of instruction is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning.” Robert. Alfonso, Gerald. Firth and Richard. Neville

(1981) offered a slightly different definition: “Instructional supervision is here in defined as: Behavior officially designated by the organization that directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization.” Furthermore, John. Lovell (1978), in revising the earlier work of Kimball Wiles, looked at instructional supervisory as behavior that “is assumed to be an additional behavior system formally provided by the organization for the purpose of interacting with the teaching behavior system in such a way as to maintain, change, and improve the design and actualization of learning opportunities for students.”

Don M. Beach and Judy Reinhartz (1989), rejecting the use of the word help, define supervision as 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 schools and that promotes the career-long development of teachers.” Robert, Krey and Peter, Burke also offered a comprehensive definition of supervision saying that supervision is instructional leadership that relates perspectives to behavior, clarifies purposes, contributes to and supports organizational actions, coordinates interactions, provides for maintenance and improvement of the instructional program, and assesses goal achievements.

Emphasizing on the process and function of supervision, Glickman, *et al* (1998) states those supervisory roles as “certain knowledge, interpersonal skills, and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research that will enable teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs.” Supervision is defined in this text as a service provided to teachers for the purpose of improving instruction, with the student as the ultimate beneficiary. You will note recurring themes, some similarities, and some differences in emphasis or perspective among the many definitions of supervision. Supervision, as presented in this text, is conceived as a service to teachers, both as individuals and in groups. To put it simply, supervision is a means of offering to teachers, in a collegial, collaborative, and professional setting, specialized help in improving instruction and thereby students’ achievement. The words service and help should be underlined, and they are used repeatedly in this text.

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, 1999; Musaazi, 1985; Sergiovanni & Starratt, 2002; and Sullivan & Glanz, 1999). 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). Do dd (2008), also explains supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors become successful in their supervision tasks.

Generally, Supervision defined as instructional leadership that relates perspective to behaviors clarifies purpose, contributes to and support organizational actions coordinated instructions provides for maintenance and improvement of the instructional program and

assess goals achievement, (Robert and Pater 1989:150) and according to Igwe (2002), supervise means to guide, assist, direct, oversee, or to make sure that anticipated principles are met.

2.2. Historical Development of School Based Supervision

2.2.1. Global Perspective about School Based Supervision

School based Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different periods (Oliva, 2001). The evolution of instructional supervision is evident throughout history as a reflection of learning theory and social and political influences (Fine, 1997). In colonial New England the process of instructional supervision was external inspection conducted by appointed citizens who would inspect teachers and students in schools (Glanz, 1977).

This “inspection” process of school based supervision made judgments about the management of the school and the teacher rather than the teaching or student learning (Burnham, 1976). This theory of school supervision at this time is known as Administrative Inspection (Lucio &McNeil, 1962). Instructional supervision processes and periods were evolving through the years as the United States population grew and federal and state governments began funding school systems and standardizing the practices of public education (Glanz, 1991).

The history of school based supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to see that teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools soon made this an impossible task for superintendents and the job was delegated to the school principal. In the early decades of the twentieth century, the movement toward scientific management in both industrial and public administration had an influence on schools.

At much the same time, child-centered and experienced-based curriculum theories of European educators such as Friedrich Froebel, Johann Pestalozzi, and Johann Herbart, as well as the prominent American philosopher John Dewey, were also affecting the schools.

Thus, school supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertory of instructional responses to students' natural curiosity and diverse levels of readiness. This tension between supervision as a uniform, scientific approach to teaching and supervision as a flexible, dialogic process between teacher and supervisor involving the shared, professional discretion of both was to continue throughout the century (Surya, 2002).

In the second half of the century the field of supervision became closely identified with various forms of clinical supervision. Initially developed by Harvard professors Morris Cogan and Robert Anderson and their graduate students, many of whom subsequently became professors of supervision in other universities, clinical supervision blended elements of "objective" and "scientific" classroom observation with aspects of collegial coaching, rational planning, and a flexible, inquiry-based concern with student learning. In 1969, Robert Gold hammer proposed the following five-stage process in clinical supervision: (1) a pre observation conference between supervisor and teacher concerning elements of the lesson to be observed; (2) classroom observation; (3) a supervisors analysis of notes from the observation, and planning for the post-observation conference;(4) a post-observation conference between supervisor and teacher; and (5) a supervisors analysis of the post-observation conference. For many practitioners, these stages were reduced to three: the pre-observation conference, the observation, and the post-observation conference. Cogan insisted on a collegial relationship focused on the teachers' interest in improving student learning, and on a nonjudgmental observation and inquiry process.

The initial practice of clinical supervision, however, soon had to accommodate perspectives coming out of the post-Sputnik curriculum reforms of the 1960s that focused on the structures of the academic disciplines. Shortly thereafter, perspectives generated by research on effective schools and effective classrooms that purported to have discovered the basic steps to effective teaching colonized the clinical supervision process. Nevertheless, in many academic circles the original dialogic and reflective process of Cogan and Goldhammer continued as the preferred process of supervision.

This original process of supervision has been subsequently embraced by advocates of peer supervision and collegial- teacher leadership through action research in classrooms. Despite the obvious appeal of clinical supervision in its various forms, it is time-consuming and

labor-intensive, rendering it impossible to use on any regular basis given the large number of teachers that supervisors are expected to supervise (in addition to their other administrative responsibilities). Recognizing the time restraints of practicing supervisors, and wanting to honor the need to promote the growth of teachers,

Thomas Sergiovanni and Robert Starratt suggested, in 1998, the creation of a supervisory system with multiple processes of supervision, including summative evaluation. Such a system would not require the direct involvement of a formal supervisor for every teacher every year. The supervisory system might cycle teachers with professional status through a three-to five-year period, during which they would receive a formal evaluation once and a variety of other evaluative processes during the other years (e.g., self- evaluation, peer supervision, curriculum development, action research on new teaching strategies, involvement in a school renewal project).

The once-a-cycle formal evaluation would require evidence of professional growth. Sergiovanni and Starratt also attempted to open the work of supervision to intentional involvement with the school wide renewal agenda, thus placing all stimuli toward professional growth—including the supervisory system— within that larger context. However, the modern school supervision was introduced with the aim of providing supportive expertise service that eventually results in improving instruction and consist of positive, dynamic, democratic actions designed to improve instruction through continued growth of the school community: the teacher, the student, the supervisor him/herself, the administrator and the parent (Kery& Burke, 2004, Hoy& Forsyth 1986).

2.2.2 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: -

- 1. 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-ness" and more felling of joint goals.
- 2. 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.
- 3. 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.

4. **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.
5. **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.
6. **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.

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- 7. 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.

2.2.3 Historical Development of School Based 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 1942. 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, 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 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).

2.2.4. Practices of Instructional Supervision

Observation and evaluation are a required component of instructional supervision in schools is mandated to oversee 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, 1993). Glickman et al. (2001) 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, terminations will take place. 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, 1993). 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, 1993). Formative and summative evaluations are not mutually exclusive and both are necessary in schools (Glickman et al., 2001).

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 teachers' improvement (Glickman, 1990; Glatthorn, 1990). Supervision involves assisting in the improvement of teaching (Glickman et al., 2001). 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., 2001). 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, 1993). 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 (Stiggins & Bridgeford, 1985). Summative evaluation meets the organizational need for accountability while formative evaluation focuses on professional growth and the improvement of individual teaching (Glickman et al., 2001). 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, 1993).

2.2.5 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 13th (Haile Selassie, 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed through four periods 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 (Haile Selassie, 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.

According to Million, (2010:23), 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.

2.2.6 Practice of School Based Supervision in Gambella Region

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 (GERB 2008).

2.2.7 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 (Certo, 2006:3). Therefore, MoE, (2012:3) 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)

2.2.8 Supervisors' Responsibility

The responsibility of school supervisors in instructional supervision to support teachers and other educational experts for the improvement of teaching learning activities and 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.

2.2.9 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).

2.2.10 .The Roles of School Based Supervision

The role of supervision is to improve instruction through direct assistance, group development, professional development, and curriculum development and action research. (Glickman, Gordon, & RossGordon (2007). Therefore, School based school supervision is designed to supervise, support and influence instructions of teachers in the classroom activities to develop students' performance. As teaching learning process is a day-to-day and continuous process, the function of the School based supervision at the school level should also be a continuous responsibility. Within the school system, the School based supervisors are the school principal, vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MoE, 2002).

2.2.11. The Roles of School Principals in Supervision

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. etal, (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.

2.2.12. The Roles of Deputy Principals in Supervision

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice principal is expected to 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).

2.2.13 The Roles of Department Heads in School based Supervision

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/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 advice 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).

2.2.14 .The Roles of Senior Teachers in Supervision

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

According to little" s study described (cited in Glickman et al., 2004): Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practices. By such talk, teachers build up a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtues from another, and capable of integrating large bodies of practice into distinct and sensible perspective on the business of teaching. Group work enhances the knowledge of teachers at different developmental levels by the collaboration of ideas, regardless of experience or accomplishments, which initiates cohesiveness and creates a team amongst educators.

According to Pike et al. (cited in Jacklyn, 2008), group activity evokes different efforts from teachers at different levels. This allows for more successful teachers whose practices is may not be aligned with state standards. Schools, as organizations, today are increasingly looking for ways to involve staff members in decision making and problem solving. Hence, the school leader as a supervisor needs to have good communication skill, share goals,

commitment and accountability for results with the staff members (Samuel, 2006). Learning the skills of working with groups to solve instructional problems is a critical task of supervision. Therefore, it is the responsibility of the supervisor to provide for instructional problem-solving meetings among teachers to improve instruction (Glickman et al., 2004).

2.2.15 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 skillful 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 (1995), teacher development and supervision go hand in hand. There should be various opportunities for the teachers' professional development.

As it is indicated in ADEA (1998), training is important for the professional growth of teachers. Not only should teachers be encouraged to attend workshops offered by outside organizations and through the school, but also, the supervisor must create a variety of professional development activities (Sullivan & Glanz, 2005). By supporting this idea, Glickman et al. (2004) indicated for the sake of teachers' professional development the school should have schedules for workshops, staff meetings, and visit other schools. As 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. Basic Alternatives of School based Supervision 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 and 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)”. The focus of clinical supervision is on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs. According to Goldhammer (1969), 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) agree that the selection of an observation instrument will help sharpen the teachers thinking about instruction. Indeed (Goldhammer, 1980) proposes, “If supervisors were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision”. There is no other equally important choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain first-hand information and experience of the classroom atmosphere.

2.3.4. Analysis of the Observations

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 (Glickman, 2000 & Zepeda, 2007).

2.3.5. 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.

2.3.6. 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.

2.3.7 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.

2.3.8 Informal and Inquiry-based Supervision

Informal supervision is comprised of causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teacher's classroom; conversation with teachers about their work and other informal activities. Typically no appointments are made and classroom visits are not announced. In selecting additional options, supervisors should accommodate teacher preferences and honor them in nearly every case, (Sergiovanni & Starratt, 2002).

2.3.9 Self- Directive Supervision

Self-directed supervision is another current model of supervision (Sergiovanni & Starratt, 1993). 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.

2.4.1.1 Lack of Adequate Training and Support

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

2.4.2 Excessive Workload

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

2.4.3 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).

2.4.4 Knowledge and Experience

Researchers have suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, et al., 2004; Holland, 2004). Holland (2004) believes that educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust. 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. In Botswana, for instance, teachers were by then trained.

CHAPTER THREE

3. Research Design and Methodology

This chapter presents the methodological aspects of the inquiry about, which incorporate the research design, research method, the Source of data, the study site, and population, the sample size and sampling procedure, data collecting instruments, data examination procedure and ethical considerations.

3.1. Research Design

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

3.2. Research Method

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

3.3. Source of Data

To make the research more reliable, researcher got information for the study from both primary and secondary sources. These were depicted underneath.

3.3.1. Primary Source of Data

This research uses first-hand information to learn about how school supervisors' work and the difficulties they face in public high schools. The main people who can give us important information were teachers, school supervisors, principals, unit leaders and department heads, and the education office coordinators in Anywaa Zone. This was because supervisors, principals, teachers, and students were believed to have more knowledge and personal experience with the issue being studied.

3.3.2. Secondary source of Data

The secondary sources of information were obtained from the yearly report and written document and schools documented records of supervision. These records that watched to reinforce the information obtained through questionnaires and interviews.

3.4. The Study Site and Population

This research was done in secondary schools in Anywaa Zone, Gambella National Regional State, Ethiopia. This area was bordered on the North by Oromia Region's Kellem Wollega zone, on the South by South West Ethiopia Region, on the West by the Republic of South Sudan, and on the East by Oromia Region's Illubabur zone.

According to proclamation number 27/1995, Gambella National Regional State was divided into three zones: Anywa zone, Majang zone, Nuer zone and Itang special woreda. As a researcher, the researcher found out that the Anywa Zone has five districts and 20 government secondary schools. In each area, there were a certain number of government secondary schools. For example, Abobo has three secondary schools, Gambella has six, and Gog has six as well. In Gambella Woreda, there were six secondary schools like Abol Kiir pinykew, Bonga, Ciri majang, Pokong, and Abol. In Gog Woreda, there were six secondary schools too. These were Pinyudo, Gog, Dipa, Otiel, Tedo, and Gog Dipaach. In Jor woreda, there were three secondary schools called Shentwa, Othwol, and Ongogi. In Dimma woreda, there were only two secondary schools: Dima and Acaanye.

In 20 secondary schools in Anywa zone, there were 20 supervisors, 40 principals, 448 teachers, and. The study chose which people and schools to include based on a report from 2013. According to this report, there were 20 high schools in Anywa zone where the study was done. Out of 20 secondary schools, only 6 were chosen to do the study. The result of the investigation would be generalized to all secondary schools in the area. This study

includes 38 teachers, 6 supervisors, 100 students, and 12 principals. The study looked at 156 people in total.

3.5 Sample size and sampling techniques

In this research in order to get significant information about the current practices and challenges of school based supervision to improve education quality, the study population was selected by utilizing different procedures. As say over there were 20 government secondary schools in Anywa zone, which level from grade (9 - 12).

To conduct the study researcher chose 6 out of 20 secondary schools in Anywa zone using a lottery method. Then, 12 principals and 6 supervisors from the selected schools were included in the study using the available technique. This was because there were not many principals and supervisors in the schools, and the researcher was easily manage them. In all the secondary schools in the area, there were 448 teachers and students respectively.

To figure out the sample size of teachers and students sample size determination formula of Paler-Calmorin was employed. This was because, this formula was one of the formulas in determined the sample size in probability sampling technique Therefore, out of (448) teachers only (38) teachers has been taken as sample and from students students have been taken as a sample for the study from 6 secondary schools to represent the population. Then the sample size has been computed using the formula display as follow:

$$n = \frac{NZ + (Se)^2 \times (1+p)}{NSeZ^2 \times P(1-P)}$$

Where;

n = sample size

N= total number of population (178))

Z= the standard value (2.58) of 1% level of probability with 0.99 reliability

Se= Sampling error or degree of accuracy (0.01)

p = the population proportion (it is assumed to be 0.5 since this would provide the maximum sample size).

After, the determination of the sample size of teachers, and students simple random sampling technique (lottery method) was used to gives equal chance for all respondents to participate in the research. To determine equal proportion of sample teachers from each secondary school by using proportional technique or William, (1977) formula has been utilized. This could be done by dividing the targeted sample teachers (448) with the total number of teachers in the sample secondary schools (38) and multiplied by total number of teachers in each school. Mathematically; **X** (no of teacher in each school) Where, **Ps** =

Proportional allocation to size, $n = \frac{\text{Total teachers sample size (38)}}{\text{Total number of teacher in 20 selected sample school (448)}} \times (\text{no of teacher in each school})$. Moreover, the respondents were available in the study to get relevant and real information regarding to the issue under the study was (38) teachers, (6) supervisors, (100) students and (12) principals have been taken as a sample in this study. Hence, the total population of respondents included in this study is (156).

Table: 3. 1 .The summary of the population, sample size and sampling technique

No	Name of school	Total number of sample teachers taken from population & number of teachers in each school	Sample size of teachers included in the study from each school	Total number of principals in each school	Sample size of principals included in the study from each school	Total sample size of teachers & principals taken from each school	Sample technique
1	Abol	22	6	2	2	8	Available technique
2	Abol Kir	21	6	2	2	8	available technique
3	Abobo	23	7	2	2	9	available technique
4	Okuna	25	7	2	2	9	available technique
5	Gog	20	6	2	2	8	available technique
6	Ongogi	21	6	2	2	8	available technique
	Total	132	38	12	12	50	

3.6. Data Collection Instruments

In this study to acquire the fundamental information from participants, the researcher design questionnaire and semi-structure interview to gather information from principals, teachers, supervisors and students who have been working and learning in selected secondary schools

3.6.1. Questionnaires

Questionnaires were papers with questions that everyone in a group answers in written whenever they have time (Gall et al., 2007). Researcher use a questionnaire to collect information from people in a study. This was because; a questionnaire was thought to be a useful tool to gather important information from people quickly and with little cost. Researcher made the questionnaire in English because researcher thought everyone was reared and understood the items written within the questionnaires.

The questionnaire has two sections. The primary section of the questionnaire asks about the person's background, like their sex, education, area of ability, work experience, and job responsibilities. The second portion has the foremost questions that specifically relate to the main point of the study. The closed-ended questions made with Likert scales. This was make it easier for the researcher to got similar responses from individuals and to prepare the answers. The scale was range from one to five.

3.6.2. Structured interview

The researcher asked principals, teachers, and supervisors to gather data using a structured interview method. This strategy was flexible and allows new questions to be asked during the interview based on what the person being interviewed says. This means the researcher can ask the individuals questions and the individuals could ask the researcher questions too. Also, it has a structure of topics to be studied. The interview talks about how schools were looked after by supervisors and how they could help make education better in government secondary schools.

3.7. Procedure of Data collection

Before sending the questionnaires the researcher chooses two helpers who know a lot about the topic to collect information from the schools in the study. The people who gather information were picked because they were in the right location and could speak English well. This makes it easier to collect the information. The researchers make it clear how they could collect information from people to avoid any confusion. After that, the researcher

asked helpers to give a questionnaire to teachers, supervisors, students, and principals. Next, the researcher could check in with the assistants. After researcher send out questionnaires to some teachers, supervisors, students, and principals, researcher could collect all the questionnaires' back from the people who received them. The answers to the open-ended questions grouped together by category. To do this, researcher could analyze and explain the data from the questionnaires. In the end, the study was summarized with the main findings, conclusions, and recommendations.

3.8. Validity and reliability checks

The validity and reliability of this research was check and made in pilot secondary schools. The pre-test was done in three zones polite secondary schools with teachers, supervisors, school united leaders and school principals. After the distribution of questionnaires and collect back by researcher, necessary modification was made on some items. Furthermore the reliability of the instrument was measured by used Cronbach alpha test. This was to check the consistency and accuracy of the measurement scale.

3.9 Method of Data analysis

In this study, the researcher used tools like frequency, mean, ANOVA, t-test and percentage to study the data. To investigate the background information like gender, education level, field of study, work experience, and job duties researcher use numbers and percentages. Furthermore, to see the group difference between the current practices and challenges of school based supervision the researcher was interested to utilized t-test and ANOVA to analysis the two variables.

3.10 .Ethical consideration

The researcher went to the study area with a letter from Jimma University, College of Education and Behavioral Science, Department of Educational Planning and Management to the Anywaa Zone Education department office. This letter allowed the researcher to conduct the study. After the researcher has gotten permission to enter the area and explained what they want to study. Next, the research could do after getting approval from the secondary schools in the area that were chosen.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter talks about the characteristics of the sample analysis, and how the researcher looked at and understood the information he collected. The essential sources of information were gathered from, teachers, principals and supervisors who have been worked in secondary schools of Anywa zone. Since the sample identified involved in the direct supervision works, teachers, supervisors and principals were the primary partners by the virtue of their profession and position and vested obligations within the practices of school based supervision and challenges to improve education quality.

The information was collected by utilizing distinctive instruments, mainly questionnaire and semi-structured interview. The summary of the quantitative information has been displayed by utilize of tables that incorporates different statistical tools. Similarly, the qualitative information was organized according to the themes, analyzed and used to reinforce or expand the quantitative one.

As presented under the methodological part regarding data collection, questionnaire and semi-structured interview were used to collect necessary information for this study. Thus a total of 156 questionnaires were distributed to secondary school teachers, supervisors, students and principals. But properly filled and returned back. Among the total of 156 respondents, all of them were properly participated and gave necessary information on the issue under investigation.

4.1. Personal Background Information

Table: 4.1. Personal Background Information

Personal-Detail		N	Percent
1. Sex	Male	120	76.9
	Female	36	23.1
	Total	156	100
2. Academic qualification	Master Degree	26	16.7
	Bachelor Degree	16	10.3
	Diploma	14	9.0
	Certificate	-	-
	High school	56	87.4
	Total	156	35.9
3. Field of specialization	Management	7	4.5
	Leadership	12	7.7
	Others	37	23.9
	High school	56	87.4
	Total	156	35.9
4. Work Experience	Below 5 years	7	4.5
	6-10 years	19	12.2
	11-15 years	13	8.3
	16-20 years	7	4.5
	21-25 years	10	6.4
	Zero experience	56	87.4
	Total	156	35.9
5. Responsibility	Supervisor	7	4.5
	Head Department	15	9.6
	Unit Leader	15	9.6
	CPD	19	12.2
	None-Responsibility	56	87.4
	Total	156	35.9

Note: SUP=Supervisor, HD=Head Department, UL= Unit Leader, CPD=Continuous professional development Coordinator

This section presented participants' personal information (such as sex, academic qualification, areas of specialization, work experience and responsibility) collected from the sample consists of 38 teachers, 12 principals, and 6 supervisors and in the selected secondary schools of Anywa zone in Gambella region.

1. Gender (Sex)

Table 1 item 1 shows that 120 (76.9%) of the respondents were males and 36(23.1%) of them were females. As indicates in the sample schools the numbers of male teachers were more than the number of female teachers. This shows that the majority of teachers in secondary schools of Anywa zone were males. Even though, Education and Training Policy of our country paid due attention to increase females' participation in teaching and leadership position in education, still there were no female teachers assign as a supervisor in secondary schools in Anywa zone secondary schools.

2. Academic Qualification Level

From table 1- item 2 revealed that participants' of the study have various levels of academic qualification ranged from Master Degree holders to certificate holders except students who were included in the study with no qualification level.

3. Area of Specialization

When choosing a field to focus on, it's important to figure out what the respondents were specialized in. This would help to decide the best way to manage school supervision in secondary schools. Table 1, item 3 it shows that 7(4.5 %) out of 156 respondents were specialized in development management, 12(7.7 %) out of 156 were trained in leadership, and 37 (23.9 %) out of 156 were trained in other courses. This means that most teachers, supervisors, and principals in secondary schools were trained in courses that don't help them supervised the school properly.

4. Work Experience (years)

The study also wanted to know how many years the people have worked at the school so we could understand their answers better. In table 1, item 4 shows how many years the teachers in secondary schools have been teaching. This table it show that out of 156 teachers, 7 (4. 5%) have worked for less than 5 years, 19 (12. 2%) have worked for 6-10 years, 13 (8. 3%) have worked for 11-15 years, 7 (4. 5%) have worked for 16-20 years, and 10 (6. 4%) have worked for 20-25 years. This result shows that many teachers in the secondary schools of Anywa zone have a lot of experience.

5.Responsibility

In table 1, item 5 it shows that 55 (36. 7%) of the people were Home room teachers and 54

(36. 0%) were departmental heads. 26 out of every 156 people who were asked were in charge of clubs, committees, or other activities. However, 12 out of 138 (8. 7%) continuous professional development coordinators say they did administrative work. This means that teachers have to done more than just teach, they also have to handle money, report their income, give advice and counseling, and did other tasks.

4.2. Result of the Empirical Data

In the analysis of the data, the researcher made a survey with five options from strongly disagree to strongly agree. So, when researcher saw the numbers, researcher try to combine the people who said they strongly disagree with those who said they disagree in to disagree. In the same manner researcher combined again the people who strongly agree with those who agree in to agree when researcher looked at the data presentation & interpretation.

4.3. Analysis of Data

In this research, the person in charge asked teachers, supervisors, principals, and students from high schools in Anywa zone to respond to some questions. 1) How well does school supervision work in government secondary schools in Anywaa Zone. 2) How well do current supervision practices help teachers improve in secondary schools in Anywaa zone? 3) How does school supervision affect the effectiveness of practices in government secondary schools in Anywaa Zone? 4) What are the main problems affecting school supervision in government secondary schools in Anywaa zone.

4.4. Products about the practice of school based supervision to improve education quality in secondary.

Table 4:2. Average and standard deviation scores on the practice of school based supervision.

Effectiveness of current practice	Σ	X	Std.
They think that supervisors are incompetent enough in their professional knowledge & skills.	156	2.56	1.219
They view supervisors as they have no high experience on the practice of school based supervision	156	2.53	1.231
Teachers are resistant against the supervisory activities.	156	2.71	1.280
Teachers view supervisors as a fault finder rather than assisting them.	156	2.35	1.343
They neglect the activities of school based supervisors for what they are the same in their qualification	156	2.72	1.343

In order to compare the average and amount of variation in school supervision, it's important to understand the average score and how scores vary for school supervision in high schools. Researcher used five things that schools currently do to supervised and looked at the average and the spread of these measurements. So, the researcher was measured how well school supervision worked by looking at numbers like how often it happened, the average results, and how much things varied. The t-test and ANOVA are statistical tests that are used to compare groups of data to see if there were significant differences between them.

Note: Σ =Total number of respondents, $\bar{x}$ = Mean and Std = standard deviation.

Table 2 depicted that school supervisors were incompetent enough in their professional knowledge and skills($\bar{x}$ =2.56,Std=1.22) and also the school view that supervisors they had no high experience on the practice of school based supervision ($\bar{x}$ =2.53,Std=1.23) and teachers were resistant against the supervisory activities ($\bar{x}$ =2.71,Std=1.28) and also school neglect the activities of school based supervisors for what they were the same in their qualification($\bar{x}$ =2.72, ,Std=1.34) and lastly, teachers view supervisors as a fault finder rather than assisting them($\bar{x}$ =2.35, ,Std=1.34).

As table 2, indicate by comparing means and standard deviation of items of effectiveness of current practice of school based supervision, mean of professional knowledge and skills and also the school view that school supervisors had no high experience on the practice of school based supervision in sample secondary schools in Anywaa zone was slightly: high at ($\bar{x}$ =2.56, Std=1.22) and ($\bar{x}$ =2.71, Std=1.28). .Similarly, the mean of teachers to resistant against the supervisory activities and also the way school neglect the activities of school based supervisors for what they were the same in their qualification ($\bar{x}$ =2.71, Std=1.28) and ($\bar{x}$ =2.72, Std=1.34) respectively. Whereas teachers view supervisors as a fault finder rather than assisting them ($\bar{x}$ =2.35, Std=1.34).

As table 2 indicate, the means scores of teachers view supervisors as a fault finder rather than assisting teachers was relatively low ($\bar{x}$ =2.35, Std=1.34) and also the way school teachers and principals neglect the activities of school based supervisors for what they were the same level in their qualification was high ($\bar{x}$ =2.71, Std=1.28). This result shows that school supervisors in sample secondary schools of Anywa zone they were high level of neglecting the activities of school based supervisors for what they were the same level in their qualification ($\bar{x}$ =2.72, Std=1.34) .

This result in general shows that by comparing means and standard deviation of group items of school based supervision in secondary schools of Anywa zone there was low level of effectiveness of current practice of school based supervision. This was because Regional Education Bureau, Anywa zone education department and woreda education offices they were not selected school supervisors who were not rich in their knowledge, skills and experiences during employment.

“Furthermore, from the interview of sample secondary schools teachers and principals, they said that school supervisors they were not selected based on their merit and potential, but they were selected school supervisors based on their relationship”. Similarly, lack of providing in service training for teachers and school supervisors to improve professional growth was also one of the problems that lower the level of current practice of school based supervision”

4.5. Personal background information and current practice of school based supervision.

Table: 4.3. Results between group differences across sex (N=156):

Sex	Mean	Std	Df	t-test	Sig
Male	2.60	0.42			
			155	36.37	0.00
Female	2.10	0.32			

Here the researcher used a t- test to see if there was a big difference between males and females in how they feel about how schools were supervised.

In Table: 3. it shows that the average score for how well school supervision was done by males and females was (Mean=2.60, SD=0.42) and (Mean=2.10, SD=0.32) respectively. The result indicates that there was a small but important difference between males and females in their approach to school-based supervision in secondary schools. Overall, the results show that gender was an important factor in determining whether school-based supervision was practiced in secondary schools.

Table: 4.4. Inter Correlation Matrix between personal background information (A chart showing how personal information like education, area of expertise, work experience,

and responsibility) was connected to the practice of supervising schools. The data was from 156 people.

Correlation	EQ	Fsp	Exp	Resp
EQ	1	.323*	-.394**	.397**
Fsp	.	1	-.211	.253
Exp			1	-.441**
Resp				1

Note: Ed= Education qualification, Fsp=Field of specialization, Exp= Experience, and Resp=Responsibility.

**.Correlation was significant at the 0.05 level (2-tailed). Or **. Correlation was significant at the 0.01 level (2-tailed).

The table: 4. result shows that there was a strong connection between a person's education and how well they supervised teachers in schools. This was true for three areas: what they specialize in, how much experience they had, and how responsible they were. This mean that as practice of school based supervision increase than the demographic factors also increases.

In table: 4.it was found that there was no strong connection between the subjects that teachers specialize in, how long they have been working, and how much responsibility they had. This means that in the secondary schools researcher looked at, the students' area of focus doesn't have a big impact on how the schools did supervision.

Table: 4. it shows that teachers who have more worked experience also have more responsibilities in secondary schools, and this relationship was very likely to be true. This means that work experience was a significant determinant factor for current practice of school based supervision to supervising schools well.

4.6. The degree to which practices of school based supervision compares to the expected standards to help teachers' professional improvement in secondary schools

Table: 4.5. Response on degree to which real practice of school based supervision.

Compares to the expected standards to help teachers' professional improvement.

Items	Σ	x	Std
The practice of school based supervision corresponds to the expected standards			
To what degree school based supervisors are facilitating professional growth of teachers through short term training, workshops and seminars	156	2.72	1.34
The extent to which school based supervisors assist teachers in developing/selecting instructional materials	156	2.56	1.22
The extent to which school based supervisors in the school assist teachers in lesson planning	156	2.67	1.32
To what extent supervisors support teachers to do action research?	156	2.26	1.10
The extent to which school based supervisors are arranging induction training for beginner teachers	156	2.35	1.34
The extent to which school based supervisors are spread best practices and teaching methodologies among schools and teachers.	156	2.54	1.24
The extent to which School based supervisors facilitate experience sharing programs	156	2.19	1.21

Note: Σ =Total number of respondents x= Mean, Std = standard deviation

As indicated in item 1 of table 5 on the extent to which actual practice of school based supervision corresponds to the expected standards to assist teachers to improve their professional ($x=2.72$, $Std=1.34$), ($x=2.56$, $Std=1.22$), ($x=2.67$, $Std=1.32$), ($x=2.26$ $Std=1.10$), ($x=2.35$, $Std=1.34$), ($x=2.54$, $Std=1.24$) and ($x=2.19$, $Std=1.21$) mean scores respectively.

In table 5, item 1, researcher looked at how well secondary schools were supervised by comparing the average scores and differences. The average score of school based supervision to facilitating professional growth of teachers through short term training, workshops and seminars was ($x=2.72$, $Std=1.34$) and then the average score to which school based supervision to assist teachers in lesson planning was also ($x=2.67$, $Std=1.32$) was high..

However, the average score for how much school supervision helps teachers create instructional materials ($x=2.56$, $Std=1.22$) and spreads best teaching practices among schools and teachers($x=2.54$, $Std=1.24$) were both moderate.

Likewise, the average scores for how much school supervisors help with experience sharing programs, support teachers in doing research, and provide training for new teachers were ($x=2.19$, $Std=1.21$), ($x=2.26$, $Std=1.10$) and ($x=2.35$, $Std=1.34$) all quite low.

“On the other hand, the data collected from the interview of WEO experts revealed that there was no plan for teachers and school supervisors to provide in service training which enable to promote and to improve professional growth”

Therefore, based on the test scores and interview data, it seems that school-based supervision was not being done at the level it should be to help teachers improve. School supervisors were not helping teachers to learn and grow by providing training, workshops and seminars. Also, school supervisors did not help teachers with making teaching materials and planning lessons to make teaching better. They also they did not share ideas and ways of teaching with other secondary school teachers.

Table: 4.6. Response to the assessment of how school supervision helps make teaching better in high schools.

Items Assessment on contribution of school based supervision to improve instruction		Sum of Squares	df	Mean Square	F	Sig .
School based supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms.	Between Groups	0.014	4	0.01	.01	.94
	Within Groups	340.67	51	2.21		
	Total	340.69	55			
School base supervisors advice teachers to use active learning in the class	Between Groups	2.27	4	2.27	1.24	.27
	Within Groups	280.88	51	1.82		
	Total	283.15	55			
School based supervisors support teachers in setting instructional goals and objectives	Between Groups	1.08	4	1.08	.62	.43
	Within Groups	269.90	51	1.75		
	Total	270.97	55			
School based supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately	Between Groups	8.55	4	8.55	4.91	.03
	Within Groups	267.89	51	1.74		
	Total	276.44	55			
School based supervisors encourage and facilitate teacher's self-evaluation on instructional matters	Between Groups	4.431	4	4.43	2.69	.10
	Within Groups	253.47	51	1.65		
	Total	257.90	55			
School base supervisors can identify teachers skill gaps	Between Groups	.12	4	.45	.28	.59
	Within Groups	292.80	51	1.59		
	Total	292.92	55			
School base supervisors can identify teachers needs to fulfill teachers gaps	Between Groups	.12	4	.12	.07	.80
	Within Groups	292.80	51	1.90		
	Total	292.92	55			
School based supervisors regularly identify any instructional limitations of teachers in the classroom.	Between Groups	1.44	4	1.43	.99	.32
	Within Groups	224.26	51	1.45		
	Total	225.69	55			

The researcher used a one way ANOVA test to find out if different ways of assessing school-based supervision have a big impact on making instruction better in high schools.

Table 6, item 1 says that there was a big difference between school supervisors in designing ways to help teachers who have problems in the classroom $f_{cal}(4, 51) = 0.01$, $p > 0.94$. The findings indicate that school supervisors need to come up with ways to help teachers improve in the classroom. This was an important factor for how schools supervise their teachers.

In table 6, item 2 shows that school base supervisors tell teachers to use active learning in class $f_{cal}(4, 51) = 1.24$, $p > 0.27$. This was different statistically, meaning it was an important difference. This study found that when school supervisors tell teachers to use active learning, it has a big influence on how supervision was done in secondary schools.

In item 3 of table 6, it shows that there was a big difference between school supervisors helping teachers set goals and objectives $f_{cal}(4, 51) = 0.62$, $p > 0.43$. The results were statistically significant. This shows that when school supervisors help teachers set goals for what students should learn, it has a big impact on how supervision was done in schools.

As table 6, in the item 4 show that statistically there was a significant differences between school based supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately $f_{cal}(4, 51) = 4.91$, $p > 0.03$. This result reveals that school based supervisors to facilitate the availability of instructional materials and encourage teachers to use was a significant determinant factor for current practice of school based supervision in secondary schools.

Table 6, item 5 tells researcher that there was a big difference between school supervisors helping teachers evaluate themselves on how they teach $f_{cal}(4, 51) = 2.69$, $p > 0.10$. This means that when supervisors help and encourage teachers to evaluate themselves, it has a big impact on how school supervision was done in high schools.

The information in table 6, item 6 indicates that school supervisors can identify teachers' skill gaps significantly $f_{cal}(4, 51) = 0.28$, $p > 0.59$. This study found that school supervisors could recognize teachers' skill gaps, and that this plays a big role in how they supervise secondary schools.

In table 6, item 7 shows that school supervisors can identify what teachers need to improve $f_{cal}(4, 51) = 0.07$, $p > 0.80$. The difference was statistically significant. This shows that school supervisors can figure out what teachers need, and this helps improve how school supervision was done.

Table 6, item 8 shows that there was a significant difference between school supervisors noticing problems teachers have while teaching in the classroom $f_{cal}(4, 51) = 0.99$, $p > 0.32$. This means that it was a big factor in how school supervision was carry out in secondary school.

Therefore, after looking at the differences between the assessment items, researcher found that all assessment items were significant determinant factors to play a big role to improve the practice of school based supervision in high schools.

4.7. The examination of challenges that influence current practices of school based supervision in government secondary schools in Anywa zone

Items Challenges that affect current practice of school supervisor		Sum of Squares	df	Mean Square	F	Sig.
Lack of strategic and short term plan to implement school based supervision.	Between Groups	9.46	4	2.37	1.82	.140
	Within Groups	66.38	51	1.30		
	Total	75.84	55			
Supervisors attitude towards supervision work	Between Groups	9.60	4	2.40	1.57	.196
	Within Groups	77.10	51	1.53		
	Total	87.55	55			
Inadequate pre-service and in service training	Between Groups	1.82	4	.45	.30	.875
	Within Groups	76.68	51	1.50		
	Total	78.50	55			
lack of cooperative, honest, friendly and collegial relationship	Between Groups	2.66	4	.67	.51	.727
	Within Groups	66.10	51	1.30		

	Total	68.86	55			
Lack of clear direction from Woredas Education experts	Between Groups	5.38	4	1.35	1.01	.410
	Within Groups	67.74	51	1.33		
	Total	73.13	55			
Inadequate attention given to supervision service	Between Groups	5.29	4	1.32	1.01	.409
	Within Groups	66.55	51	1.31		
	Total	71.84	55			
Ability to conflict resolution and performance counseling	Between Groups	1.71	4	.43	.29	.881
	Within Groups	74.22	51	1.46		
	Total	75.93	55			

The researcher used ANOVA to see if there was a significant group difference between the challenges that affect the practices of school supervision works in high schools.

Table: 4.7, Response on the investigation of challenges that affect current practices of school based supervision.

In table 7, item 1 shows that there was a big difference between not having a plan to supervise schools and how schools were currently supervised $f_{cal}(4, 51) = 1.82, p > 0.140$. This conclusion was based on statistical data. It means that not having a plan to supervise schools was a big reason for how schools were supervised in secondary schools.

The table 7 item 2 shows that there was a difference between how supervisors feel about their work and how they actually supervise schools $f_{cal}(4, 51) = 1.57, p > 0.196$. This difference was statistically significant. This shows that the way supervisors feel about their work was very important for how supervision was done in secondary schools.

The table 7 item 3 shows that there was a big difference between the training teachers receive before they start working and the training they get while they were working, and how they supervise school $f_{cal}(4, 51) = 0.30, p > 0.875$. The study shows that not enough training before and during teaching was a big reason why school supervision in secondary schools was not working well.

The information in table 7, item 4 tells researcher that there was a significant difference between not having a good relationship with coworkers and how school supervision was done at $f_{cal}(4, 51) = 0.51, p < 0.73$. This difference was backed up by statistics. This study found that not having a good, friendly relationship with others at school does not have a big impact on how supervision is done in secondary schools.

In table 7, item 5, it is proven that there was a big difference between Woredas Education experts not giving clear instructions and how schools were currently supervised $f_{cal}(4, 51) = 1.01, p > 0.41$. The study shows that secondary schools do not have clear guidance from local education experts, which was a major reason for how school supervision was fail.

In table 7, item 6 show that there was a big difference between not enough supervision in schools and how supervision is done currently $f_{cal}(4, 51) = 1.01, p > 0.40$. The findings show that not paying enough attention to supervision was a big reason for the way schools were supervised now is not done well.

Table 7, item 7 tells researcher that there was a significant difference between how well people could solve problems and give advice on how to do better in school, and how supervision was done at school $f_{cal}(4, 51) = 0.29, p < 0.88$. This means that being able to solve conflicts and give good advice is an important factor in how supervision was done at school.

Therefore, the study found that the main factors affecting school supervision are the lack of a plan to oversee schools, supervisors' attitudes, unclear guidance from education experts, and lack of training. However, factors like relationships, conflict resolution, and counseling don't seem to have a big impact on school supervision

CHAPTER FIVE

5. Findings, Conclusions and Recommendations

This part of the study was about the main results, overall conclusion based on the results, and suggestions to improve how supervision was done in government secondary schools in Anywa zone, Gambella region, to make education better.

5.1. Summary of Findings

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

School-based supervision was a means for achieved effectiveness in professional development of teachers, curriculum development, and ultimately signifies to students learned through teachers' improvement of classroom thought learned activities. Thus, the supervision at the school level helps teachers to be competent in their thought learned activities; it encourages them to found suitable strategies for better students learned. Therefore, the central purpose of this study was to assess the practices and challenges of school-based supervision to improve education quality in the government secondary schools of Anywa Zone. To address this purpose, the following basic research questions were raised:

1. To what extent do the practice of school based supervision in government secondary schools of Anywaa Zone?
2. To what extent do practices of school based supervision correspond to the expected standards to assist teachers' professional improvement in secondary schools of Anywaa zone?
3. To what degree does the school supervision contribute on the practices in government secondary schools of Anywaa Zone?
4. What are the major challenges that affect the practices of School based supervision in government secondary schools of Anywaa zone?

To answer these research questions, quantitative and qualitative research method was employed. To this effect, the study was conducted in 6 government secondary schools. Consequently, 38 teachers and 6 school-based supervisors were selected as a sample by using simple random and sampling techniques (lottery) method respectively. One Zonal and 4 Woreda education office supervision coordinators and 12 school principals were taken as a sample through sampling technique. For the study, primary and secondary data sources were employed. The data was gathered through both quantitative and qualitative tools. The quantitative data gathered through questionnaires were analyzed in frequency, percentage, and mean value.

In order meet the purpose of this study the following major findings were drawn:

The findings of the study revealed that the school-based supervisors were not efficient in assisted teachers in conducted required regular meetings with teachers, in organizing conferences and trained programs at the school level. This in turn has poor effect in helped teachers to conducted action research and evaluated the current thought texts for possible further improvement; in conducted regular classroom observation, and in provided sufficient professional assistance for other teachers.

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

- Sex wise illustrated in chapter four shows that 120 (76.9%) of the respondents were male and 36 (23.1 %) of the respondents were female respectively. This indicates that the majority of teachers in secondary schools of Anywa zone were males.
- A total of 26 out of 156 respondents had a Master's degree, 16 had a first degree, 14 had a diploma, and none of the respondents had high school certificates. This

means that most of the people who replied the study had completed their second level of education. This result shows that teachers who taught in secondary schools had a good academic qualification level to work in high school.

- The information obtained from most of the people who answered the survey said that 7 (4. 5%) of teachers were trained in management, 12 (7. 7%) in leadership, and 37 (23. 9%) in other courses. This shows that most teachers and principals at high schools were trained to teach, but not to be a supervisor.
- The study shows that out of the respondents, 7 (4. 5%) of teachers have less than 5 years of experience, 19 (12. 2%) have 6-10 years of work experience, 13 (8. 3%) have 11-15 years, 7 (4. 5%) have 16-20 years, and 10 (6. 4%) have 20-25 years of experience. This shows that most teachers have a lot of experience and could help new teachers in high schools.
- In chapter four, the findings show that 55 out of 156 (36. 7%) teachers were Home room teachers, 54 out of 156(36. 0%) were departmental heads, 26 out of 156 (17. 3%) were Unit-leaders, and 12 out of 156 (8. 0%) were Continuous professional development coordinators. The results show that most teachers did have not positive feeling about how the school handles things like managing money, reporting income, and giving guidance and support.
- The study found that the way schools were supervised in Anywa zone's secondary schools wasn't working well. Supervisors were not motivated to do their jobs well. They don't get enough training to improve their skills, and there was no plan in place to help them succeed. Also, there was a bad attitude towards supervising and the work they done.
- The way schools supervise teachers should meet the standards to help teachers done their jobs well. The study found that schools were not doing enough supervision as they should be. This happens because teachers don't get enough help from their supervisors in planning lessons and getting teaching materials. Also, they don't get enough training to help them become better at their jobs through things like short workshops and sharing ideas with other teachers.
- The study found that high schools in Anywa zone don't give enough tests to help improve teaching and learning. The teachers weren't getting enough help from their supervisors and education experts in the area, and the experts in the woreda education office weren't paying enough attention to supervision.

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- Concerning the challenges that affect current of school based supervision the research come out with the finding that there were major issues that affect the practice of school supervision in high schools in the Anywa zone. These were supervisors were not trained properly, they have too much work to done in the classrooms, and they don't have good plans or relationships with the teachers, they don't knew how to help teachers resolve problems or make progress.

5.2. Conclusions

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

- The main purpose of supervision was professional and curriculum development for created a better learned condition for students. This requires the positive attitude of teachers towards school-based supervision. Unless teachers perceive supervision as a process of promoted professional growth and student learned, the supervisory exercise was not have the desired effect. However, the findings show that teachers were not well oriented to the potential benefits supervision was brought to themselves or to the thought and learned process where they lacked awareness of the activities of school-based supervision. From this, it was concluded that teachers in secondary schools of Anywa Zone have limited understood about the significance and purpose of school-based supervision.
- The supervisors employed various supervisory options by selected and coordinated these tools focused on the individual teachers needs and problems and the issues of thought- learned that was enhance teachers“ professional development and improve their instructional efficiency. However, as shown in the above finding, implemented various supervisory options in the sample schools was not as such effective in their application that properly suited with each teacher’s interest and level of development. Therefore, it was possible to conclude that teachers were not motivated at work through the implementation of various supervisory options. Thus, the contribution of supervisory options for teachers“ professional development and the improvement of instruction was insignificant.
- The findings of this study showed that the school-based supervisors were not following the procedures of classroom observation appropriately. Particularly, the supervisors did not make a mutual agreement with the supervisee teachers on the purpose of observation, on the data to be collected, and the time of the observation. There was no post conference while conducted the classroom observation. The

supervisors also did not stay in the class during the entire class period for the Practices and challenges of School based supervision.

- As a result, teachers were less supported by school-based supervisors for the effectiveness of classroom performance.
- The findings of this study revealed that the school supervisors were ineffective in provided the professional assistance for teachers through organized workshops, trained programs at school level; conducted regular meetings with teachers to identify thought- learned problems and then to found solutions to these deficiencies. Furthermore, the findings revealed that the supervisors were not capable enough in assisted teachers to conduct action research, and evaluated the existed thought texts for further improvement. From this finding, it was concluded that, teachers was not got the maximum contribution from school-based supervisors. Therefore, the thought and learned process was not enriched by well supported teachers“ professional development.
- Finally, the results of the study discovered that school-based supervision was negatively affected by many problems; such as: the incapability of school-based supervisors; the absence of in-service trained programs to update supervisors; non-availability of supervision manual at school; an insufficient allocation budget to carry out supervisory activities; the unavailability of experienced supervisors in schools and the heavy workload of school-based supervisors. As a result, school-based supervision was less supportive for effective thought and learned process.
- it was found that most of the teachers in secondary schools in Anywa Zone were men. This mean it was possible to conclude that the participation of female teachers in secondary schools of Anywa zone was less compare to males’ teachers’ participation.
- The study shows that most teachers in Anywa zone secondary schools have a second degree. Hence, it was possible to conclude that the teachers in Anywa zone secondary schools have the right qualifications to supervise and manage their schools well according to the education policy.
- From the study found shows that most of the teachers and principals at secondary schools in the Anywa zone were trained as teachers, not supervisors. So it was easy to conclude that the majority of school-based supervision activities in secondary schools in Anywa zone were not done by qualified people who knew how to supervise properly.

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- The study found show the majority of teachers in secondary schools in Anywa zone has a lot of experience and was good at supervised others. This mean it was possible to conclude that in the secondary schools of Anywa zone, teachers, principals, and supervisors have good work experience. However, because of their negative attitudes towards school supervision and resistance to support from supervisors, most secondary schools were not able to done good supervision to improve education quality.
 - The result of the study show that most teachers don't feel good about being given responsibility for their work at school. So, it was possible to conclude that teachers in Anywa zone secondary schools don't want to take responsibility. Teachers think they become busier when given more work without extra rewards.
 - The study showed that school-based supervision was not worked well in chapter four. This was because the school supervisors were not very good at their jobs and don't knew enough professional knowledge, skills and experience to done supervisory work.
 - The study found that school supervision in chapter four was not effective. Therefore, it was possible to conclude that the way schools were currently being supervised in Anywa zone secondary schools was not worked well. This was because the school supervisors were not capable and did not have the necessary knowledge, skills, and experience to done their supervisory job well.
 - The study found that the supervision at secondary schools in Anywaa zone was not at the level it was to help teachers improve. So, it possible to say that the supervision at Anywaa zone secondary school was not good enough to help teachers improve. This happens because the supervisors didn't help teachers with planned lessons, got thought materials, and improved their skills through trained and workshops. New teachers also didn't receive proper trained and experienced teachers didn't share their best methods with each other.
 - The study shows that secondary schools in Anywa zone didn't do enough assessments to help students learn better. Hence, it was possible to conclude that Anywa zone supervisors were not make enough effort to make changes and improve education quality.
 - The study showed that there was not enough supervision in the secondary schools in Anywa zone. So, it was possible to say that there was not enough good school

supervision because of certain reasons. The trained system needs improvement, school supervisors have too much classroom work to do, the plans are not good, and there was not enough teamwork, honesty, friendliness, and ability to solve problems or help people do better at their jobs.

5.3. Recommendations

Based on the above conclusions, the following recommendations were forwarded to be the remedy of the effect by concerned bodies to alleviate and to improve education quality which associated with the practices and challenges of school based supervision in government secondary schools.

- School-based supervision was a requirement to be practiced in schools as a means to meet the individual needs of the teacher for the sake of instructional improvement. Therefore, a wider variety of supervisory options was provided for teachers. To this end, it was recommended for school-based supervisors to create an opportunity for teachers in implemented various supervisory options in relation to the individual teacher's developmental levels and needs.
- It was advisable for the school offices make strong efforts to improve the capacity of supervisors, by conducted regular meetings with supervisors and teachers, created an opportunity for experience shared among the departments. Moreover, it was suggested for the Woreda Education Offices to organize in-service trained for school-based supervisors in order to carry out their responsibilities more effectively.

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

Provided trained programs:

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

Provided adequate resources:

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

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

Reduced the workload of supervisors:

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

- A study shows that there were more male teachers than female teachers in secondary schools in Anywa zone. To get more female teachers in higher positions in education, the Regional Education Bureau, Zonal Education departments, Woreda Education office, and school principals was prioritize hired female teachers over male teachers.
- The study found that most teachers in secondary schools in Anywa zone have a second degree qualification. So, to make sure that the secondary schools in Anywa zone have good education, the Education department, Woreda Education office and
- Regional Education Bureau recommend that teachers have the right qualifications and follow the education policy to supervise the schools well.
- From the study found that most teachers and principals in secondary schools in Anywa zone have been trained as teachers, but not as principals. So the woreda education office, Zonal education department, and Regional education Bureau suggest that school teachers and principals have been trained to help them done their jobs well and manage their schools properly. This trained was in line with the education policy and provided by qualified supervisors.

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- The study found that most teachers in secondary schools in Anywa zone have a lot of experience. So, even though the teachers in secondary schools in Anywa zone have a lot of experience, the education office of the woreda must change the way they supervise schools in order to make it better. This was help improve the attitude towards school supervision and provide support to make education better.
 - The result shows that most teachers didn't feel good about how the school gives them responsibility for their work. So, researcher suggest for the principal to make sure that teachers have clear roles and encourage them when they did jobs well.
 - The study found that the way schools oversee things in Anywa zone high schools wasn't worked. This was because the school supervisors were not good at their job. They didn't have enough knowledge, skills, and experience to do their job well. So, to solve the problem of unqualified school supervisors, researcher recommended the Regional Education Bureau, Zonal Education department, and Woreda Education Office was hire supervisors who were good at their job and knew a lot about education.
 - The study found that the level of supervision in secondary schools in Anywa zone was not good enough to help teachers improve professionally. So, the education department at different levels, included schools, was recommended that everyone worked really hard to meet the standards for school supervision. This would help teachers improve their skills in secondary schools in Anywa zone.
 - The study found that school supervisors in Anywa zone were not done any more checks to make thought better. So, the education offices and school principals need to tell the school supervisors to do assessments as planned.
 - The research found that there were many problems that impact how supervision was done in secondary schools in Anywa zone. So, researcher recommended that in order to solve the problems like not enough training, too much work for school supervisors, no plan for the future, a bad attitude towards supervision, and not worked well together, the Regional Education Bureau, Zonal Education Office, woreda education office, and school need to support school supervisors in secondary schools. This would help them done their job better.

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(Chanyalew, 2005; Getachew, 2001; Million, 2010).

Oliva, 2002) the way teachers are watched

How people learn and what's happening in the world (Fine, 1997).

(Lucio &McNeil, 1962). Instructional supervision processes and periods were evolving through the years as the United States population grew and federal

(Glanz, 1991). The history of school based supervision as a formal activity exercised by educational administrators

Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate

Cohen (1994) describes that descriptive survey research design as it helps to gather data at a particular point

Appendix: A

JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

1. Questionnaires to Be Filled By Supervisors, Principals, Teachers and Students:-

Dear respondent this questionnaire is designed to collect relevant information on the topic:
The Practice and Challenges of School Based Supervision to improve quality of education
in Government Secondary Schools of

Anywa Zone in Gambella Region .The questionnaire will prepared for supervisors,
principals, teachers and students like you who is expected to perform well in the school
duties.

Please I request for your co-operation by helping to answer the questionnaire as per the
instructions at the beginning of each section. Be honest in giving your responses to each
question. Your responses will be highly respected and accorded the highest confidentiality.
Please note the following points before you start filling the questionnaire!

- Do not write your name on the questionnaire.
- Read all the questions before attempting to answer the questions.
- No need to consult others to fill the questionnaire.
- Provide appropriate responses by putting “√” mark to choose one your response and
write on space provided when necessary. Thank you.

I: BACKGROUND INFORMATION

This part of questionnaire contains the personal information. Please fill the necessary
answer for each item properly by writing in the space provided. Note: - put right “√” mark
in the box provided to indicate your answer and give only one answer for one question.

1. Sex: 1. Male ☐ 2. Female ☐

2. Academic qualification 1. Master ☐ 2. First Degree ☐ 3. Diploma ☐

4. Certificate ☐

3. Field of your specialization: 1. Management ☐ 2. leadership ☐ 3. Others ☐

4. Experience: a) Below 5 years ☐ b) 6 - 10 years ☐ c) 11 - 15 years ☐ d) 16 -20 ☐
years ☐ e) .21 - 25 years ☐ f) 26 years & above ☐

5. Responsibility: 1. SUP ☐ 2.HD ☐ UL ☐ CPD ☐

Note: SUP=Supervisor HD=Head Department UL=Unit Leader CPD=Continuous professional development Coordinator

II: INDEPENDENT VARIABLE: CURRENT PRACTICE

This part of the questionnaire containing close ended items that focus on the practice and challenges of school based supervision under the investigation. Based on the concept of each item, please select the option that directly represent your opinion on the practice and challenges of school based supervision in government secondary schools and rate the following using a scales where; 1=Strong Disagree (SD); 2=Disagree (D) 3= Undecided 4= Agree (A); 5=Strong Agree (SA)

1. Items related to the effectiveness of current practice of school based supervision to improve quality of education in secondary schools

s.no	Items	SA	A	U	D	SD
1	They think that supervisors are incompetent enough in their professional knowledge & skills.	5	4	3	2	1
2	They view that supervisors as they have no high experience on the practice of school based supervision					
3	Teachers are resistant against the supervisory activities					
4	Teachers are resistant against the supervisory activities.					
5	Teachers view supervisors as a fault finder rather than assisting them.					
6	They neglect the activities of School based supervisors for what they are the same in their qualification					

2. Items related to the extent to which actual practices of school based supervision correspond to the expected standards to assist Teacher's Professional Improvement.

1=Very Low (VL) 2=Low (L) 3=Medium (M) 4=High (H) 5=Very High (VH)

s.no	Items	VH	H	M	L	VL
1	To what degree School based supervisors are facilitating professional growth of teachers through short term training, workshops and seminars	5	4	3	2	1
2	The extent to which School based supervisors assist teachers in developing/selecting instructional materials					
3	The extent to which School based supervisors in the school assist teachers in lesson planning					
4	To what extent supervisors support teachers to do action research?					
5	The extent to which School based supervisors are arranging induction training for beginner teachers					
6	The extent to which School based supervisors are spread best practices & teaching methodologies among schools and teachers.					
7	The extent to which School based supervisors facilitate experience sharing programs					

3. Items related to the contribution of school supervisors' to assess and to improve of the instruction in government secondary school in Anywa zone.1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA).

s.no	Items	SA	A	U	D	SD
1	School based supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms.	5	4	3	2	1
2	School based Supervisors" advice teachers to use active learning in the classroom.					
3	School based Supervisors support teachers in setting instructional goals and objectives.					
4	School based Supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately					

5	School based Supervisors encourage and facilitate teacher's self-evaluation on instructional matters.					
6	School based Supervisors can identify teachers' skill gaps.					
7	School based Supervisors can identify teachers' skill gaps.					
8	School based Supervisors regularly identify any instructional limitations of teachers in the classroom.					

4. Items related to the challenges that affect School based supervision tasks/ activities in government secondary schools of Anywa zone.

s.no	Items	SA	A	U	D	SD
1	Lack of adequate training system on the practices of School based supervision.	5	4	3	2	1
2	School based supervisors teaches the same credit like ordinary teachers					
3	The supervisors are overloaded with classroom activities.					
4	Lack of strategic and short term plan to implement School based school supervision.					
5	Supervisors attitude towards supervision work					
6	Inadequate pre-service and in service training					
7	lack of cooperative, honest, friendly and collegial relationship					
8	Lack of clear direction from Woredas Education experts					
9	Inadequate attention given to supervision service					
10	Ability to conflict resolution and performance counseling					

Appendix: B

JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

INTERVIEW QUESTIONS FOR SUPERVISORS, PRINCIPALS AND TEACHERS

The main purpose of this interview is to gather information on: practice and challenges of school based supervision in government secondary schools in Anywa Zone. You are, therefore, kindly requested to give necessary information on the issue related to the study. The successes of this study directly depend upon your honest and genuine response to the interview. The information that will be obtained from response to this interview will be used only for the purpose of the study.

I: GENERAL INFORMATION

1. Woreda_____

2. Sex_____

3.. Qualification_____

4. Current position_____

5. Experiences as: Teacher _____School principal_____

supervisor _____ Woreda _____ education

officer_____ Confidential and used for academic purpose only. Thank you

in advance for your cooperation

II: INTERVIEW QUESTIONS FOR SUPERVISORS, PRINCIPALS AND TEACHERS

- ❖ How do you see the effectiveness of current practice of school supervision in your school?
Can you tell me?

- 2) To what extent School based supervisors design various interventions so as to assist teachers improve their profession? Can you list areas of their interventions?

- 3) What is your expectation about professional support do teachers gain from supervisors in order to improve their instructional skills in the school?

4. What are the possible challenges that affect school based supervision activities in government secondary Schools?
