



HAWASSA UNIVERSITY
COLLEGE of EDUCATION

**DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT MA IN SCHOOL LEADERSHIP PROGRAM**

**THE ROLE OF SCHOOL-BASED SUPERVISION IN ENHANCING
QUALITY OF EDUCATION IN SECONDARY SCHOOLS OF HAWASSA
CITY ADMINISTRATION**

BY

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FEBRUARY, 2024

HAWASSA, ETHIOPIA

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YEMISRACH MULUGETA

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Declaration

The researcher, **Yemisrach Mulugeta**, the undersigned graduate hereby declare that this thesis entitled **‘Investigating the role of school-based supervision in enhancing quality of education in secondary schools of Hawassa city Administration.’** is my own work. All the sources the researcher has used or quoted have been duly acknowledged in the references. This thesis has not been submitted before for any degree or examination in any other university.

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Examiners' Approval Sheet

We, the undersigned members of the Board of Examiners of thesis defense by **Yemisrach Mulugeta** have read and evaluate his thesis entitled “**Investigating the role of school-based supervision in enhancing quality of education in secondary schools of Hawassa city Administration.**” and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirements for the Masters of Art Degree in School Leadership and Management.

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Advisors' Approval Sheet

This is to certify that the thesis entitled “**Investigating the role of school-based supervision in enhancing quality of education in secondary schools of Hawassa city Administration.**” Submitted in partial fulfillment of the requirements for the Masters of Art Degree in Educational Leadership and Management, the Graduate Program of the Department of of Educational Planning and Management and has been carried out by **Yemisrach Mulugeta** under our supervision. Therefore, we recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the Department of Educational Planning and Management.

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Table of content

Contents	page
Declaration.....	iii
Examiners' Approval Sheet	iv
Advisors' Approval Sheet.....	v
Acknowledgements.....	vi
Table of content	vii
List F Tables	xii
List of Figure.....	xiii
List of Acronyms and Abbreviations.....	xiv
Abstract	xv
CHAPTER ONE	1
1 Introduction.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Basic Research Questions.....	6
1.4 Objectives of the Study.....	6
1.4.1. The general objective	6
1.4.2 Specific objectives.....	6
1.5 Significance of the Study.....	7
1.6 Scope of the Study	7
1.7 Limitations of the study	7

1.9 Operational Definition of Key Terms.....	8
1.10 Organization of the Study.....	8
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2.1 Introduction	10
2.2 Concepts of Supervision.....	10
2.3 The Functions of Supervision.....	13
2.3.1 Administrative function.....	13
2.3.2 Educational function	13
2.3.3. Supportive function	14
2.4 The Role of Supervisors	14
2.5 Techniques of Supervision	15
2.5.1 Classroom observation	15
2.5.2 Supervisory conference	16
2.6 Responsibility and Duties in Supervisory Program.....	16
2.7 The Role of School-Based Supervision in Improving Quality Education.....	16
2.8 Continuous Teacher Professional Development.....	17
2.8.1 .Global context	17
2.8.2 .Ethiopian context of Professional Development.....	19
2.8.3. Types of CPD for teachers	19
2.9 School - Based Supervision on the Professional Development.....	24
2.9.1. Roles of educational Supervision	25
2.9.2 Responsibility of School principal on the Teachers’ Professional development	26
2.9.3Responsibility of educational supervision on the Teachers’ professional Development.....	27
2.10 Models of staff supervision	27

2.10.1 Scientific supervision model (SSM)	28
2.10.2 Human relation supervision model (HRSM)	28
2.10.3 Neo-scientific supervision model (NSSM)	29
2.10.4 Human resources supervision model.....	29
2.10.5 Clinical supervision model (CSM).....	30
2.10.6 Self-assessment supervision model (SASM)	31
2.10.7 Collegial/peer/collaborative/cooperation supervision model (CS)	32
2.10.8 Informal supervision model (ISM).....	32
2.10.9 Inquiry-based supervision model (IBSM).....	32
2.10.10 Integrative Models of Supervision	33
2.11 Determinants of School Based Supervision	33
2.11.1 Determinants Related to School.....	35
2.11.2 Determinants Related to Supervisors	36
2.11.3 Determinants Related to Teachers.....	37
2.12 Empirical review.....	39
2.13 Conceptual Framework for the Study.....	42
CHAPTER THREE	44
RESEARCH DESIGN AND METHODOLOGY	44
3.1 Description of Study Site.....	44
3.2 Research Design	45
3.3 Research Methods.....	45
3.4 Data Source.....	45
3.5 Population, Sample size and sampling Techniques.....	45
3.5.1 Target Population	45
3.5.2 Sampling Size and Sampling techniques	46

3.6 Instruments of Data Collection.....	47
5.6.1 Questionnaires.....	47
3.6.2 Interview.....	48
3.6.3 Documents review.....	48
3.7 Procedure of data Collection	48
3.8 Methods of Data Analysis	49
3.9 Pilot Testing.....	49
3.9 .1 Validity of the Instrument	49
3.9.2 Reliability of the Instrument	50
3.10 Ethical Consideration	51
CHAPTER FOUR CHAPTER	52
DATA PRESENTATION, ANALYSIS AND INTERPRTATION	52
4.1 Introduction	52
Questionnaire Return Rate	52
4.2 Characteristics of Respondents.....	53
4.3 Presentation, Interpretation and Analysis of Data.....	54
Table 4.3.1 Practices of the school based supervision in the study areas	55
Table 4.3.2 Extent of support from Supervisors	63
Table 4.3.3 Supervisors provision and teacher’s professional competence.....	72
Table 4.3.4 Factors affect the achievement of school-based supervision service.....	79
CHAPTER FIVE.....	89
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	89
5.1 Summary.....	89
5.1.1 The extent of school based supervision practice in the study area.....	90
5. 1.2 Supervisors provision for school leaders and teachers to enhance quality of education	90

5.1.3 Effects of supervision on teacher’s professional competence.....	91
5.1.4 Factors that affect the school-based supervision service in the study areas.....	92
5.2 Conclusion	92
5.3 Recommendations.....	93
REFERENCES	96
APPENDICES	106
APPENDIX-A: QUESTIONNAIRES	106
APPENDIX-B: INTERVIEW	112
APPENDIX-C: Document analysis check list.....	113

List F Tables

Table1: Total Population and Sample Size.....	47
Table 2: Demographic Characteristics of Respondents.....	53
Table3: Practices of the school based supervision in the study areas.....	55
Table 4: Supervisors provision for enrichment quality of education.....	63
Table 5: Supervision and teacher's professional competence.....	72
Table 6: Factors affect the achievement of school-based supervision service.....	79

List of Figure

Figure 1: Conceptual Framework for the Study.....	42
Figure 2: Research Setting.....	43

List of Acronyms and Abbreviations

CPD: Continuous Professional Development

CRC: Cluster Resource Center

SASM: Self-assessment Supervision model

CS: Collegial Supervision model

CSM: Clinical Supervision model

HRSM: Human Relation Supervision model

IDP: Individualized Development Programme

ISM: Informal Supervision model

IBSM: Inquiry Based supervision model

FGD: Focus Group Discussion

GEQIP: General Education Quality Improvement Package

KETB: Kebele Education and Training Board

MoE: Ministry of Education

NSSM: Neo-Scientific supervision model

PTA: Parent Teacher Association

SSM: Scientific Supervision model

SNNPR: Southern Nations, Nationalities and Peoples' Region

SPSS : Statistical Package for Social Science

REB: Regional Education Bureau

TQM: Total Quality management

WEO: Woreda Education Office

ZEO: Zonal Education Office

Abstract

The purpose of the study was to assess the role of school-based supervision in enhancing quality of education in secondary schools of Hawassa city Administration. To achieve the objective of the study descriptive survey research design with mixed approach was employed. The study was conducted at four sampled schools (Misrak Chora secondary School Addis Ketema secondary School, Adare and Tesso secondary school in Hawassa city administration.) The study population was selected through simple random sampling selection. Totally, 241 populations were selected as samples of the study. The data gathered were analyzed in descriptive statistics such as percentages, frequencies as well as mean and standard deviation for quantitative tools whereas thematically analyzed qualitative study. Document review, questionnaire and interviews were used as data gathering instruments. In order to achieve this purpose, this study, therefore, attempted to get answers based on the four basic research questions. The finding of the study showed that the extent of school based supervision practice was low in the study area. Furthermore, the study result confirms that the supervisors did not play their roles expected from them; as well as exerting and supporting as supervisory role to enhance quality of education in the study area was not satisfactory. Regarding the teachers professional competence, the study revealed that the school based supervision have low contribution to enhance professional competence of teachers due to ineffective provision and practice of the supervisory role. It was also found out that school supervisors themselves need to have a good command of knowledge of subject matter and methodological skills to enable them be able to see and advice on teachers. Weaknesses and to improve their professional competence. Additionally the study revealed the factors that affect the school based supervision in the study areas the finding exposed that lack of instructional materials, poor communication with superintendent, lack of in-service training in the area of instruction, inconsistency operation of instructional activities, heavy work load on instructional leaders, shortage of time to perform instructional activities, insufficient funds for training, workshops, seminars, experience sharing and lack of trainings were the major problems in the study areas. Overall the study result shows that the extent of school based supervision practice was low in the study area. Finally, to minimize the problems of school-based supervision in secondary schools, it is recommended to give relevant in-service trainings for supervisors to upgrade their supervisory activities, necessary resources such as supervision manuals and an adequate budget for the success of supervision at the school level was suggested.

Key Words: Supervision, Supervisors' Role, Practice and teachers' professional competence

CHAPTER ONE

1 Introduction

This Chapter deals with the different sections starting with the background facts and statement of the research problem, objectives of the study, significance of the study, followed by delimitation of the study, definition of key terms and organization of the study

1.1 Background of the Study

In the modern educational system expansion of education relies on increasing number of educational institutions, teachers and students as well as providing all sort of facilities which are essential for proper progress of education. Education quality assurance at any level is the prime concern of the modern educational practices. Supervision determines both the need for quantitative expansion as well as qualitative improvement of education at all levels (Waite, 2015; Caspi and Reid, 2011). Supervision is so pervasive and virtually has been part of varieties of professions. As such it has evolved conceptually as well as in practice over the years. Supervision is commonly understood as the process by which a trained senior professional helps another person to learn and develop professionally through review and reflection on their work.

As Waite,(2015) points out that supervision deals with monitoring teachers' instruction related duties, providing teachers with teaching resource, visiting classroom to observe lessons, and providing assistance and support to help teachers do their work effectively. Instructional supervision allows one to guide people through the process of curriculum, instruction, and staff development. Therefore, school-based instruction supervision was that monitoring as well as supporting teachers should be non-hierarchical and participatory in nature.

According to Fisher (2010), the schools based supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction. The improvement of teaching and learning in schools is the general purpose of supervision. A basic premise of supervision is that a teacher's instructional behavior affects students learning. An examination of instructional behaviors can lead to improvement in teaching and learning. The effective

school research identifies schooling practice and characteristics associated with measurable improvements in student achievement and excellence among student achievement. These “effective school practices” include elements of schooling associated with a clearly defined curriculum; focused classroom instruction and management, firm and consistent discipline, close monitoring of student performance; and strong instructional leadership.

In participatory approach, the school based supervisor directly gets involved in classroom teaching work. Through this approach, the school based instructional supervisor would be able to gain a more authentic view, instructional process and be more realistic in proposing change and improvement in the function of the teachers. Studies on leadership and academic performance have tended to focus on principals with only little attention on classroom teachers despite the fact that play a key role as instructional leaders. Their responsibilities include ensuring educational strategies were in place that support effective learning for all students (Wango, 2009) cited in (Waite 2015).

Therefore, the strength of school based instructional supervision could have a possibility to effective supervisory activities at each school level. If they get enough training and better condition they can cover administrative, educational and supportive function of instructional supervision. School based supervision was one of the functions of education that offers opportunities for schools to improve teaching and learning and the professional development of teachers (Ogbadu.A., 2010).

In addition, giving attention for curriculum, instruction and assessment through the active participation of stakeholders the major influence on the improvement of instruction and over all students learning. In Netherlands, for instance, one of the aims of school-based supervision is to improve the quality of education; similarly, in California the main use of school based supervision is a critical factor in achieving educational excellence and a positive learning experience for all students (Cherly & Fischer, 2010) cited in (Waite 2015). The school based instructional supervisors should also work with teachers in flexible and collaborative style to improve teacher’s instructional performance.

Researches by Beach and Reinhartz,(2008) emphasized the importance of the collaborative effort of all participants involved in the supervisory process, the concept of school based instructional supervision focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching and learning process. Since these school based supervisors

are within the schools, they were responsible to assist teachers closely and continuously for the improvement of instruction as teaching learning process was day to day activity, which carried out by teachers in schools.

As manual of Educational supervision MoE (2008), guide to a supervisory activity, the role of supervision in this regard is to support, liaison, control the policy implementations, and give feedback on the status the policy of educational supervision was the statement of the main goals and priorities that guides supervision practices in the process of monitoring and evaluating educational goals. Ethiopian ministry Education states that the primary role of supervisors should be curriculum instruction and staff development rather than administrative works. Likewise the task of supervision is to assist teachers to solve their problems and improve the instruction process (Netsanet, 2014).

According to MoE (2004) the Ethiopian government has shifted its attention to improve quality of education. It has started quality education initiative called General Education Quality Improvement Program (GEQIP, 2007). Similarly, effective leadership manual of MoE (2005) illustrated the role school system as “ensuring curriculum implementation, providing direct technical support to teachers, and providing on job training to teachers, conducting formative education program evaluation, monitoring and evaluation.” School based leader is focusing mainly on the total school improvement and quality education provided for the learner.

The success of supervisory activities largely depends on the principles of supervision. These principles also provide a sense of direction and serve a boundary which keep efforts and energies continued to relevant issues and activities. School based instructional supervisors, external supervisor, regional, zonal and woreda education experts and external organizational bodies have been responsible to assist teachers in the school. The purpose of school based instructional supervision is to provide a mechanism for teacher and school personnel to bring good understanding of learning teaching process though collaborative inquiry with other professionals.

The researcher has been frequently observing and hearing many high school teachers in the Hawassa city talking about their dissatisfaction in supervisory activities. Consequently, the absence of adequate school based supervision and awareness of the stakeholders would add to the weak implementation of the school improvement program contribute for the bad quality of education and the program doesn't achieve the expected result so far. So up to the researcher's knowledge, in this study, it is

hypothesized that there are some other supervisory constraints which might affect the facilities to teachers in enhancing quality of education. Therefore, in light of this it was quite useful to assess the role of school-based supervision in enhancing quality of education in the Secondary Schools of Hawassa City Administration.

1.2 Statement of the Problem

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

School based supervision has been playing vital roles in the management of educational activities. It is mainly concerned with improving schools by helping teachers to reflect their practices, to learn more about what they do and why, and to develop professionally (Sergiovanni and Starratt, 2007). In Ethiopia at the main focus of instructional supervision is providing support for teachers and enhancing their role as key professional decision makers in practice of teaching and learning (MOE, 2010).

Studies showed that instructional supervision in Ethiopian secondary schools were not effective and successful in developing teachers' profession and improving instruction (Chanyalew, 2005; Atiklt, 2008; Alemayehu, 2011; Abebe, 2014; Zewdu, 2018). These studies further suggest that school based supervision was insufficiently practiced and proper procedures and standards were poorly followed. Although some studies related to supervision conducted specifically in Jimma Zone (Tadesse, 2013; Amanuel, 2015; Afework, 2017) instructional supervision practice not comprehensively investigated. For instance Tadesse, (2013) focused on utilization of supervision feed backs, Afework, (2017) study assessed the supervisory practice of cluster resource Centre in primary schools but only Amanuel's (2015) study directly touched school based instructional supervision in secondary schools in four woredas of Jimma zone. Abera (2019) did his study in sidama region based on role of principals improving quality of education; he found that the role of principals to delegate responsibility to continuously assessment and provision of feedbacks and encouragement of internal supervision were found to be inadequate.

Zewdu (2018) investigated the practices and challenges of School based supervision in East Wollega Zone in government secondary schools. Employed descriptive survey design and Multistage sampling technique. 5 supervision experts from four Woreda education offices, 64 education leaders from 10 government secondary schools and 134 teachers were participated in the study. the main findings showed that : the organization of school based supervision was insufficiently practiced, standard procedures was not properly followed, intervention strategies designed to assist teachers professional improvement was insufficient, and the teachers didn't gained enough support from supervisors. Moreover, lack of strategic and short term plan to implement School based supervision; supervisors teaching load, lack of relevant training programs, inadequate pre-service and in-service training, teacher's attitude towards supervision work, lack of clear direction from woredas education experts and collegial relationships, supervisors competence, and lack of follow up feedback were identified as major challenges.

From this we can understand that empirical literature on instructional supervisory practice is limited in Sidama region in general and particularly in Hawassa city. This study addressed this gap by examining the role of school based supervision in enhancing quality of education in secondary schools of Hawassa city administration.

In light with this, the researcher look in to the gaps that affects the improving students academic performance on the side of school supervision practice and school principals did not exert much effort for the success of student outcomes, teachers with the help supervision or school principal did not design conduct training need assessment from the basis of teachers' pedagogical gaps. In addition to that, the researcher has been frequently observed and heard to many high school teachers in the region taking about their dissatisfaction in supervision and support service being left to them, and they do not seem to have positive attitude to the school based supervisors. They mostly associate supervisors only to evaluate teachers work efficiency it may be for carrier structure only (salary promotes or demotes) and it is not on the base of enhancing students achievement. Others still perceive them as intruders who visit school to implement the result oriented evaluation policy. These inappropriate ways of school based supervision make the schools ineffective and inefficient. In addition, any attempts made by external supervisory personnel become meaningless unless school-based supervision strength and shaped to provide effective instruction in the school level. Then, functional supervisory practice has been forgotten and less emphasis is given to it and the school-based supervision do not provide the proper service

expected from them. Even though supervision is a requirement by law to all school heads, it is yet to be done effectively as required. Therefore, this study sought to find out the role of school based supervision in enhancing quality of teaching and learning in public secondary schools in Hawassa city in order to comprehend its importance and contribution to school performance as well as it will examine the challenges of supervision. In order to investigate on the selected problems the following basic research questions are framed.

1.3 Basic Research Questions

1. To what extent is school based supervision practiced in secondary schools of the Hawassa city administration?
2. To what extent do secondary school supervisors provided the expected support for school leaders and Teachers to enhance quality of education in Hawassa city administration?
3. To what extent cluster supervision enhanced teacher's professional competence in secondary schools of Hawassa city administration?
4. What are the major problems that affect the achievement of school-based supervision service in the Secondary School of Hawassa city administration?

1.4 Objectives of the Study

1.4.1. The general objective

The general objective of the study is to assess the role of school-based supervision in enhancing quality of education in secondary schools of Hawassa city Administration.

1.4.2 Specific objectives

1. To assess the extent of school based supervision practice in secondary schools of the Hawassa city administration?
2. To explore to which extent the secondary school supervisors provided the expected support for school leaders and teachers.
3. To examine the extent to which school based supervision enhanced teacher's professional competence in secondary schools of Hawassa city Administration.

4. To identify the major problems that affects the school-based supervision service in the Secondary School of Hawassa city administration

1.5 Significance of the Study

It is hoped that the result could be significant in view of the following facts. The purpose of supervision is to improve instruction, to strengthen classroom management, and to ensure that the curriculum is followed. Supervision aims at helping teachers ensure for effective teaching, and that all the ministry policies, rules and regulations are implemented (MoE, 2003). In the light of this, the study is believed to have the following contributions: More importantly secondary school teachers in the study area will be benefited from the improved result of this study. It may serve as an input for different levels of educational experts i.e. Hawassa City educational office, WEO, ZEO, and REB to know the current practice of school-based supervision in secondary schools. It may assist the external and school-based supervisors to know their weaknesses and strengths on supervisory practices and then encourage them to give more attention to implement supervisory activities in secondary schools. This study may help as a springboard for other researchers who want to conduct further research in the area of school based supervision for effective learning and teaching.

1.6 Scope of the Study

Geographically the study was delimited to three selected Sub cities of Hawassa City Administration; namely, in Addis Ketema Sub City, Adare Secondary School, Addis Ketema Secondary School, Misrak Chora Secondary School in Bahl Adarash Sub City, and Tesso secondary school in Menhariya sub city. Conceptually it was delimited to assess the role of school-based supervision in enhancing quality of education in secondary schools of Hawassa City Administration. Methodologically it was delimited to use the descriptive survey method.

1.7 Limitations of the study

The researcher strongly agrees that the inclusion of additional secondary schools and increasing population size in the study could help to get more relevant and broader information. First, due to financial and time constraints, the researcher failed to compare and contrast school-based supervision in the target group with other Sub Cities in Hawassa City Administration. Secondly, the study could have been supplemented by other instruments like observation and group

discussion. Yet, practical matters i.e. time and money. Thirdly, the researcher also encountered during the study was lack of cooperation among the subjects of the study. Despite such restrictions however, the researcher has tried his best to collect the right information that helped to deduce relevant conclusions.

1.9 Operational Definition of Key Terms

Department Heads: represent the head teachers, assistant head teachers, and heads of departments who are responsible for carrying out supervisory activities at the school.

Instructional Supervision: Instructional supervision by school-based supervisors and teachers“ classroom teaching and learning are two activities which closely relate with the intention of promoting teachers to the required higher level of teaching and learning competencies (Adewale, 2018: 607). Thus, it is the intention of this study to find out how SBIS can work better for improved teaching and learning and pupils“ performance.

Quality education: The quality of education offered, will depend on how well teachers are trained and supervised since they are one of the key inputs to education delivery (Lockheed & Verspoor, 1991).

School based supervision: is one of the educational supervision. It is the process of development between teachers and school based supervisors that provide support, feedback and for growth and improved teaching ability at school level. It can be also defined as the supervision in schools and carried out by principal, vice-principals, department heads and senior teachers (MoE,2004.

School leaders: -refers to principals and vice principals of schools.

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

1.10 Organization of the Study

This study was organized into five chapters. The first chapter contains the introduction part which consists of the background of the study, statement of the problem, objectives of the study, significance of the study, the delimitation of the study, limitation of the study and definition of operational terms. The second chapter contains review of related literature. The third chapter deals about research methodology that incorporates, research design, research method, source of data, study population, sample size and sampling technique, instrument of data collection, procedures of data collection, methods of data analysis and ethical consideration. The fourth chapter consists presentation and data

analysis and finally chapter five will consist summary, conclusion and recommendation. Lastly, list of reference materials used for conducting the study and appendices were attached at the end.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter gives detailed information about the concept of supervision and its role in school. The following topics are addressed under this chapter: the concept of supervision, the function of supervision, Techniques of Supervision, continuous teacher professional development, types of CPD for teachers and SBS on the professional development and others related literatures were reviewed.

2.2 Concepts of Supervision

The concept of supervision is different for many advocators. It is difficult to come up with single definition that has been accepted by all scholars of the field. For this study, however the following definitions are found to be relevant in education contexts. The term “supervision” has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Berhanu, (2014).

Similarly, Glickman et al. (2007) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community. Supervision has been defined in several ways by different authors to suit their specific purposes, (Bernard & Goodyear 1992, 2004), cited in (Beach &Reinhartz, 2008) 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). On the other hand, supervision is considered as: Any service for teachers that eventually results in improving instruction, learning and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals- the supervisor, the teacher, the administrator, and the parent (Ross & Dean, 1980) (cited in Beach and Reinhartz, 2008).

Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach and Reinhartz, 2008). As Sullivan and Glanz (2000) in Reinhartz, (2008) defined, supervision is a school based or school-college based activity, practice, or process that engages teachers in meaningful, non-judgmental and ongoing instructional dialogue and reflection for the purpose of improving teaching and learning. Supervision within the school can be delivering by principals, deputy principals, unit leaders, department heads and senior teachers. School based supervision committee is expecting to provide support service for teachers to become smart at professional judgments, curriculum pedagogy and students' achievement (OREB, 2007).

Instructional supervision takes place inside the classroom and is concerned with students learning in the classroom. It involves all those activities undertaken to help teachers maintain and improve their effectiveness in the classroom. This form of supervision requires face to face examination of the actual teaching process, recording of data concerning these activities and using guide and counsel the teacher with the aim of improving his/her effectiveness. Supervision is vital to the achievements of educational objectives. Some definition in Hailesellassi (2007) refers the following.

Supervision is the process of bringing about improvement in instruction by working people who are working teachers to help themselves. A modern definition of supervision according to Vashists (2002) in Hailesellassi (2007) relevant to this study may be summarized.

Supervision is increasingly participatory and cooperative police and plans are formulated

through group discussion with participation by all. This is the result of increasing insight into the nature of democracy and democratic methods. Supervision activities and opportunities are distributed

among an ever-large number of persons as all come to contribute and accept challenges to exercise leadership. Supervision is increasingly derived from the given situation rather than imposed up on it.

Instructional supervision, unlike inspection, is interactive, democratic and teacher centered. It is a supportive and a friendly encounter where the supervisor and the supervisee engage in dialogue and consultation with the aim of counseling the teachers while helping them to improve. It is primarily concerned with assisting teachers manifest their practices to become versed with better purposes and rationale, and to foster professionalism. It should be done continually and planned or requested for by the teachers (Sergiovanni&Starrat, 2007) According to Berhanu, (2014) the difference between modern and traditional supervision, traditional supervision is inspection, visitation and conference, imposed and authoritarian and one person usually whereas modern supervision is study and analysis, many diverse function, derived and cooperative and many persons.

The supervisor's assignment is, thus, to aid the teacher pick out goals to be refined and teaching issues to be lit up and to greatly comprehend pedagogical practices. The importance on comprehension presents the pathway by which more technical help can be offered to the teacher; thus, supervision of instruction entails systematic inspect of actual classroom activities. Principals need to reach each teacher as teachers are expected to reach each student if systemic change is to occur and meet the new mission of education, achievement for all students. The teacher must be made aware of the educational goals and standards to be implemented (Peter, 2019).

The observer must be objective during the observation process and maintain confidentiality. It is also important for the observer/supervisor to provide due feedback and appropriate resources for the teacher to utilize (Hunsaker, 2009). Head teachers are responsible for supervising of the teachers in their respective schools and seeing to it that they carry out their duties effectively (Fitzgerald, 2011). Hence, instructional leadership should be directed to several areas including scheduling of teaching and learning activities, adherence to curriculum requirements and ability of teaching staff, supplying of teaching and learning materials and equipment, and formulation of rules and regulations governing students' and teachers' conduct to ensure instructional competence by facilitating teachers' professional and academic growth (Dull, 1981) in (Hunsaker, 2009).

The tasks regarding school-based supervision may be performed by teachers themselves when opportunities allow them to undertake joint planning, to observe each other's lessons, individual and

group meeting, workshops, projects, study groups, coaching and team works are facilitated (Ahmad,2018). Supervisors have to work effectively for effective implementation of the school supervision. They need to know how supervision at school level best be implemented, by whom it can be carried out, its purpose and effect on the teaching learning process. Whatever, attempt made at any level outside the school regarding supervision; the attempt will be meaningless unless supervisory activities are strengthened at school level. In summary, the definitions of supervision highlighted above imply that the focus of supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students' learning performance.

2.3 The Functions of Supervision

The function of supervision is classified in to three major parts; these are administrative function, educational function and supportive function (Smith,2008).

2.3.1 Administrative function

It refers to the promotion and maintenance of good standard of work, coordination of practice with policies of administration, the assurance of an efficient and smooth running office. In administrative supervision, the primary problem is concerned with the correct effective and appropriate implementation of agency policies and procedures. The primary goal is to insure adherence to policy and procedures. The supervisor has been given authority by the agency to oversee the work of the supervisor. This carries the responsibility. Both to ensure the agency policy that is implemented and which implies a controlling function and a parallel responsibility to enable supervisors to work to the best of their abilities (Smith,2008).

2.3.2 Educational function

It concerned with the educational development of each individual worker in the staff, in a manner calculated to evoke to realize her/his possibilities of usefulness and educational supervision. The primary problem is workers ignorance and /or ineptitude regarding the knowledge, attitude and skills required to do the job. The primary goal is to dispel ignorance and upgrade skill. Supervises may helped to: understand the client better, become more aware of their own reactions and responses to create understand the dynamics of how they and their client are interacting ,look at how they intervened and the consequences of their interventions and explore other ways of working with this another similar client situations (Amberber, 2011).

2.3.3. Supportive function

This refers to the maintenance of harmonious working relationship and the cultivation of team spirit. The essentially managerial aspects of managers' work is their responsibilities for monitoring and improving the work of others, if managers are not able to make their capacity to improve the work of others, if managers are not able to make this contribution, then what value are they adding? The any ultimate Justification of managers' Existence is the improvement of the work of their subordinates, if managers fail in this way, they fail to be managers (Peter, 2019).

In their way managers are expected to develop relationships and environments that enable people to work together and respond to changes. Such joint performance, involves having common goals, common values, the right structure and continuing training and development (Ducker, 2018). In supportive, supervision of the primary problem is worker moral and job satisfaction. The primary goal is to improve moral and job satisfaction (Kadish, 2005) cited by Smith. Workers are seen as facing a variety of job-related stresses which, unless they have to deal with them, could seriously affect their work and lead to less than satisfactory service to client. For the worker, there is ultimately the problem of "burn out" Kadushin argues that the other two forms of supervision focus on instrumental needs, where as supportive supervision is concerned with expressive needs (Smith, 2008).

The supervisor seeks to prevent the development of potentially stressful situations that removes the work from stress, reduces stress on the worker and helps her adjust to stress. The supervisory is available and approachable, communicates confidence in the worker provides perspective, excuses failure when appropriate, sanctions and shares responsibility for different decision, provides opportunities for independent function and for probable success in task achievement Peter, (2019).

2.4 The Role of Supervisors

The service oriented supervisors expected to play the role of coordination, consultant, group leader and evaluator (Haileselassie, 2007). Coordination: the supervisors serve as coordinator of programs, groups, materials and reports. As coordinators, the supervisor should plan with teachers' service programs for teachers in order to promote staff development.

Consultant: In this case supervisor serves as specialist in curriculum development instructional methodology and special help to teacher. Group leader: The supervisor help and assist not only individual but in most case he helps, guides and assists group for foster group work research and to

improve their performance in a dynamic way. Evaluator: supervisor as evaluator provides assistance to teacher in evaluating instruction and curriculum.

This means the supervisor help teachers find answer to curriculum and instructional problems and conduct action research. Supervision is instructional leadership that relates perspectives to behavior, clarifies purposes, contributes to and supports organizational actions, coordinates interactions provide for maintenance and improvement of the instructional programs and assesses goal achievement (Robert and Peter, 2019).

Harris enumerated ten tasks of school based supervision, i.e. Developing curriculum, Organizing instruction, providing staff, providing facilities, providing materials, arranging for in-service education, orienting staff members, relating special pupil services, developing public relation and evaluating instruction (Beb,1985).(cited in Peter, 2019).

2.5 Techniques of Supervision

Techniques are the way by which a supervisor can exercise the chief purpose of supervision like stimulating, providing, conductive, direction, encouraging or influencing teachers, so that they will be able to bring effective teaching-learning. The need for well-planned techniques of supervision used by supervisors helps teachers in their effort for the improvement of teaching learning process. Techniques are not rigid; instead they are subject to modification that is needed to be flexible to fit a particular situation (Amberber, 2011). There are four techniques of supervision which one assumed to be highly relevant. These techniques are classroom observation, supervision conference, educational workshop and clinical supervision.

2.5.1 Classroom observation

Classroom observation is sometimes classroom visitation. It is the most common type of supervision techniques and has been in operating for years, for the improvement of teaching and learning. Harrison (2018) the teacher's classroom observation is a visit made by a supervisor while a teacher is teaching. It is advantageous in that it helps to upgrade his teaching. Sometimes classroom observation created great disruption with teachers.

Brad Field (1964),(cited in Smith,2008) said for class room observation the need for specific skills and professional competence is vital. Supervisors who lacks the skills and conceived rating to be their primary function cause teacher to fear the presence of any person. Classroom observation as a

supervisory technique has more advantage than its limitation i.e. Supervisor view a teacher inaction and observes a children in their learning process, a careful always is made of the total condition with a view towards improving instruction and it will open the way to the supervisor to help teacher in his or her problem.

2.5.2 Supervisory conference

One of the accepted way to help teachers for successful in their work is supervisory conference (Biggs and Just Man 1952),(cited in Hunsaker, 2009) defines supervisory conference a to the discussion brief or extended, informal or formal relative to some matter touching the common educational enterprise in which they are organized. Hence supervisory conference will provide for the supervisor a good opportunity to help the teacher to promote teaching learning.

According to Adanas quoted by Beyene (2013) the effectiveness of conference is largely depends on the way the supervisor treat teachers .If the conference method is carefully organized and planned, teachers will get a chance to talk the decision made in the conference as their own. Therefore, supervisory conference assists the teacher and supervisor to come with better solution for the development and improvement of instructional process.

2.6 Responsibility and Duties in Supervisory Program

The models of supervision demand that every supervisor plays a multi-fold role. Supervisors can no longer remain outsiders to the school or to the community, visiting the school only occasionally and advising or discipline the teachers. They are fully responsible for the quality of functioning of the school. Wiles (1967) (cited in Hunsaker, 2009) indicate that school-based supervision is not limited to any one person or to individual who carry the title supervisor. In actual fact supervisory activities require the involvement of all of professional school staff that has different roles in the educational system. There are two supervisory accomplishments in education. They are outside the school supervision and supervision within the school.

2.7 The Role of School-Based Supervision in Improving Quality Education

All stakeholder and the investment decision making bodies on education send children to school to be taught to acquire knowledge relevant enough for such children to become useful and active participants in the society. Consequently, there is no much demand on the school administrator to live up to expectations by ensuring an effective educational system that meets these expectations. Here lies the

critical role of supervision. One major tool for improving school effectiveness and educational outcomes is school based supervision (Adam, 2013).

The Success of every educational program is measured by the ensuring teaching and learning (Akapa, 1999) (Cited in Adam, 2013). This, therefore, forms the core concern of educational administration in which supervision comes in to focus. The schools need to take more responsibility for their own performance and quality and that a culture of quality assurance can only be developed through promoting internal school supervision. In view of this, bringing supervision closer to school, either by clustering schools or by developing some supervision and support task to the school sits and to the school community is a general trend of developed country to improve quality education (Wilcox, 2000) (cited in Adam, 2013). The effectiveness of an organization to achieve its goal is largely depending up on the competency and willingness of the people in the organization.

If there is adequate number of supervisors and a good number and commitment of them and well qualified due to in service training and workshops. The result of these adequacies is that the quality of education instruction has progressively increased as evidenced by good performance of students in examination and graduates in their work places. In addition to these, supervision in education has its own greater importance. Through supervision, different activities of the school detected and checked. Both pedagogical and administrative activities of school inspection, evaluation, checking and advising, assisting and support after its assessment of the system. Mainly supervision based on guide line, check lists, manuals and procedures are used as reference point to check whether or not the school activities are done using those references as bench mark for further enhancement and achievement of activities towards intended goal.

2.8 Continuous Teacher Professional Development

2.8.1 .Global context

The term continuing professional development (CPD) is said to have coined by Richard Gardner, who was in charge of professional development for the building professions at York University in the mid-1970s (Gray, 2005). Continuous professional development (CPD) is among the new initiatives that targeted to develop the professional competence and professional ethics of teachers, teaching at all levels of the school system or educational structure. Mintesnot, (2008), described CPD as follows “Continuous refers to throughout the Practioner’s working life, professional refers to

maintaining the quality and relevance of professional service, and development implies the progression in personal quality to the acquired knowledge and skill". Continuous professional development (CPD) has unique definition as it is varied from different educational traditions and contexts. It is variously called teacher development, in service training staff development, human resource development, continuing education and lifelong learning the term is used interchangeable with the term professional development (Lee, B. 2006).

According to Gray (2005), CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. Gray (2005) further states that in teaching, such development used to be called „in-service training“. In line with Gray's idea, Mohammed (2006) says that Continuing Professional Development may be regarded as all forms of “in- service, continuing education, on-the-job-training, workshop, post qualification courses” etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated, qualified or not Desimone (2009) concurs with Gray (2005) and Mohammed (2006) and writes that Teachers experience a vast range of activities and interactions that may increase their knowledge and skills and improve their teaching practice, as well as contribute to their personal, social, and emotional growth as teachers. These experiences can range from formal, structured topic specific seminars given on in-service days, to everyday, informal “hallway” discussions with other teachers about Instruction techniques, embedded in teachers’ everyday work lives (p.182) Further, Guskey (2006) describes professional development programs as systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. Guskey (2006) in looking at Professional development as an essential mechanism for deepening teachers' content knowledge and developing their teaching practices. In addition to this, a number of competing claim for professional development that are evident in the literature of professional associations such as: lifelong learning for professionals, a means of personal development, a means of assuring a wary public that professionals are indeed up-to date, given the rapid pace of technological advancement, a means whereby professional associations can verify that the standard of their professionals are being upheld and a means for employers to garner a competent, adaptable workforce.

From the above definitions of CPD, it can note that CPD is designed to contribute to learning of teachers who have completed their initial or pre-service training. For the purposes of this study, the

term continuing professional development refers to the formal courses and programs that are attended by primarily and secondary school teachers with the purpose of enhancing their professional skills so that they become better teachers. These formal courses and programs may be in the form of guide line, but not limited to the following as outlined by Gray (2005), whole-school training days; undertaking joint training exercises with other schools; joining teacher networks, engaging with specialist subject associations; and attending short courses in the form of workshops and seminars at woreda or zonal, district or national levels in a major initiative to address problems related to access, equity, and quality of educational provision.

2.8.2 .Ethiopian context of Professional Development

Continuing Professional Development refers to the career-long process in teachers lives those results in developing teachers” professional knowledge, skills, attitudes, & aspirations, and a general understanding of their changing roles and tasks to raise student achievements and learning (MOE, 2009). In Ethiopia continuous professional development can be placed into two categories MoE, (2009). Updating is a continuous process in which every professional teacher participates during his or her career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. Upgrading is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g. convert a certificate diploma to a diploma of the first degree or first degree to master’s degree.

2.8.3. Types of CPD for teachers

Clark & Hollingsworth, (2002), Ling & Mackenzie (2001), and Craft (2004) (cited in Mintesnot, 2008), described propose several types of CPD for teachers. These include: self-directed study, workshops, seminars, short courses, coaching, mentoring, or tutoring, job shadowing, networking, collaborative learning, action research, personal reflection, distance education, professional learning teams, observations, portfolios, information technology mediated learning. Lieberman (in Goodal *et al*, in Mintesnot 2008) further classified CPD into three settings in which teachers” learning may occur: *direct teaching* (e.g. conferences, courses, workshops, consultations), *learning in schools* (e.g. peer coaching, action research, working on tasks together), and *learning out of the classroom* (e.g. reform networks, school-university partnerships, professional development centers.) The use of CPD is to promote knowledge, reflection on staff practice, participation on educational panels, induction, mentoring, peer coaching, action research and keeping professional

development portfolio (Craft, 2004). The presence of wide variety of teachers CPD activities in the school indicated that one size fits not all approach to all professional development is effective. Even though the number and types of CPD activities are very large what is suitable for this study were mentioned below with giving some descriptions on the major and commonly used activities are very important. Therefore, induction, mentoring, peer coaching, action research and PDP are described below in the following way;

A) Induction

Induction is a systematic organizational effort to adjust to new assignment. It could be argued that induction is an intended activity to help bingers and/or new staff to properly perform their duties. This is because the first year of teaching has always been difficult at almost any serving teaching will satisfy newly hired teachers need to understand how the system is functioning and how they fit in to it. More especially new haired teachers face difficulties in understanding their responsibilities due to lack of information about the schools mission and its goals. It can be crucial for new staff to hove job description and knowledge of the formal structure of the school (Craft, 2004).

According to David (2006), unless teachers get sufficient information about their roles, responsibilities and other related issues. They will frustrate and may leave their profession. Schools should avoid placing newly qualified teachers to perform complex tasks. They should establish guidance and provide assistance to insure that they can demonstrate their efficiency in their teaching. To this effort induction program should be customer zed based on analysis of individual needs to support new teachers. From widely diverse backgrounds and experiences, the importance of teacher's induction for both the binger teachers and the schools is that it contributes to avoid unnecessary tension and future malfunction. Research studies on CPD identified that teachers who have been left to support themselves in the first year of teaching tend to develop a strongly survival oriented range of actions sometimes called kill.

As Andrew (1986), cited in (Lee, B. 2006).), analyzed induction schemes in five countries and found that successful characteristics; a) professional seminar workshops are regularly held for beginning teachers to meet and exchange ideas as well as to extend their professional knowledge and skill, b) experienced teachers or mentors are assigned to work with beginning teachers and provide formative supervision and school principals are responsible to support the binging teachers c) beginning

teachers are giving opportunities to observe other teachers and to discuss instructional and curricular practices. d) Beginning teachers receive reduced workload and release time.

In general, induction program plays significant role for teachers CPD when they begin their career. Therefore, department heads school principals, supervisors and other concentrated bodies need to plan appropriate induction programs.

B). Mentoring

According to Bladford (2007), mentoring can be defined as a process (assistance) to other practitioners offered by experienced staff to other practitioners who needs other professional skills. The experienced practitioner is appointed as a mentor to assist beginning or in experienced teachers to adopt demands of a complex job of teaching. Mentoring recognizes that growth in teaching is a process that takes time. A mentor focuses on learning rather than teaching. And engage in support to encourage reflection on teaching as a process. This reflective model incorporates a more critical element in the mentoring process to move teachers from novice to expert status .a mentor provides a new comer with a new support, problem solving guidance and network of staff who shares resource in sight practices and materials.

Mentors are also expected to establish a supportive supervisory material, establish a supervisory relationship and apply effective counseling skills Bladford (2007) more over induction tutors in the day to day work with newly qualified teachers are expected to respect encourage, motivate and understand them to take increasing responsibility for their own development. For mentoring to be successful, it would be free compulsion and external pressure. Mentors are free to choose their mentors. Mentoring activities are fruitful if they help newly qualified teachers to develop. Mentees have chances to reflect and mentees have development opportunities. Bladford (2007), defined mentoring as nurturing process in which a more skilled or more experienced person serving as a role model, teachers, sponsors encourages, councils and be friends to a less skilled or less experienced person for the purpose of promoting the letters professionals or personal development. Mentoring functions are carried out within the context or an ongoing caring within relationship with the mentor and the mentees. Mentor benefits individual teachers (mentees) school and the teaching profession in relation to individual teacher it will help to maintain and enhance confidence rise

awareness about classroom practice and develop professional knowledge, skill, attitude and an overall professional competence

(Bladford ,2007).

In the above review literature, mentor mentee relationship, the experienced collaboration shares his/her experience to the newly qualified teachers (mentees) on how to effectively perform his/her duties and how to solve problems. In this case, mentors (experienced ones) play a significant role for the professional development of the less qualified teachers. In short mentoring is a process through which knowledge and understanding skills and abilities transferred to practitioners. Mentoring as developing teachers, professional competence, it plays decisive roles.

C) Peer coaching

Coaching is the process where a person with expertise in the field assists colleagues through structured discussion and activities on how to solve their problems and how to perform their tasks better than they would do it without this assistance (TTA 1998),cited in MOE (2004). The main purpose of coaching is improving practical skills. It takes place at work place when workers seek advice, explanations or demonstrations. Major coaching opportunities are research participation in study groups, problem solving teams' observation on performance of their colleagues groups, writing journals participating in improving endeavors. In class coaching may take different forms depending on the purpose and goals for coaching i.e. technical coaching evolves the transfer of teaching methods introduced in workshops to the classroom (moon et.al, 2001) expert coach utilizes specially trained teachers with experts using particular methods. They observe, support and provide feedback to other teachers.

In general coaching requires human interpersonal relationships, collegial atmosphere and collaboration, skill full, knowledgeable and committed teachers are required to play caching role. Selecting appropriate coaching is essential. If this process is successfully implemented in schools, the education quality will realized.

D) Action research

The action research is one of the major activities of teachers that play an important practice in developing teachers" profession in educational system. The individuals themselves as

investigators to improve the quality of their action do the study. The quality of action can be comprehended as the participants' understanding of the situation, as well as the practice within the situation. Different scholars viewed action research from different perspectives. Kennedy (2005) argues that this type of CPD has been acknowledged as being successful to allow teachers to ask critical questions of their practice.

According to Gay, (2008) action research is the study of social situation involving participants as a researcher with the aim of improving with the quality of action within it. From this definition, it is possible to recognize that teachers can improve their practice in classroom by doing action research. Action research is not a "library work" where teachers learn more about a topic that interests them but rather it is considered as a tool used by teachers to understand and improve their practice (Craft, 2004).

Action research in education is a small-scale practice of the practitioner (teacher). It focuses only on a particular problem to get a mediate solution. Educational action research is about the self-interaction of teachers or school in their ongoing practice). Supervision and evaluation models have developed over the years to new models, "such as action research, peer coaching, walk-through, and lesson study" as well as performance-based evaluations (Aseltine, Faryniarz and Rigazio-DiGilio, 2006) and portfolios (Zepeda, 2003) (cited in Kennedy (2005)). All supervision and evaluation models still seem to have the goal to improve teacher instruction. Each of these models also requires a supervisor to facilitate and guide the evaluation and supervision process. According to Gay (2005), action research is a form of collective staff reflective inquiry undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of their practices and the situations in which the practices are carried out. ICDR (1998) viewed action research as a small scale intervention as cited in MoE (2004) function of real world and close examination of the effects of such intervention. This requires that, it is the process, by which the research evolves in the function of real world. What makes action research different from pure research is that the former was directed to increase the quality of practical application. It is international and practical in nature. It follows phases of problem identification, systematic data collection, reflection, analysis, data driven action and problem redefinition. It is then improving action through systematic studies (Gray, 2005).

According to Mc Laughlin, (2006), there are three basic reasons. Why action research is good for teachers professionals development a) it is inquiry based and allows teachers to investigate their own words, (b) it is aimed as the improvement of teaching and learning in schools, and (c) it leads to deliberate and planed action to improve conditions for teaching and learning. Research is then useful to generate knowledge, to disseminate it to improve practice and to win public steam to teachers and their profession. That is why school principals and concerned educational authorities have to undertake exemplary action research. Allocate fund furnish libraries with current educational journals and related materials and improve teachers in research activities.

E) Professional development portfolio

A professional development portfolio is a collection of materials made by a professional that records and reflects on key events and processes in that professionals career (Kennedy et.al.2005). From this definition it is possible to deficit that a portfolio involves critical self-reflection on one owns career and this makes it to be different from a professional diary or record of achievement. In a professional development portfolio, it is possible to assemble a collection of reflections on teaching including professional development experiences (Craft 2004) keeping professional development portfolio can be one of the activities to be performed by participants in CPD program.

According to MoE, (2009) each teacher is required to keep a portfolio of CPD activities. The purpose of this is to plan their CPD activities. Keep a record of activities undertaken and provide evidence of participation in professional learning. Reflect on progress and identify areas for development, provide a record of all development activities and identify improvement, against the criteria for “Good Teaching”, provide a record of all development activities and identify improvement against the criteria for “Professional Competencies”, Provide evidence that contributes to the annual performance review carried out for each teacher.

2.9 School - Based Supervision on the Professional Development

School-based supervision the supervision that is conducted in schools and that is carried out by principals, vice-principals, and heads of department and senior teachers Based on Sergiovanni,T.J and Starratt (2007), Nolan and Hoover (2008), school based supervision is program implemented in schools that serves for developing, directing, and increasing the capacity of

teachers in the learning process with the aim to assist students in learning. Instructional supervision should be carried out continuously in teacher improvement efforts in accordance with the methods and skills that continue with updates to make the teachers professionals, and more importantly, teacher professional development efforts. (Zepeda, 2007). One essential element in the education system is the development teachers' professionalism. A professional teacher should be able in the improvement of teaching methods, classroom management skills, adaption to the needs of students, and be able to build a culture of learning as well. (Wanzare Da Costa, 2000) in (Zepeda, 2007).

2.9.1. Roles of educational Supervision

According to Pandong (2008) a supervisory unit of education is a functional officer who serves as technical the person responsible for to carry out supervision of specific schools in order to improve the quality of teaching and guidance to achieve the goal. Position supervisors can be divided into three units based on their level of education, superintendent for the level of early childhood education, primary school level and secondary school level. In one county or city a school superintendent is headed by a coordinator of supervisors in the education unit (Muid, 2003). Mc Quarried and Wood's (1991) in Pandong (2008) data of supervision is indispensable and it is used in the planning, development and improvement of professional teachers. This educational supervision program is one of the steps in forming the professionalism of teachers to be teachers. But in practice, until now there are teachers who have not yet realized the importance of supervision. There are still many teachers who consider that the supervision is carried out to look for errors in teachers, so there are also teachers who feel fear when supervised. This assumption should be eliminated, given the purpose of supervision is to help teachers to solve problems encountered in the classroom. Supervision is conducted by the supervisor at the school, the principal or senior teacher.

According to Olivia (2005) in Gray, (2005) the role of supervisor there are four things; (a) as a coordinator, a supervisor role in coordinating the programs that have been created and preparing the materials needed in order to improve the performance of teachers in the learning and making a report on the implementation of the program; (b) as a consultant, the supervisor must be an expert in curriculum, teaching methods, and the development of staff, so that the supervisor can help the teacher individually or in groups; (c) as the leader of the group, the supervisor should have the ability in leadership, understand the dynamics of the group, and create group activities; and (d) as evaluators,

supervisors should be able to provide help teachers through the evaluation of learning and the curriculum, and should be able to identify the problems faced by teachers, help conduct research and development of learning.

Similarly, Wiles and Bondi (1986) in Gay, (2008) argued that there are eight competencies required by supervisors in carrying out their role, as developers of people, curriculum developers, instructional specialists, human relations workers, staff developers, administrators, managers of change, and evaluators. Some basic competencies and capabilities must be owned by supervisor in achieving their role, both substantive competence and competence process. Competence process includes planning, implementation, evaluation and follow-up. While the substantive competence puts more emphasis on understanding and ownership of teachers of the learning objectives, the perception of teachers to students, knowledge of materials, and teacher mastery of the methods of teaching.

Glatthorn (1990) in Gay, (2008) added that the competencies required by supervisor are with regard to the nature of teaching, the nature of adult development, and the characteristics of good and effective school. In relation to the nature of learning, there are several variables whose influence must be understood by the supervisor. First, organizational factors; emphasis on organizational culture and professionals in educational institutions. Second, with regard to the personality of the teacher, the teacher's knowledge, the ability of make planning and decision making, motivation, stages of development and maturity, skills of teachers. Third, related to learning support systems, such as, curriculum, textbooks and exams. Fourth, there are the characters of students in class.

2.9.2 Responsibility of School principal on the Teachers' Professional development

In order to develop and promote the quality of education, the principal should conduct the duties and the roles professionally. According to Mulyana (2007) the tasks and the fundamental role of a principal is divided into seven: principal as an educator, manager, administrator, supervisor, leader, innovator, and as a motivator. Meanwhile, according to Neagley, as cited in cited in (Waite 2015) the ten tasks of a supervisor include: developing a curriculum, organizing teaching, preparing teaching staff, preparing learning facilities, preparing educational materials, organizing upgrading-service teacher training, providing consultation and fostering faculty members, coordinating services to the students, developing a relationship with the community, and assessing teaching.

2.9.3 Responsibility of educational supervision on the Teachers' professional Development

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2.10 Models of staff supervision

The roots of traditional supervision models, with their prescriptive, evaluative and hierarchical connotations borrowed from the industrial era, are still present in the current supervisory practices in schools (Pajak, 2003). Naturalistic models which were developed in the later years seem to depart from that norm as they adopt a professional developmental thrust focused on classroom practice. Both schools of thought may be employed by school-based supervisors' contingent to their orientation acquired through training or staff development programmes. However, the users of these people-centered models need to be aware that, supervision has emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling (Sergiovanni et al., 2014). No one-size fits all model exists, hence the need for knowledgeable education managers in the supervision domain if the learnt models are to be utilized effectively and efficiently for the professional development of teachers in schools.

2.10.1 Scientific supervision model (SSM)

Taylor is dubbed the father of the SSM philosophy and his associates, Grantt, Gilbreths, Fayol and Weber, have heavily contributed to the model (Stoner, Freeman & Gilbert, 2007). Influenced by Taylor's "principles of scientific management," supervision employed scientific measurements and work was divided between supervisors and supervisees according to areas of specialization (Van der Westhuizen, 2002). Aspiring teachers were carefully chosen, scientifically and systematically trained in the methods of teaching and thereafter expected to perform according to prescribed standards. In turn, learners demonstrated mastery of subject matter by mere re-gurgitation of facts (Sergiovanni et al., 2014). In Taylor's view, the execution of the job according to predetermined procedures and the predictability of the outcome is what made schools to be effective and efficient (Pretorius & Ngwenya, 2008). However, with time, the multiplication of schools has rendered the traditional inspectorate model of supervision, a product of the SSM, dysfunctional, hence, the need for school-based models which focus on the professional development of teachers (Musundire, 2015).

According to this classic-autocratic supervision model, teachers are hired and programmed to conduct prespecified duties in accordance with the wishes of management (Sergiovanni et al., 2014; Van der Westhuizen, 2002). The teaching menu prescribed is delivered in a uniform and predictable manner regardless of the different learning abilities that learners exhibit at any given time (NetMBA Business Knowledge Center, 2010). Often, supervisors' emphasize control, accountability, and efficiency in an atmosphere of a clear-cut boss-subordinate relationship (NetMBA Business Knowledge Center, 2010). Supervision from Taylor's perspective would require a "rigid discipline on the job, concentration on the task to be performed with minimal interpersonal contact between workers and strict application of an incentive pay system" (Owens, 1995, in Chiome & Mupa, 2014:180) if production of excellent academic results is to be maximized. Its emphasis on planning, regulation and control suggests a bureaucratic structure (Mulder, 2017). Vestiges of this brand of supervision are prevalent in schools but are not favored by supervisees (Ngwenya, 2011).

2.10.2 Human relation supervision model (HRSM)

Follet is credited with the HRSM and it came about as a direct challenge to the dehumanizing view of the SSM as institutions were being democratized (Stoner et al., 2007). Follet's holistic view

of teachers contradicts the manipulation phenomenon embedded in the SSM. During the 1920s, attempts were made to increase teachers' job satisfaction by democratizing the supervisory practices which would focus on personal relationships (Mulder, 2017). Supervisors were supposed to consider the welfare of teachers and adopt participatory oriented practices for the purpose of satisfying their supervisees' social needs without losing focus of the organizational goals (Mulder, 2017). This orientation gave birth to the contingent theory. Its major objective was to make supervisees feel that they had a stake in the affairs of the school (Sergiovanni et al., 2014). Elton Mayo's and Fritz Roethlisberger's Hawthorne experiment which revealed that man was a wanting animal who performed according to expectations when put under observation, could have popularized this movement (Mulder, 2017). However, its greatest flaw was that of trying to please subordinates at the expense of work, which led to it being condemned by its critics in the supervision arena (Sergiovanni & Starratt, 2009).

2.10.3 Neo-scientific supervision model (NSSM)

William Lucio is believed to be the proponent of the NSSM as he conceived a third view of supervision (revisionist) which lies in the middle of the continuum between the SSM and the HRSM (Sergiovanni & Starratt, 2009). Most behaviorist scholars of supervision spearheaded the NSSM, which, according to its critics, never lasted due to its sophistication in human relations. However, its proponents wanted to address the issues of the classroom. The NSSM's focus on control, accountability and efficiency, which bordered on compliance without thought and involvement of the supervisee, made it akin to the SSM (Nolan & Hoover, 2011). The code words of the movement were "teacher competences," "performance objectives," and "cost benefit analysis" (Sergiovanni & Starratt, 2009:5) – thus more focus on the job and not the human dimension. The assumption was that if "visible standards of performance, objectives, or competences can be identified, then the work of teachers can be controlled by holding them accountable to these standards" (Sergiovanni & Starratt, 2009:5) within the context of controlled and safe participation practices. However, according to the NSSM's critics, its major weakness was its heavy reliance on externally imposed authority.

2.10.4 Human resources supervision model

This also was a product of the revisionist revolution and its advocates described it as enlightened supervision. The assumption was that teachers wanted to grow professionally at all costs (Chiome

& Mupa, 2014). Teachers achieved satisfaction by “successful accomplishment of important and meaningful work and this sort of accomplishment was the key component of school effectiveness” (Sergiovanni et al., 2014:8). Attempts were made to restore equilibrium in supervision by combining the positives of the SSM and the HRSM based on the task and human element (Stoner et al., 2007). Ownership of goals and work commitment was enhanced by delegation of responsibilities to supervisees which was some form of power equalization strategies and empowerment (Stoner et al., 2007). For teachers to actualize themselves, they needed to be engaged in staff development programmes for renewal and achievement of goals (Chiome & Mupa, 2014). Like with the NSSM, behaviorist scholars championed this movement in an attempt to tap into the supervisees’ potentials.

2.10.5 Clinical supervision model (CSM)

Cogan (1973, in Ngwenya, 2011) and Goldhammer (1969) were the architects of this naturalistic in-class supervision model. Cogan conceived eight phases of the CSM which Goldhammer later condensed to five and later to three: planning conference, classroom observation and feedback conference (Paba, 2017). The key words were professional collegueship and professional development (Pretorius & Ngwenya, 2008). Teachers were being viewed as unique individuals endowed with different potentials and needs. By the same token, they required differential supervisory strategies which culminated in individualized developmental programmes (IDP) (Paba, 2017). Although akin to the SSM, its evaluative component is different. Both supervisor and supervisee evaluate the outcome of the lesson in a mutual and professional manner after the developmental supervisory process (Paba, 2017). Advocates of this model collaborate that the latter view was meant to eliminate the sting and myth associated with evaluation as professional and people-oriented models were being sought for use in schools (Pretorius & Ngwenya, 2008). In that manner, it was a departure from the sporadic visits” and “global comments” which characterized the SSM (Sergiovanni & Starratt, 2009:8). Concurring with the above view is Paba’s

(2017) assertion that CSM allows supervisors and supervisees to discuss and analyse what occurred in the classroom in a collegial and professional manner and thereafter be able to devise strategies meant to overcome the challenges encountered in the process with the ultimate aim of professional teacher development. Its focus on teaching problems is premised on continuous

improvement of the total quality management (TQM) principle which leads to self-renewal and organizational development (Daresh, 2007). A model for instructional supervision that has received a great deal of attention in recent years is clinical supervision. The use of the term *clinical supervision* dates back to the works of Gold hammer (1969) and Cogan (1973). The concept was developed to help teachers and supervisors together resolve classroom teaching problems (Tracy & MacNaughton, 1989). Goldhammer defined clinical supervision as “that phase of instructional supervision which draws its data from first-hand observation of actual teaching events, and involves face-to-face . . . interaction between the observer and the teacher in the analysis of teaching behaviors and activities for instructional improvement” (pp. 19-20). Cogan defined clinical supervision as follows:

The rationale and practice designed to improve teacher’s classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve students’ learning by improving the teacher’s classroom behavior (p. 3). According to Cogan, the principal data of clinical supervision relate to classroom events, “what the teacher and students do in the classroom during the teaching-learning process” (p. 9). Also, Acheson and Gall (2003) explained that in a supervisory context, the term “*clinical* is meant to suggest a face-to-face relationship between teacher and supervisor and a focus on the teacher’s actual behavior in the classroom” (p. 9), that the primary emphasis of clinical supervision is on professional development, and that the primary goal of this practice of supervision is to help the teacher improve instructional performance(Cited in Sergiovanni and Starratt (2007).

2.10.6 Self-assessment supervision model (SASM)

The SASM, or the Evaluation or Target Setting Model, regards self-assessment as the process of re-flection by introspection in which the teacher utilizes a series of sequential feedback for the purpose of instructional improvement (Beach & Reinhartz, 2008). The previous year’s clinical episodes involving summary reports and observation conferences are the inputs for the target-setting stage (Terhoven, 2012). Terhoven suggests that these should be few, realistic, manageable, time bound and achievable. Once the targets have been set, the teacher designs teaching objectives to operationalise the set targets. When set in motion, review conferences of a preventive nature are held to rid the implementation processes of any obstacles or to make modifications to targets set in view of experiences, as both the supervisor and the supervisee progress towards zero defects

(Terhoven, 2012). After this clinical approach one short evaluation or appraisal, based on parameters agreed to by both parties, follows (Terhoven, 2012). When the results differ from what was predicted, contradictions which result in conflicts are bound to emerge (Beach & Reinhartz, 2000).

2.10.7 Collegial/peer/collaborative/cooperation supervision model (CS)

According to Sullivan and Glanz (2000), the CS model is a low-cost substitute of macro supervision for the purposes of professional development which may be undertaken either on a one-on-one basis (buddy system/attachment) or as a team. In both cases, if well constituted, individuals may provide leadership for cooperative efforts and participate in training colleagues in various skills (Sergiovanni et al., 2014). In that respect, supervisees are empowered as they work jointly in pre-observation, observation and feedback conference phases divorced from the supervisor (Sergiovanni et al., 2014). It is in this context that Zepeda and Mayers (2013) view peer supervision as a formative and developmental approach meant to continuously improve the performance of supervisees. However, its reliance on individuals may make the art of disclosure through criticism cosmetic, subjective, and recommendations made at the end of the supervisory function may lack authority (Pajak, 2003). Besides, powerful and influential individuals may hijack this noble model to achieve personal agendas (Sullivan & Glanz, 2000).

2.10.8 Informal supervision model (ISM)

Supervisors with an ISM-orientation will regularly and in a casual manner meet teachers at a collegial level either as individuals or as a group to discuss work-related issues without encroaching on their privacy (Madziyire, 2013). Similarly, a supervisor may invite supervisees to the office for a cup of tea where such issues may be deliberated on. In the process of intermingling with supervisees, supervisors need to be wary of powerful individuals who might use such a platform to demonize others (Madziyire, 2013).

2.10.9 Inquiry-based supervision model (IBSM)

In the inquiry-based model, supervisors and supervisees would jointly identify a problem at their institution and plan, implement and evaluate the change strategy in a collaborative manner (Sergiovanni et al., 2014). Thereafter, change agent/(s) are tasked with the responsibility of

conducting action research with the sole purpose of solving the problem based on the empirical findings (Chiome & Mupa, 2014).

2.10.10 Integrative Models of Supervision

As the name implies, integrative models of supervision rely on more than one theory and technique (Haynes, Corey, & Moulton, 2008). Given the large number of theories and methods that exist with respect to supervision, an infinite number of “integrations” are possible. In fact, because most counselors today practice what they describe as integrative counseling, integrative models of supervision are also widely practiced (Haynes, Corey, and Moulton, 2008). They describe two approaches to integration: technical eclecticism and theoretical integration cited in (Waite 2015).

2.11 Determinants of School Based Supervision

School based supervision is a supervision that takes place at the school level to solve problem teachers encountered during instruction and fulfill the needs of the learners to improve quality of education. In line with this, Barak and Waks 1997: 179-90 as cited in Million (2010) said that “one major tool for improving school effectiveness can be achieved by helping teachers to acquire new instructional skill and new teaching methods to prepare organizational change, and increase their self-confidence and classroom efficiency school based supervision plays a very great role. Thus, school-based supervision is considered highly beneficial for self-managing schools intending to increase its effectiveness.

The problems the school today is ranging from the trivial to the terrifying in general and the problems in one or another way are related to school-based supervision, too. Several attempts were made to identify a number of problems and factors affect the practice those are Perception of Teachers towards Supervision; School based supervision aims at improving the quality of students’ learning by improving the teachers’ 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. 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, 2007), 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, Merg (2007) pointed out that lack of continuous training system for supervisors to up-date their educational knowledge and skills are obstacle of the practice of supervision. 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, 2007) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision. 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). 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) in Starrat (2007) 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. However, it may be sound to follow the three major categories identified by Sergiovanni and Starrat (2007) that are related to the nature of the schools, the supervisors and the client.

2.11.1 Determinants Related to School

Training for Supervisors have to keep himself up date in order to provide guidance and counseling to their subordinate. Dull (1981) in Zepeda (2007) said that, training is not an exercise in how to manipulate workers to many supervisors; it will be the most considerable piece of further education they have never received, from which will be developed a systematic approach to work planning, handling of emergencies and inspection of work. Training with effective planning and administration enhances the capabilities of the supervision. Training helps to improve the supervisor's performance by teaching the basic knowledge and technique demanded to do it. It also helps to develop the supervisor's capacity to fulfill new responsibilities arising from technical and other changes which might affect his job. Although schools are significantly and uniquely different from the other organizations, much can be learned about school by viewing them as social organizations that need to identify and pursue goals, react to stress seek homeostasis, adapt, maintain themselves internally, ensue survival, eliminate Sergiovanni and Starrat (2007) propose for basic need that school as a social system seek to satisfy in order to survive effectively.

Adaptation to the organizational environment that requires action of sub units in to the large organizational system that includes school being to be receptive to the changing needs of society of the local national, and international levels professional innovation in technology and instruction, dealing with multiple and often conflicting pressure groups in the first Besides, achievement of

organizational goals is the second and it composes such school success variables as students achievement, citizenship and students self-actualization, favorable dropout rates, and

Teacher's growth and development. The third one is integration of sub units in to the large organizational system that includes improving relationships with the school board and other agencies which operate at the boundary of the school curriculum coordination within a school and among schools which compose the school system, and administrative and educational integration and articulation of departments, agencies, bureaus, and other semi authorities, units which make up any school and school system. The fourth is maintenance of value patterns overtime that includes efforts directed at the cultivation of moral, the socialization of students and faculty to the general education ethos, and consoling effort to reflect and impose the organizational point of view on school.

2.11.2 Determinants Related to Supervisors

Those actors in the school-based supervision may face problems that may because by several factors and include the following value system of supervisors. According to Sergiovanni and Starrat (2007) these are related to the approaches, behaviors, styles activities and characteristics displayed the supervisors. These are how strongly do the school-based supervisors feel that individuals should have a share in the activities of supervision and decision which affect them. How convinced are they that the official who is paid to assume responsibility should personally carry the burden of decision making?

Supervisor's confidence in their subordinates is obviously described that manager differs greatly in the amount of trust they have in other people generally, and this carries over to the particular clients they supervise at a given time (Sergiovanni and Starrat, 2007). In this respect of viewing teachers, the supervisors may consider their knowledge and competence with respect to the problem. There are some supervisors who seem to function more comfortable and naturally as highly directive leaders. Resolving problems and issuing order come easily to them. Other supervisors seem to operate more comfortable in a team role where they of their functions with their subordinates. Supervisors were feelings security in an uncertain situation. The supervision who releases control over the decision-making process there by reduces the predictable of the outcomes. Some supervisors have a greater need than others for predictability and stability in their environment.

This tolerance for ambiguity is being viewed increasingly by psychologists as a key variable in a person's manner dealing with problems. As supervisors face a problem in practicing a supervisory activity, his/her approach, behavior or style is large, if not unconsciously, affected by those internalized forces as his/her own value system by which how strongly does he/she feel that individual should have a share in making the decision which affect them, his/her confidence in his/her decision which is explained by how much trust they generally have in other people, his/her own leadership inclination in which for example how do they view, and his/her feeling of security in an uncertain situation which is explained by such example as the manager who releases control over the decision making process there by reduces the predictability of outcomes (Sergiovanni and Starrat, 2007).

Availability of Educational Resources is difficult to think effective supervisory practice in absence of resources. In this case resources could be financial, human, material and workload. Inadequacy of resources hampers the supervisory practice. In line with this idea, MOE (2004) explains that the problems of supervision in relation to our context: the shortage of time, ineffective transport system, insufficient fund and lack of qualified supervisory personnel who are facilitating the teaching learning process considering as the major one. Supporting the above idea Haile (2005) as cited in Million (2010) stated that one of the factors that causes problem in supervision is lack of adequate and competent supervisors to shoulder responsibility. Supervisor lack ability to apply the principles and techniques of supervision.

Moreover, they lack skills in human relations while working with teachers. Another drawback for the efficiency of educational supervision is that no sufficient financial resource is embarked for it. Because of financial scarcity the supervisory programs get weaker role in the schools. Therefore, in order to do an effective job, this problem should be overcome as a first priority. Supervisors are facing financial (Haile, 2006) cited in Million (2010). Furthermore, MOE (2004) indicated that the big work load of the supervising teachers was a major burden to carry out their supervisory.

2.11.3 Determinants Related to Teachers

The perception of teachers towards instructional supervision is negative, because supervision during early period focuses on controlling and evaluation of teachers. Because these and other reasons supervision is not a positive experience for teacher. Supporting this idea, Goldhammer, Anderson and

Karjewski (1980) said that “Teachers generally dislike being the object of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of threat”. This indicates that teachers perceive supervisors as those who control and evaluate them. The other factor to develop negative opinion towards school supervision is the question of trust. Teachers and supervisors should have a trust between them to develop effective school-based supervision; otherwise, when the trust level is low group members will be dishonest and inconsiderable in their communication (Johnson and Johnson, 2000) in Rashid, (2007)

The school supervisors role and their extent in permitting the respective clients to exercise more freedom and control over their own density may determine by such conditions as the relative high need for independence if subordinates have, a readiness to assume responsibility for decision making, if they a relatively high tolerance for ambiguity if they are interested in the problem and feel that it is important, if they understand and experience to deal the problem, and if they have learned to expect to share in decision making. It is indicated to not that the choice of one supervisory pattern over another is partly a function of forces in the client to be supervised. Sergiovanni and Starrat (2007) further add that supervisory behavior is influenced by leadership style used by school administrators. This may refer to style for a given individual that largely depends up on how that the individual feels about himself and about others. The former is in terms of adequacy and the latter is in terms of trust.

Halpin and Croft in Sergiovanni and Starrat (2007) identified eight dimensions in the school climate that influence supervisory roles from both teachers and principal’s perspective. As far as dimension of teachers are concerned, they present disagreement of teachers which refers to not in gear, hindrance which refers to feeling of teachers to over burden them with routine duties, spirit which refers to moral, and that of intimacy which refer to the teacher’s enjoyment of friendly social relation with others. On the side of principals, aloofness which refer to principal “behavior to be guide by rules and policies, production that refers to principal’s behavior of close supervision of the staff, trust which is an attempt to motivate and that of confidence which refers to principal’s behavior of treating teacher’s humanity. Communication between Supervisors and Teachers is believed that the beginning and the new teachers are to be closely supervised and helped by senior teachers. In line with this Pajak (1989) in Rashid,(2007) indicated that a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for

professional improvement. In order to infuse new ideas in the teaching learning process the supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers. For effective school-based supervision there should be good relation between the teacher and supervisor. Hence, supervisors have to in opposition to create smooth communication with teachers by organizing intensive in staff training and in-service training in supporting and helping teachers

According to Acheson and Gall (2007), clinical supervision is based on a perception that teachers may welcome a supervisory style focused on their own interests and expectancies. The main purpose of clinical supervision is to increase the professional performance of teachers and to improve instructional effectiveness (Acheson and Gall, 2007). The most distinctiveness of clinical supervision is to stress, directly, teacher-supervisor interaction, and to focus on enhancing the professional quality of teachers.

That the clinical supervision increases individual consciousness, personal and professional competencies, and self-confidence of teachers, it causes an increase in job satisfaction, and decreases in organizational burnout levels of teachers. Clinical supervision not only provides the efficiency of learning and teaching process in class via in-service training of teachers, but also assists teachers to climb the peak in their profession by reaching the top stage "Self-actualization" as stated in Maslow's Hierarchy of need.

2.12 Empirical review

Tsedeke (2016) studied the practices and problems related to educational supervision in, SNNP Region, Ethiopia and tried to identify major problems that affect current practices of instructional supervision. Through descriptive survey design he determined samples for the study using purposive sampling techniques and used questionnaire, interview and observation as data collection tools. The findings of the data indicated that secondary schools supervisors support teachers in curriculum, staff and instructional development functions of supervision occasionally.

On supervisors' lack of motivation, shortage of budget, insufficient knowledge about supervision, lack of coordination and workload of external supervisors were found as the major problems affecting the practices of instructional supervision in the study area.

Berhane (2014) assessed the practices and challenges of instructional supervision in Asossa zone primary schools. Through descriptive survey design collected data from 157 teachers, 24 school

principals, and 13 cluster supervisors. Findings show that supervisors support to improve teacher's instructional skills was insufficient. Liaising schools/clusters with various organizations, community groups and other interests in matters that affect quality education were also insufficient. Supervisors were overburdened with other tasks, teaches the same credit like other teachers, and lack of incentives".

Abebe (2014) assessed the practices of school-based supervision in government secondary schools in Kamashi Zone. The study emphasized on teachers know how and understanding about the school-based supervision, various supervisory options applied by supervisors, the procedures employed in classroom observation , the extent to which school-based supervisors discharge their responsibilities and the challenges existing in the implementation of school-based supervision. Using descriptive survey method data collected from five secondary schools found in the Zone. Principals, school-based supervisors (unit leaders and department heads), and teachers were subject of the study. The result indicated that teachers lack awareness and orientation on the activities and significance of school-based supervision, the practices of supervisory options were ineffectiveness, inability of supervisors to apply the necessary procedures properly. Further , lack of relevant training programs for supervisors, scarcity of experienced supervisors, lack of supervision manuals and incentives were identified as major factors influencing the school-based supervision,

Zewdu (2018) investigated the practices and challenges of School based supervision in East Wollega Zone in government secondary schools. Employed descriptive survey design and Multistage sampling technique. 5 supervision experts from four Woreda education offices, 64 education leaders from 10 government secondary schools and 134 teachers were participated in the study. the main findings showed that : the organization of school based supervision was insufficiently practiced, standard procedures was not properly followed, intervention strategies designed to assist teachers professional improvement was insufficient, and the teachers didn't gained enough support from supervisors. Moreover, lack of strategic and short term plan to implement School based supervision; supervisors teaching load, lack of relevant training programs, inadequate pre-service and in-service training, teacher's attitude towards supervision work, lack of clear direction from woredas education experts and collegial relationships, supervisors competence, and lack of follow up feedback were identified as major challenges.

Afework, (2017) assessed the supervisory practice of cluster resource center (CRC) supervisors in Jimma Zone primary schools. Descriptive survey design was employed and data collected from 238 randomly selected teachers, and 60 school principals, 12 CRC supervisors and 6 woreda supervision coordinators. Result showed that CRC supervisors were less successful in playing their administrative, linking, and pedagogic and community mobilization roles and responsibilities on continuous base. In Ethiopia, as far as the practice of supervision in primary and secondary schools is concerned some researchers such as Chanyalew (2005), Getachew (2001), and Million (2010), conducted studies in different contexts, and found out that the instructional supervision is not effective and successful in developing teachers profession, and improving instruction.

Tadesse, (2013) explored the utilization of supervision feedbacks in some secondary schools in Jimma zone. Specifically through qualitative case study they explored how secondary schools use feedbacks they receive from the supervisors. Data were collected from Woreda education offices, school administration board, principals, vice-principals, supervisors, department heads, and senior teachers through in depth interview, FGD and document analysis. Results from narrative descriptions revealed that, there was no difference among the schools concerning the importance of utilizing supervision feedbacks in improving teaching learning activities in schools. On the contrary, the actual utilization of supervision feedback is not as per the intended and is under challenge.

Amanuel (2015) in his study assessed the practice and problems of clinical supervision and teacher development in some government first cycle Secondary Schools in Jimma Zone. He used descriptive survey method and collected data from eight secondary schools in four randomly selected woredas of Jimma zone from 72 teachers, 52(department heads and senior teachers), 25(principals, vice principals and CRC supervisors). Mean, weighted mean, standard deviation and independent sample t-test were utilized to analyze the data from the questionnaire and interview and document data analyses narration for the purpose of triangulation. The finding revealed that clinical supervisors were not properly performing their role as a clinical supervisors; hence, the clinical supervision being practiced was ineffective in carrying out the procedures of clinical supervision; clinical supervisors contributed poorly for the teachers' development. Role diversity of clinical supervisor, lack of relevant skills on supervision, the selection and appointment problem

of clinical supervisors were among the major problems that hinders clinical supervisors' effectiveness on their role. Clinical supervisors and also the clinical supervision were not directly connected with the purpose of teachers' development and for the purpose of instructional improvement.

2.13 Conceptual Framework for the Study

One of the main focuses of the study was to determine the role of school based supervision in enhancing quality of education influence of school, supervisors, teachers and education management bodies' related determinants on the implementation of the school-based instructional supervision as an indicator of the practice of SBIS in government secondary schools in Hawassa city administration. According to Mugenda & Mugenda (2011) conceptual framework illustrates how the variables are related to one another. An independent variable influence and determines the effect of another variable. The variables defined here are the independent and dependent variables. The independent variables in this study are school, supervisors, teachers and education management bodies' related factors related determinants and the dependent variable is implementation of school-based supervision.

The selected variables which determine the implementation of school-based instructional supervision has been identified in the literature. To comprehend how these variables, determine the implementation of the school-based instructional supervision the following hypothesis will be developed: "school-based supervision is a function of school, supervisors, teachers and education management bodies' related determinants. This hypothesis will be tested and used to determine to what extent these determinants influence the role of school based supervision and which of the determinants were the major determinants of the school-based instructional supervision of Hawassa city secondary schools. Consequently, the conceptual framework will be employed in the study to portrait which determinants affect the implementation of school-based instructional supervision of Hawassa city administration secondary schools, will be developed and is shown in the figure below.

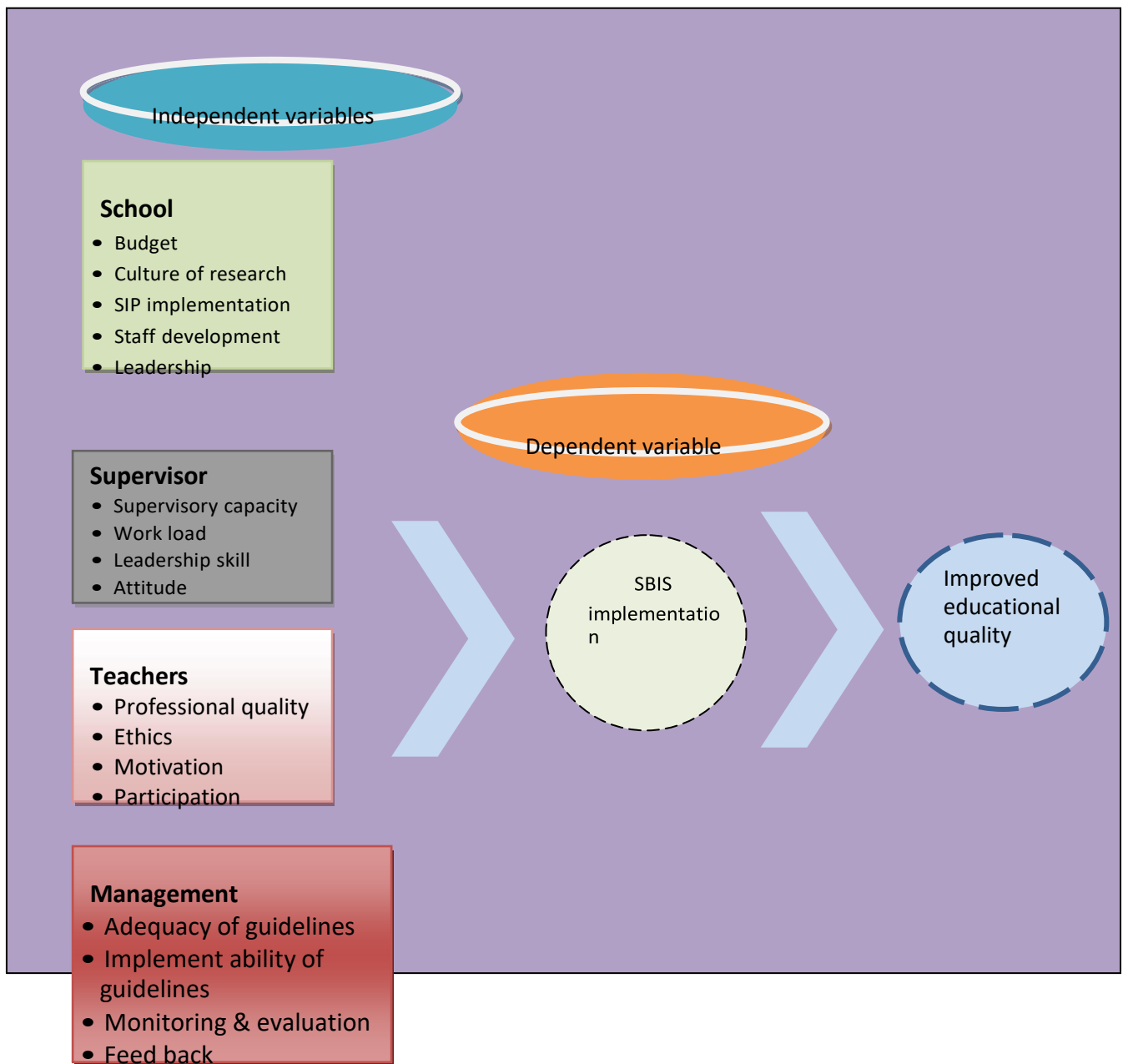


Figure 2.1: Conceptual Framework for the Study

Source: Literature revision by the author, 2023

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Description of Study Site

The study area of this research was Sidama Region. The location of Sidama land is between Lake Hawassa in the North, the town of Dilla in the South, Lake Abbaya in the Southwest, River Bilate in the West, and some zones of Oromia Region State in the East and Southeast. The astronomical location of the Sidama land is between 5° 45' and 6° 45' north and 38° and 39° east encompassing a land area of 7672 square kilometers (Sidama Regional State Planning and Economic Development Department, 2013 E.C). It is estimated that the total population of the Sidama Region is about 3.4 million peoples (Sidama Regional State Planning and Economic Development Department, 2013 E.C). The Sidama people are one among the various ethnic groups in the region and its language is called Sidaamu-afoo. The capital of regional administration is Hawassa town, and currently the region comprises thirty six (36) Woredas administration and 6 town administration. Among these the specific area is will be Hawassa City administration which comprises eight sub cities among these the study will be focus on four of them(For example Addis Ketema Sub City, Hayk Dar sub city ,and Bahl Adarash sub city in Hawassa City Administration).

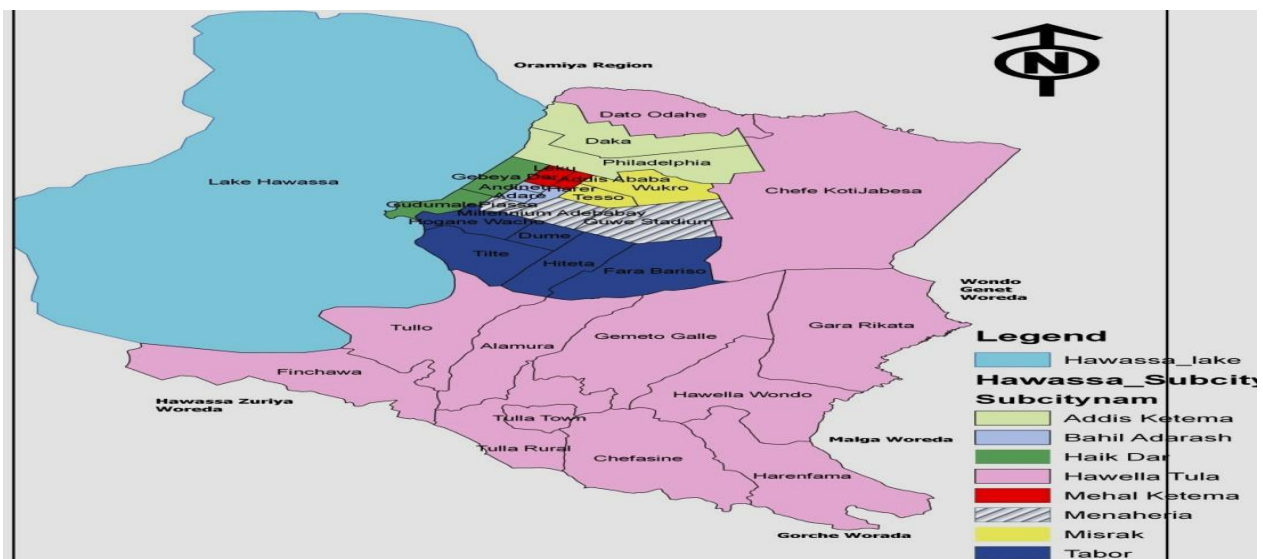


Fig.2.

Hawassa city map

3.2 Research Design

The descriptive survey design was used in this study. The method is appropriate to explain the present situation of the role of school-based supervision and particularly appropriate as the study involves different groups of people from secondary schools. Elliott (2010) reported that descriptive survey method is important to test hypothesis or answer questions related to the current situations of the problems. The aim of utilizing descriptive research is to provide a picture of the situation as they normally happen and one of the qualities of descriptive research design is to justify current practices or the existing situations in a specific field of study (Kothari, 2008).

3.3 Research Methods

In order to conduct this study, the qualitative and quantitative research (mixed) approach was used. Quantitative method was used because it is helpful to show situations as they currently exist. Moreover, it is economical and rapid, and turns around the data collection and identification attributes of the large population from a small group of individuals. Qualitative data was also collected in this study which helped in understanding of the role of school based supervision and problems that affect school- based supervision. Through qualitative data the researcher investigated things in their natural settings to make sense or interpret phenomenon in terms of meanings. .

3.4 Data Source

In this study, both primary and secondary sources of data were employed. Primary source of data was collected from teachers and school-based supervisors, senior teachers, heads of department, principals and supervisors of government schools in the Secondary Schools of Hawassa city Administration. Secondary sources of data were the school documents or records of supervision. Such as, school-based supervision plan, checklist and comments that were given by school-based supervisors. These documents were analyzed to strengthen the data obtained through questionnaires and interviews.

3.5 Population, Sample size and sampling Techniques

3.5.1 Target Population

A population is a well-defined or set of people, services, elements, and events, groups of things or households that are being investigated (Ngechu, 2004). Moreover, Bhattacharjee (2012) defined a

population as all people or items (unit of analysis) with the characteristics that one wishes to study. The population of the study comprised heads of department; principals (school leaders) cluster supervisors and teachers of the selected government schools. There are eight sub cities, namely: Menahariha, Addis ketema, Mehal Ketema, Bahl Adarash, Hayk Dar ...sub city and the study will be conducted in three sub cities. They were selected randomly and in which there are four secondary schools; example:-Misrak Chora secondary school in Bahl Adarash sub city , Adare secondary school and Addis ketema secondary school in Addis ketema sub city and Tesso secondary school in Menahariha sub city and all of them were selected comprehensively.

3.5.2 Sampling Size and Sampling techniques

Accordingly, due to their responsibility to provide supervision activities for teachers: all school-based supervisors were comprehensively selected. The available sampling technique was used for principals or school leaders, and simple random sampling was used to select teachers and department heads or SIP committees for questionnaire to give equal opportunity for all respondents in the selected schools. The sampling frame sets of source materials from which the sample was selected and its purpose was to provide a means for choosing the particular members of the target population that were included in the survey (Anthony, 2008). According to Taraw (1987) stated that 49% of a sample is convenient in order to ascertain representativeness. Consequently, among the 14 government secondary schools found in the city, four of them were selected from three sub cities and selected by simple random sampling technique. The sample size of four schools that covers almost one third of the schools in the sub-cities was a representative sample and helped to manage the work of the study in terms of time and cost.

The target populations of this study included four government secondary schools. Hence 241 teachers together with SIP committee, 8 principals, 3 supervisors, were considered for data collection. In order to obtain reliable data for the study, various sampling techniques were employed. Accordingly, due to their responsibility to provide supervision activities for teachers and a direct and close relationship within the schools, the cluster supervisors, were selected by available or comprehensive sampling technique. As a result, among the eight clusters found in the city; three cluster supervisors were selected. Consequently, among the 14 government secondary schools found in the city, four of them were selected by simple random sampling technique. Totally, the population for this study was 376 and the sample sizes were 241.

Table 1.Total Population and Sample Size

The Study was focused on three sub cities (Addis Ketema, Menahariha, and Bahl Adarash sub city).

No.	Number of schools	Teaches , SBSC , Principals &Supervisors							Total sample
		Teache r SBSC	& Samples	Principals	Samples		Supervisor s	Sampl e	
1	Misrak C	103	63	3	2	66.7	1	1	
2	Addis Ketema	117	71	3	2	66.7	1	1	
3	Adare	83	51	3	2	66.7	-	1	
4	Tesso	73	45	3	2	66.7	1	1	
Total population		376	230	12	8	66.7	3	3	391=241

3.6 Instruments of Data Collection

The researcher prepared data collection tools : questionnaire and interview as well as document analysis was observed..

5.6.1 Questionnaires

First of all the researcher great the participants and by telling the purpose of the study ask their voluntariness. Then, in the presence of the researcher, they filled questionnaire. Questionnaires were used to collect data from teachers and School Improvement Program committee. They were given the same item of questions that are believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires were prepared in English language and administrated to all SIP Committees and teachers participants with the assumption that they easily understand the language.

In this study, two sets of questionnaire items were used. The first set of items was dealt with the general background of the respondents. The second set of questionnaires was closed-ended and was prepared for secondary school teachers together for SIP Committees to elicit information concerning supervisory

roles, practice, problems and competence of teachers and facilities schools and school based supervision for educational quality.

3.6.2 Interview

In qualitative study; interview is one of the major tools used for data collection. In this study interview was undertaken in the form of person to person encounter. Using semi-structured questions enabling respondents to address matters in their own terms and words. Therefore, in this study, in order to get view and opinion about expected role, practice, problems and school based supervision for educational quality, cluster supervisors and school principals were interviewed by the researcher. Semi-structured interview items were prepared for the purpose of cross checking and substantiate the result of the questionnaire.

3.6.3 Documents review

In addition to the above instruments of data collection, document analysis used to gather secondary data. Reliable information obtained from the four selected secondary schools. The analysis of school based supervision records of sample schools, supervision plans, portfolio documents of the supervision practice, written reports on supervision and feedback was taken as better to get relevant information. Checklists were prepared as an essential document at schools and districts or Hawassa city administration education offices was analyzed for, materials procurement guidelines plans for supervision, guidelines for management of implementation and specification of school based supervision.

3.7 Procedure of data Collection

In order to conduct this study, the following procedure of data collection was used. First of all the researcher took a letter of permission from Hawassa University and gave it for Hawassa city education office and the researcher shown it for the researched schools. The questionnaire were developed in English expecting that the respondents were BA/BSc and M.A/MSc holders and the questions were close ended. Pilot test was conducted in out of the study secondary schools. The pilot, test was resulted in addition and omission of some items. Based on the feedbacks obtained, the necessary modifications were made. Finally, the questionnaires were administered to the respondents and the researcher collected data by going to each school. An interview was also conducted with supervisors and principals. Interview was prepared in English and transcribed in written form.

3.8 Methods of Data Analysis

In this study both qualitative and quantitative data analysis techniques were employed. The quantitative data obtained through questionnaires were edited, categorized tallied, and tabulated. The data, then, was analyzed using appropriate descriptive statistics. Thus, frequencies, percentage, mean and standard deviation were used. The reason why descriptive statics were used in the study under consideration is that it helps to describe the characteristics and the relationship between variables. The results were obtained and the relationship of each variable was thoroughly interpreted and discussed on the basis of key question. Quantitative analysis was done through software called Statistical Package for the Social Science (SPSS) version 20. The qualitative data gathered through interviews and document analysis was described as supplementary evidence in addition to the discussions of quantitative data. The data was analyzed using narrative/thematic description and quoting as it is. Finally, conclusions were drawn from the major findings and possible recommendations were suggested for the identified problems.

3.9 Pilot Testing

In addition to researcher's advisor, questionnaire which was developed based on the research objectives and the literature review in chapter two was pretested before it is used in the main study. The pilot study done in Adare Millinium Secondary school. For which 25 teachers together with SIP committee were participated. It was chosen for two reasons. The pilot study is intended to assess the feasibility of the instruments for the main research. Then the teachers were asked to give comment on the instruments specially questionnaire. Accordingly, the researcher accepted their suggestions or comments and make some modifications on some language items.

3.9 .1 Validity of the Instrument

As (Kothari, 2008) **Validity** refers to the extent to which a test measures what we actually wish to measure It involves the degree to which we are measuring what we are supposed to, more simply, the accuracy of our measurement. **Internal validity** in connection to data alludes to the capacity of the survey questions to quantify what the researcher plan it to gauge. It refers to the concern that what the researcher finds with the survey is a fair representation of what is being measured (Saunders et al, 2012) To address the issue of content validity, the instruments were almost standardized. This means it was adopted from previous research works, review of related literature and was adopted to the current study. The researcher was also consulted subject matter experts in the area like research advisor and

course instructors. Additionally, the survey questions deliberately were divided into two sections. Section one is about the personal profile of the respondents (bio data) and section two is questions related to address the study objectives. This was done with a specific end goal to improve the legitimacy and precision of the data from different background of respondents. To sum up, the internal validity was kept through piloting the items and assuring it as if it was measured what the researcher actually wishes to measure.

3.9.2 Reliability of the Instrument

Reliability refers to consistency. It measures the level of variance of actual results from expected results from the research tool that was adopted. The tendency towards consistency found in repeated measurements is referred to as reliability. One method of testing for reliability is the internal consistency method. Internal consistency involves correlating the responses to questions in the questionnaire with each other. (Saunders et al, 2012) to check the reliability of the instrument Cronbach's coefficient alpha was calculated. Therefore, to determine the level of difficulty of the items in the questionnaire and to evaluate the reliability of the questionnaire, the researcher calculated an internal consistency reliability estimation using Cronbach Coefficient of Alpha. According to Bryman and Bell (2007) the Cronbach's alpha result of 0.80 and above implies acceptable level of internal reliability. So, the instrument can be considered as a reliable instrument. .

Reliability Test Results with Cronbach's Alpha

SN	Items Type	No of items	Reliability coefficient
1	Extent of school based supervision practice	13	0.834
2	Supervisors provided the expected support for school leaders and teachers	13	0.810
3	Extent of cluster supervision enhanced teacher's professional competence	13	0.822
4	The challenges of school-based supervision service in enhancing teachers' instructional practices	13	0.828
Overall Reliability Coefficient			0.823

3.10 Ethical Consideration

To make the research process professional, ethical consideration was made. First of all the researcher took a letter of permission from Hawassa University and gave it for Hawassa city education office and the researcher shown it for the researched schools. The researcher informed the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents: and confirm that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The researcher was not personalized any of the respondent's response during data presentations analysis and interpretation. Furthermore, all the materials used for this research were acknowledged.

CHAPTER FOUR CHAPTER

DATA PRESENTATION, ANALYSIS AND INTERPRTATION

4.1 Introduction

The purpose of this research was to assess the role of school-based supervision in enhancing quality of education in secondary schools of Hawassa city Administration. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected on the selected research title. The analysis comprises the results of findings from the data which were gathered through the questionnaires, interview and document review. Based on the result of the study, discussion was made in comparison with related literature to this study, and this used to strengthen the analysis and interpretation of the data. Of a total of 230 questionnaires distributed to teachers together with school based improvement committee, almost 97 percent of them were properly filled and returned whereas only 5% of it was missed. Additionally 8 principals and 3 supervisors were interviewed. Totally 241 respondents were participated in the study. Then, analysis and interpretation of collected data were presented in five sub section. In the first section of the analysis, characteristics of respondents were analyzed. This is then subsequently followed by analysis and interpretation of the issue raised under the four basic research questions.

Questionnaire Return Rate

Respondents Type	Sample Size	Responses	Return Rate %
Teachers	230	222	97
Total	230		

4.2 Characteristics of Respondents

In this study, the characteristics of teachers, principals, supervisors, departments head representatives were explained in terms of gender (sex), age, educational level and service year.

Table 4.1 Demographic Characteristics of Respondents

S.N.	Variables	Category	Teachers & SIP committee		Principals		Supervisors	
			F	%	F	%	f	%
1	Sex	Male	147	63.9	5	62.5	2	66.7
		Female	83	36.1	3	37.5	1	33.3
		Total	230	100	8	100	3	100
2	Age	26-30	69	30.0	-	-	-	-
		31-35	60	26.1	-	-	-	-
		36-40	58	25.2	1	12.5	1	33.3
		Above 41	43	18.7	7	87.5	2	66.7
		Total	230	100				
3	Experience (in years)	1-5	20	8.7	2	25	1	33.3
		6-10	56	24.3	2	25	2	66.7
		11-15	60	26.1	1	12.5	-	-
		16-20	51	22.2	3	37.5	-	-
		Above 21	47	20.4	-	-	-	-
		Total	230	100				
4	Qualification	BA/BSc/BEd	164	71.3	5	62.5	2	66.7
		MA/MSc	66	28.7	3	37.5	1	33.3
		Total	230	100				
5	School	Tesso	35=58	60	2	100	1	
		Adare	41=68	60	2	100	-	
		Addis ketema	61=102	60	2	100	1	
		Mistak Chora	53=88	60	2	100	1	

As it is shown in table above, from the total 230 questionnaire respondents 147 (63.9%) them are males and the rest 83 (36.1%) are females. Regarding principals 5(62.5%) were males and 3(37.5%) were females. whereas with reference to supervisors'2(66.7%) were male and 1(33.3%) was female. This ensures the equitable participation of female respondents and allows the researcher to collect data of the study from all domain of society. Despite this fact the predominance of men in the teaching profession hinder the researcher to use equal number of male and female respondents. Regarding the age of respondents as indicated in table above the age distribution of the respondents were found between 26-40 and above. This age interval enables the researcher to gather data from different level of respondents and enables any generalization about age influence on the role of school-based supervision in enhancing quality of education. Item 3 of table above indicates that experience of the respondents, 20 (8.7%), 56 (24.3%), 60 (26.1%),5 1 (22.2%) and 43 (18.7%), of teachers were belongs to experience years ranging from 1-5, 6-10, 11-15, 16-20 and above 21 years of experience respectively; whereas, 2(25%), 2(25%) ,1(1.25%) and 3(37.5%) of principals were ranging from 1-5, 6-10, 11-15 and above years of experience respectively. Furthermore, as seen from the table above, the supervisors experience was found between 1-10 years. Thus, the majority of the respondents had 6-20 years of experience. The numbers of experienced respondents were significant and the incorporation of experienced respondents enables the researcher to collect accurate and relevant data for the study.

As indicated in the table 4.2 above, item 4 refers to the educational level of respondents, 164 (71.3%) of teachers were BA/BSc/Bed holders, whereas 66 (28.7%) of teachers were MA/MSc holders. On the other hand, concerning the educational level of principals, 5(6.25%) of principals were degree holder and 3 (37.5%) of them were second degree holders. Whereas, supervisors educational level, 2(66.7%) and 1 (33.3%) of them respectively were BA/BSc/Bed and second degree holders. From the above data it is possible to understand that majority of respondents were found to be in the experienced position. Therefore the above finding of analysis was possible to conclude that their qualification, their experience and being aged enough helped the researcher to get valuable information for this study.

4.3 Presentation, Interpretation and Analysis of Data

This part of the study was keen to the presentation, analysis and interpretation of the data gathered from respondents on the role of school-based supervision in enhancing quality of education in secondary

schools of Hawassa city Administration. With respect to this, it was based on the four leading objectives such as to assess the school based supervision practice, to explore how far the secondary school supervisors provided the expected support for school leaders and teachers, to examine whether school based supervision enhanced teacher's professional competence or not, and to identify the major problems that affects the school-based supervision service in the Secondary School of Hawassa city administration. In addition, items across each category were arranged under the rating scale with five points. These five points scales range from VH= Very high, H=High, M=Medium, L=Low, VL=Very low. To analyze the responses to the results were extracted along with the percentages and frequency to describe the school based supervision practices, illustrated through the following table and indicators. The survey has a 5 - point Likert scale to assess the role of school based supervision practices. Scale=very high=4.5 – 5.00, high=3.5 – 4.49; medium=2.5 – 3.49; low =1.5 – 2.49; very low - 1.0 – 1.49.

Table 4.3.1 Practices of the school based supervision in the study areas

S.N.	Items												
		VH		H		M		L		VL		Mean	Sd
		f	%	F	%	f	%	f	%	f	%		
1	The extent of formally observing learning and teaching in classrooms on regular basis.	16	7.0	42	18.3	116	50.4	46	20.0	10	4.3	3.03	.914
2	The extent of visit classrooms to observe teachers' use of teaching/learning aids	18	7.8	24	10.4	20	8.7	80	34.8	88	38.3	2.14	1.255
3	The extent of assessing teachers' knowledge of the subject content	15	6.5	37	16.1	40	17.4	76	33.0	62	27.0	2.42	1.225
4	The extent of assessing teacher-pupil relationships	11	4.8	36	15.7	72	31.3	62	27.0	49	21.3	2.82	1.085
5	The extent of checking on learners' progress records.	12	5.2	18	7.8	59	25.7	75	32.6	66	28.7	2.28	1.118
6	The extent of evaluating	8	3.5	39	17.0	38	16.5	66	28.7	79	34.3	2.27	1.197

	teachers' classroom management												
7	The extent of assisting teachers in selecting/developing instructional materials	18	7.8	22	9.6	68	29.6	48	20.9	74	32.2	2.40	1.244
8	The extent of assisting teachers on how to evaluate the performance of students.	2	.9	31	13.5	73	31.7	54	23.5	70	30.4	2.30	1.071
9	The extent of conducting face to face meetings with teachers in order to review progress	8	3.5	40	17.4	66	28.7	50	21.7	66	28.7	2.45	1.176
10	The extent of assisting teachers to plan lessons	10	4.3	117	50.9	69	30.0	21	9.1	13	5.7	3.39	.922
11	The extent of guiding teachers on the appropriate methods of teaching	4	1.7	34	14.8	112	48.7	51	22.2	29	12.6	2.27	.928
12	The extent of providing teachers with constructive feedback on teaching performance	22	9.6	87	37.8	18	7.8	81	35.2	22	9.6	3.02	1.225
13	The extent of school supervisors provision an opportunity for experienced and competent teachers to practice self-directed supervision	10	4.3	94	40.9	58	25.2	43	18.7	25	10.9	3.09	1.096
	Average mean = 2.34												

Keys: very high=4.5 – 5.00, high=3.5 – 4.49; medium=2.5 – 3.49; low =1.5 – 2.49; very low -1.0 – 1.49.

VH= Very high, H=High, M=Medium, L=Low, VL=Very low.

In item 1 of table above respondents were asked whether the schools supervisors were formally observe learning and teaching in classrooms on regular basis or not. Accordingly among 190 teachers 16(7.0%) respondents very high, 42(18.3%) respondents high and 116(50%) responded medium, whereas (20.0%) and (4.3 %) respondents responded low and very low respectively. Accordingly, as the numerical figure indicates that the vast numbers of teachers' response lied towards medium position. This refers that the supervisors practice towards enhancing quality education was under questionable. Because the majority of respondents response become medium for the idea this further shows that they were never been supervised and had a contact with them. Similarly, the rest respondents valued as high and very low position equally. This shows the supervisors practice of formally observing learning and teaching in classrooms on regular basis was not satisfying.

Pertaining to the second item in above table, teachers were asked to know the extent of the supervisors visitation of classrooms to observe teachers' use of teaching/learning aids; 18(7.8%) respondents very high, 24(10.4%) respondents high and 20(8.7%) responded medium, whereas 80(34.8%) and 88(38.3%) respondents responded low and very low respectively. As seen in table above, majorities of respondents accepted that supervisors were not visit classrooms to observe teachers' use of teaching/learning aids. This shows that supervisors practice was incredibly low in the study areas.

In the table above, item 3, respondents were asked to what extent supervisors assess teachers' knowledge of the subject content. Regarding this 15(6.5%) and 37 (16.1%) of them replied very high and high; while 40 (17.4%), 76(33.0%), and 62(27.0%) of them replied medium, low and very low respectively. As referred in table above vast numbers of response rate lied between medium and low position. From this one can infer that supervisors' assessment of teachers' knowledge of the subject content was not satisfyingly practiced or low. This shows that the role of supervision in enhancing quality of education was not properly considered in the study area.

In item 4 table above, respondents were asked to what extent supervisors assess teacher-pupil relationships; the response rate indicated that 11(4.8%) and 36(15.7%) of them replied very high and high; while 72(31.3%), 62(27.0%), and 49(21.3%) of them replied medium, low and very low respectively. As seen from the majority response rate it lied on medium and low. This shows that supervisors' assessing the teacher-pupil relationships in the study areas was below expected or less practiced.

Regarding item 5 above, respondents were asked to what extent supervisors check on learners' progress records; the response rate indicated that 12(5.2%) and 18(7.8%) of them replied very high and high; while 59(25.7%), 75(32.6%), and 66(28.7%) of them replied medium, low and very low respectively. As seen from table above, the greater response rates are lied on medium and low. This shows that supervisors' checking on learners' progress records is not satisfyingly applied in the study areas.

On the subject of item 6 above, respondents were asked to what extent supervisors evaluate teachers' classroom management. Accordingly the response rate indicated that 8(3.5%), and 39(17.0%), of them replied very high and high; while 38(16.5%), 66(28.7%), and 79(34.3%) of them replied medium, low and very low respectively. As seen from the greater response rate, it is laid on medium and low. This shows that the extent of supervisors' evaluation of teachers' classroom management was barely practiced in the study areas.

with reference to item 7 above, respondents were asked to what extent the schools supervisors assist teachers in selecting/developing instructional materials; the response rate indicated that 18 (7.8%) and 22(9.6%) of them replied very high and high; while 68(29.6%), 48(20.9%), and 74(32.2%) of them replied medium, low and very low respectively. As seen from the greater response rate the schools supervisors' assistance of teachers in selecting/developing instructional materials was low. Thus, school supervisors were not supporting the teachers to develop their instructional materials.

In item 8 of table above respondents were asked to what extent the schools supervisors assist teachers on how to evaluate the performance of students. Accordingly the response rate indicated that 2 (.9%) and 31(13.5%) of them replied very high and high; while 73(31.7%), 54(23.5%), and 70(30.4%) of them replied medium, low and very low respectively. As seen from the greater response rate the schools supervisors' assistance of teachers on how to evaluate the performance of students was not practiced with acceptable level in the study area.

In item 9 of table above respondents were asked to what extent supervisors conduct face to face meetings with teachers in order to review progress. Accordingly the response rate indicated that 8(3.5%) and 40(17.4%) of them replied very high and high; while 66(28.7%), 50(21.7%), and 66(28.7%), of them replied medium, low and very low respectively. This confirmed that the practice of supervisors conducting face to face meetings with teachers in order to review progress was very low.

Pertaining item 10 of table above respondents were asked to what extent the supervisors assist teachers to plan lessons. Accordingly the response rate indicated that 10(4.3%) and 117(50.9%) of them replied very high and high; while 69(30.0%), 21(9.1%), and 13(5.7%) of them replied medium, low and very low respectively. This confirmed that the practice of the supervisors not satisfyingly applied. This could be due to lack of knowledge towards the role of supervision in enhancing quality of education or seizing their responsibility in the study areas.

In item 11 of table above respondents were asked to what extent supervisors guide teachers on the appropriate methods of teaching. Accordingly the response rate indicated that 4 (1.7%) and 34(14.8%) of them replied very high and high; while 112 (48.7%), 51(22.2%), and 29(12.6%) of them replied medium, low and very low respectively. According to the response rate majority of the response inclined towards negative position; this confirmed that the expected role from the supervisors was neglected.

In item 12 of table above respondents were asked to what extent supervisors provide teachers with constructive feedback on teaching performance. Accordingly the response rate indicated that 22 (9.6%) and 87(37.8%) of them replied very high and high; while 18(7.8%), 81 (35.2%) and 22(9.6%) of them replied medium, low and very low respectively. Consequently, irrespective of the items, it is possible to understand that nearly the same number of respondents accepted the supervisors' provision of constructive feedback on teaching performance; on the other hand, similar numbers of respondents were also replied towards low position. This shows that there was not consistent practice of providing constructive feedback on teaching performance in the study area.

Pertaining item 13 of Table above respondents were asked to what extent school supervisors provide an opportunity for experienced and competent teachers to practice self- directed supervision. Accordingly the response rate indicated that 10(4.3%) and 94(40.9%) of them replied very high and high; while 58(25.2%), 43 (18.7%), and 25(10.9%) of them replied medium, low and very low respectively. This confirmed that there was less supervisors' provision of an opportunity for experienced and competent teachers to practice self- directed supervision. As it can see from the general analysis of the table above the average mean value of the response rate revealed that it lied on ($M=2.34$); this shows low and ineffective practice of school based supervision in the study areas. Regarding the extent of the school based supervision practice in the study area; the one of school supervisor said that:

“We visit our school almost every day to make sure that the teachers are in and teaching. Only the lazy teachers who don’t want us to visit the school every day. They know that if we come and they are not in school today and tomorrow without alerting us, we will report them to their senior officers. So the lazy teachers don’t want us to always visit them so that they can miss school at will. So we were told that if we don’t visit the school regularly it will collapse because the teachers will not be coming. We are also planning to build three rooms for the teachers so that they can stay here and teach.”

Regarding this the other supervisor opined as “I sometimes visit the schools, however, I did not observe classes because I give responsibility for school principals to observe in their own time. “Similarly the school principals were opined concerning the issue that one of the principals differently opined as “I observe the teachers with the department heads two times in a year but it was for the sake of reporting when we were requested by the office as well as by supervisors. “The rest of principals similarly reported as they did it twice a year and give feedback for the teachers. Some of the school facilitates supervision twice in a year (once per semester) and some of the school did not practice supervision totally, they see supervision as burden.

In this study, document analysis was also collected from four sampled secondary schools’ by referring different documents such as supervisors’ daily work plans, observation checklists, report formats, observation feedbacks, minutes, log books, grade 12th students’ national exam results. So that data was collected carefully and analyzed qualitatively to identify the degree to which extent of the role of school-based supervision is practiced in enhancing quality of education in public secondary schools of Hawassa city administration. The followings are documents observed by researcher to analyze the practice of school supervision in study area.

The finding of these documents indicates; most of schools have such listed documents but their implementations are poor. Accordingly, when the documents were referred in four sampled secondary schools there were no written information that indicates the daily work plan on pre-observation conference between SBSs and supervisee teachers. Therefore, this indicates there is no agreement made in which class and period teachers be observed. Thus, the researcher did not saw the supervisors’ daily work plan in either school. Regarding class room observation check list, it was seen as all schools facilitated supervision twice in a year (once per semester). Pertaining to feedbacks given after post observation, the researcher did not see the document in one school and in the three of them the

researcher saw the comments like weak side and strong side of the supervisee with the signified agreement but they told me as feedbacks was given in words.

In the topics of minutes with SBSs and supervisee teachers, it was seen in all study areas but the supervising action implemented by either department heads or academic principal. A report format about school based supervision was available in all schools. Regarding, the students' national examination results, there is no practice in relation to improve learners' academic achievement. Because, most of the students scored below pass mark in 12th national examinations in the years of 2014 and 15 E.C in all sampled secondary schools. In addition, document analysis of sampled secondary schools showed SBSs did not properly evaluate, analyze and report grade 12th students' national examinations result for their concerning stakeholders horizontally and vertically except one school in Hawassa city administrations secondary schools' SBSs because to some extent their document were better than the other secondary schools in evaluating, analyzing and reporting for subject teachers horizontally and for school administrators vertically. This implies, majority of SBSs are not attending students' academic achievement of their schools.

In relation to the teachers' daily work portfolio organization the document analysis showed that it was not seen in all sampled schools. Concerning the last item of the document checklist shows that action researches done on the instructional problems were not seen. This implies SBSs do not make teachers ready to do action researches to solve their immediate instructional problems. In relation to this, document analysis of sampled schools indicated that supervision is being practiced once in a year to evaluate teachers' annual performance. This implies SBSs do not make teachers ready to do action researches to solve their immediate instructional problems. Generally, when documents were referred from four sampled secondary schools no manuals, guidelines prepared, properly organized minutes and written pedagogical supports were found. Referring this one interviewee supported that SBSs are focusing on administrative duties rather than pedagogic issues. Because, senior teachers and department heads are focusing on their teaching process and principals and vice-principals are focusing on their administrative tasks rather than pedagogical tasks.

Generally data obtained through document analysis indicates the non- existence or the insufficiency of documents evidencing effective school community participation. This in turn confirms data obtained through questionnaire and interview

The first specific objective was intended to examine to what extent the school based supervision was practiced in secondary schools of Hawassa City administration in selected sub cities. Therefore, the researcher attempted to screen out the situation through different scrutinizing tools such as, document review, questionnaire, interviews and related literature as well. As it was confirmed in different tools that the extent of school based supervision practice was low in the study area. For instance, it was tried to be check in different tools as: whether or not supervisors formally observing learning and teaching in classrooms on regular basis and the teachers' use of teaching/learning aids and evaluating teachers' classroom management, the questionnaires revealed that the supervisors practice of formally observing learning and teaching in classrooms on regular basis was not satisfying. This shows that supervisors practice was incredibly low in the study areas.

Similarly, it was supported by one of the interviewee as he observes the teachers with the department heads two times in a year but it was for the sake of reporting when they were requested by the office as well as by supervisors. The rest of principals similarly reported as they did it twice a year and give feedback for the teachers. Some of the school facilitates supervision twice in a year (once per semester) and some of the school did not practice supervision totally, they see supervision as burden. Regarding this idea Babayemi (2006) notes that in order to carry out instructional supervision practice effectively the school principal deputy principals or heads of department charged with the responsibility caring out instructional supervision practices must be trained to improve their supervisory practices through intensified workshops and seminar. Referring to classroom observation process Pajak (2009) also reported that classroom observation is the phase in which the supervisor record instances when the intended behaviors are seen to occur. The purpose of classroom observation is improving the quality of teaching and learning activities in the classroom. Therefore, supervisors should stay in the classroom from the beginning to the end of the period.

In this regard, Ministry of Education (MoE, 2004) revealed that teaching and learning processes is continuous and holds various activities; observing specific parts of the classroom observation cannot enable to known the detailed performance of the teacher. In the same way the data gained from an interviewer: "After classroom observation they take few minute observed teacher sign the last agreement they do not analyze the teaching learning process and even the supervisee are not volunteer to take the feedback from supervisors, (teachers resist to take feedback from supervisors the supervisee see supervision as it has no use for them."

Furthermore, as it was affirmed by the document review there were no written information that indicates the daily work plan on pre-observation conference between SBSs and supervisee teachers. It was seen as all schools facilitated supervision twice in a year (once per semester). Therefore, it is possible to say that the extent of the school based supervision was not implemented as it is expected.

Table 4.3.2 Extent of support from Supervisors

S.N.	Items												
		SA		A		U		DA		SDA		M	Sd
		F	%	f	%	f	%	F	%	f	%		
1	SBSs are solving problems between me and my students	13	5.7	33	14.3	96	41.7	49	21.3	39	17.0	2.70	1.085
2	SBSs have a good human relationship in the school	15	6.5	71	30.9	77	33.5	41	17.8	26	11.3	3.01	1.087
3	SBSs are competent enough in their leadership style	8	3.5	82	35.7	97	42.2	36	15.7	7	3.0	3.20	.856
4	SBSs are motivating my instruction by using different techniques	2	.9	73	31.7	86	37.4	50	21.7	19	8.3	2.95	.949
5	SBSs are good listeners ,approachable and positive in their attitude towards school based supervision	25	10.9	92	40.0	74	32.2	26	11.3	13	5.7	3.39	1.012
6	SBSs evaluate my lesson plan and its application in the classroom	20	8.7	109	47.4	54	23.5	32	13.9	15	6.5	3.38	1.039
7	SBSs give pedagogical support, assistance, guidance and advice to me to realize instructional objectives	42	18.3	25	10.9	137	59.6	20	8.7	6	2.6	3.33	.956
8	SBSs coordinate evaluation of teaching learning process and its application	8	3.5	33	14.3	41	17.8	80	34.8	68	29.6	2.27	1.136

9	SBSs select, facilitate and make available to use teaching-learning materials to me on time	-	-	50	21.7	106	46.1	40	17.4	34	14.8	2.74	.960
10	They evaluate, analyze and report students' academic performance horizontally and vertically for concerning stakeholders	42	18.3	114	49.6	17	7.4	40	17.4	17	7.4	3.53	1.187
11	They provide due attention for supervision activities	10	4.3	24	10.4	59	25.7	41	17.8	96	41.7	2.17	1.207
12	They encourage good team spirit and collaboration	23	10.0	67	29.1	60	26.1	65	28.3	15	6.5	3.07	1.110
13	The school leaders frequently supervises me in classroom	26	11.3	157	68.3	6	2.6	12	5.2	29	12.6	3.60	1.154
Average mean =3.02													

Keys: SA=strongly agree, A=Agree, U=Undecided, DA=Disagree, SDA=strongly disagree

As can be seen the 1 item of table above, the majority of the respondents approved that Principals and supervisors facilitation roles related to improve quality education. Accordingly, respondents were asked supervisors provision helped them solving problems between teachers and students. Regarding this, 13(5.7%) and 33(14.3%) of them replied strongly agreed and agreed; while 96(41.7%), 49(21.3%), and 39(17.0%) of them replied undecided, disagreed and strongly disagreed respectively. As seen in the rated responses almost half of the respondents disagree with the principals' efforts/roles to facilitate solving problems between teachers and students was unsatisfying. Almost 96(41.7%) of respondents were undecided position; this refers that they did not aware of supervisors roles in their respective schools.

As can be seen in item 2 of table above, respondents were asked if the supervisors have a good human relationship in the school. The respondents approved that effort and support made by supervisors for teachers and principals to enhance quality of education, 15(6.5%) and 71(30.9%) of them replied strongly agreed and agreed; while 77(33.5%), 41(17.8%), and 26(11.5%) of them replied undecided,

disagreed and strongly disagreed respectively. From this one can infer that the supervisors have no satisfying human relationship in the school environment. This further shows that they may be fault finders or they may not have a physical contact with a teachers as well as they may go to the school for the sake of taking report from the school principals.

With respect to item 3 of table above respondents were asked whether supervisors were competent enough in their leadership style or not. Accordingly the respondents approved that 8(3.5%) and 82(35.7%) of them replied strongly agreed and agreed; while 97(42.2%), 36(15.7%), and 7(3.0%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rate a greater numbers of response rated between undecided and disagree. However, some credible number also inclined on agreement side. From this it is possible to conclude that the supervisors' competency in leadership style was not satisfactory or up to the standard.

With respect to item 4 of table above respondents were asked if the supervisors motivate the teachers' instruction to use different techniques or not. Accordingly the respondents approved that 2(.9%) and 73(31.7%), of them replied strongly agreed and agreed; while 86(37.4%), 50(21.7%), and 19(8.3%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates a greater numbers of responses tending between agree and undecided. From this the researcher concluded that, almost above half numbers of respondents were not aware of whether the supervisors motivate the teachers' to use different techniques to enhance quality of education. This further show that the role of provision was not found satisfyingly.

Regarding item 5 of table above respondents were asked whether supervisors are good listeners, approachable and positive in their attitude towards school based supervision or not. Accordingly the respondents approved that 25 (10.9%) and 92(40.0%), of them replied strongly agreed and agreed; while 74(32.2%), 26(11.3%), and 13(5.7%) of them replied undecided, disagreed and strongly disagreed whether supervisors are good listeners, approachable and positive in their attitude towards school based supervision respectively. As seen from the response rates an equal numbers of responses tending between agreement position and undecided and disagree position. From this the researcher concluded that supervisors' behavior was good for some groups and unacceptable for others. Therefore, this may or may not be from the teachers as well as supervisors.

Regarding item 6 of table above respondents were asked whether supervisors evaluate the teachers'

lesson plan and its application in the classroom or not. Accordingly the respondents approved that 20(8.7%) and 109(47.4%), of them replied strongly agreed and agreed; while 54(23.5%), 32(13.9%), and 15 (6.5%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates a greater numbers of responses tending between agreed and undecided. From this one can infer that above half numbers of respondents were affirmed supervisors exert their effort and evaluate the teachers' lesson plan and its application in the classroom, whereas, others considerable numbers of respondents were not satisfied with the supervisors' evaluation of the teachers' lesson plan and its application in the classroom. As the researcher's conclusion, the supervisors' expected role to bring quality of education in the study areas was shown fluctuating, this refers that the supervisors' expected role to bring quality of education in the study areas was not satisfactory.

Regarding item 7 of table above respondents were asked if supervisors are giving pedagogical support, assistance, guidance and advice to teachers to realize instructional objectives or not. Accordingly the respondents approved that 42(18.3%) and 25(10.3%), of them replied strongly agreed and agreed; while 137(59.6%), 20(8.7%), and 6(2.6%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates majority of respondents lied toward undecided position and a few of respondents replied agrees towards the idea. From this one can infer that respondents were not aware about the supervisors were exerting effort and giving pedagogical support, assistance, guidance and advice to teachers to realize instructional objectives in the study areas. From this the researcher concluded that supervisors did not exert effort and support in providing necessary training and orientation and pedagogical support, assistance, guidance and advice to teachers to realize instructional objectives to enhance quality education in the study areas.

Concerning item 8 item of table above respondents were asked if supervisors are coordinate evaluation of teaching learning process and its application or not. Accordingly the respondents approved that 8(3.5%), and 33(14.3%), of them replied strongly agreed and agreed; while 41(17.8%), 80 (34.8%) and 68(29.6%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates majority of respondents lied between undecided and disagree position. From this one can infer that supervisors did not exert effort and support in providing clear role and responsibilities with coordinating evaluation of teaching learning process and its application to enhance quality education in the study areas.

With reference to item 9 of table above respondents were asked if supervisors select, facilitate and

make available to use teaching-learning materials for teachers on time or not. Accordingly the respondents approved that 50(21.7 %), of them replied agreed; while 106(46.1%), 40(17.4%), and 34(14.8%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates majority of responds lied between undecided and disagree. From this one can deduce that the supervisors' facilitation and making available to use teaching-learning materials for teachers on time to advance quality education was not satisfyingly applied in the study areas.

On the subject of item10 of table above respondents were asked if supervisors evaluate, analyze and report students' academic performance horizontally and vertically for concerning stakeholders. Consequently the respondents approved that 42(18.3%) and 114(49.6%), of them replied strongly agreed and agreed; while 17(7.4%), 40(17.4%), and 17(7.4%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates majority of responds lied towards agreed position and the rest of them reclined on disagree positions. From this one can sense that respondents were agreed that supervisors were evaluated, analyze and report students' academic performance horizontally and vertically for concerning stakeholders. From this the researcher concludes that they were hard workers for the activities that need report from them in the study areas.

As regards of item 11 of table above respondents were asked whether supervisors are providing due attention for supervision activities or not. Consequently the respondents approved that 10(4.3%) and 24(10.4%) of them replied strongly agreed and agreed; while 59(25.7%), 41(17.8%), and 96(41.7%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates, it rests towards strongly disagree, undecided, disagrees respectively. From this one can infer that the supervisors due attention for supervision activities were not adequately performed in the study areas.

As regards of item 12 of table above respondents were asked whether supervisors encourage good team spirit and collaboration in school environment or not. Consequently the respondents approved that 23(10.0%) and 67(29.1%) of them replied strongly agreed and agreed; while 60(26.1%), 65(28.3%), and 15(6.5%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates, it greatest numbers of responses rests towards agree, disagree, undecided and strongly agree respectively. As the response rate shows almost forty percent of respondents agreed on the supervisors' encouragement of creating good team spirit and collaboration; whereas thirty four percent of respondents did not agreed on the supervisors' encouragement of creating good team spirit and collaboration and the rest groups of twenty six percent of them were not aware about the supervisors'

activities in their schools. From this one can infer that the supervisors' encouragement of creating good team spirit and collaboration in the study area was not realistic.

As regards of the last item in table above respondents were asked whether school leaders frequently supervises teachers in classroom or not. Consequently the respondents approved that 26(11.3%) and 157(68.3%), of them replied strongly agreed and agreed; while 6 (2.6%), 12(5.2%) and 29(12.6%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates a greater numbers of respondents inclined on agree position that indicates the school leaders frequently supervises teachers in classroom.

Additionally, the average mean value tending **on (M=3.02)** with medium interpretation. Generally from the average mean one can infer that the supervisors' provision for school leaders and teachers to enhance quality of education was found medium position. Based on this analysis it is possible to conclude that the supervisors' provision to solve problems between teachers and students, establishing good human relationship in the school, their competency in their leadership style, their evaluation of the teachers' lesson plan and its application in the classroom, providing due attention for supervision activities and creating good team spirit and collaboration in school environment were not satisfyingly put into practice like enhancing the quality of education in the study areas. Finally, the researcher concludes that the supervisors' role in exerting and supporting supervisory role to enhance quality of education in the study was not satisfactory.

Concerning this question supervisors were interviewed by the researcher. Accordingly, they approved the role of supervision as it brings quality of education, but as their report:

“As for supervision, the city education office is responsible for supervision, because we take decisions concerning supervision of teachers and schools. But the fact that we are not together and working also means that supervision is suffering. We should be in the field ourselves to assess the situation correctly, but we are not there, and we cannot also empower others to be there. Additionally, to bring quality of education all responsible bodies stand together giving awareness and empowerment training for teachers, community representatives as well as for the school principals providing positive atmosphere in the schools.”

Standing from the report the researcher concludes that supervision was sick in the study areas. The supervisors' response resembles as if they were not well known the role of supervision and due to this the quality of education was not considered in the study areas. Regarding this the schools principals also required whether cluster supervisors' supervision brought the expected role in the quality of education or not. Accordingly, some of them opined as *"supervision is a back bone to bring quality education if it is implemented effectively, however, for many factors it was not applied as it was expected. For instance, we observe teachers twice a year, then we give feedback and let them to sign on the agreement but we could not give scaffolding training due to scarcity of finance."*

This indicates that there is no significance difference between the opinions of supervisors and principals that school based supervisor did not give awareness on supervision. From this, it is possible to say that school based supervisors were not giving sufficient time to observe the lesson in details. On the other hand, the interview with principals and vice principals said that: *"At the time of classroom observation the supervisors stay in the classroom until they fill the checklist and after they complete filling the checklist they leave the class."*

Regarding this idea Babayemi (2006) cited in Aliyi (2023) notes that in order to carry out instructional supervision practice effectively the school principal deputy principals or heads of department charged with the responsibility caring out instructional supervision practices must be trained to improve their supervisory practices through intensified workshops and seminar. From interviewee with one of the school principal, indicated:

" Even different mechanisms are prepared to develop teachers profession school based supervisors did not play their role by providing latest information on teaching strategy ,joint planning and experience sharing, short term training and peer coaching techniques of supervision for teachers they are following only teaching learning process. "

Referring to classroom observation process Pajak (2009) also reported that classroom observation is the phase in which the supervisor record instances when the intended behaviors are seen to occur. The purpose of classroom observation is improving the quality of teaching and learning activities in the classroom. Therefore, supervisors should stay in the classroom from the beginning to the end of the period. In this regard, Ministry of Education (MoE, 2004) revealed that teaching and

learning processes is continuous and holds various activities; observing specific parts of the classroom observation cannot enable to know the detailed performance of the teacher. In the same way the data gained from an interviewer:

“After classroom observation they take few minute observed teacher sign the last agreement they do not analyze the teaching learning process and even the supervisee are not volunteer to take the feedback from supervisors, (teachers resist to take feedback from supervisors the supervisee see supervision as it has no use for them.”

One of the principals reflected: *“An observed teacher after classroom observation even the supervisors try to give feedback to the supervisee some of the teacher show resistance to take feedback and try to improve their weakness.”*

Regarding major roles supervision has to the development of curriculum, staff and instruction supervisors and school principals were interviewed to opine their orientation about the role of supervision on development of curriculum, staff and instruction. Accordingly, almost all of interviewee listed the positive sides of supervision as: *“It helps teachers to be aware of their teaching and its consequences for their learners”*.

Similarly others opined as:

“Supervision aims to promote growth, interaction, fault-free problem solving and a commitment to build capacity in teachers. It fosters teachers’ motivation; monitoring the teaching- learning process to obtain the best results with students; and providing a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals; however, all responsible bodies were not realized its importance.”

Supporting this, Glickman et al. (2004) have identified four roles for effective SB Supervisors. These roles are: 1) Problem solving, i.e. problem identification and solution implementation; 2) human resource management, which includes staff development and openness to innovation and change, 3) school leadership, and 4) motivation.

Regarding this the researcher tried to examine with different parameters and the literature reviews. Accordingly, the questionnaire revealed that almost 96(41.7%) of respondents were affirmed that they

did not aware of supervisors roles in their respective schools. According to Goldhammer (2007), if school supervisors were to spend most of their time and energy in classroom visits followed by conferences to help the teachers, they would build a friendlier environment for improving teachers' performance. Regarding human relationship in the school supervisors, a great deal of respondents was reported that there is no satisfying human relationship in the school environment in the study areas.

In a study by Baffour-Awuah (2011) in Ghana, it was found that teachers experienced regular visits by head teachers to classrooms and teachers wanted this practice to be continued. Other researchers also have pointed out that lesson observation is an important aspect of instructional supervision as it provides an opportunity for supervisors to assess instructional strategies, Blasé, (2006).As it was revealed by interview ,School based instructional supervision is a means for achieving effectiveness in professional development of teacher, curriculum development, and ultimately significance to student learning through teachers' improvement of classroom teaching learning activity. Thus the supervision at the school level helps teacher to be competent in their teaching learning activities; it encourages them to find suitable stratagems for better student learning; supporting this,URT, (2010)& Tesema (2014) stated the role of supervisors as The school supervisor is responsible for giving the professional assistance and guidance to teachers to enable them to realize instructional objectives for proper implementation of the curriculum .Supervisors also give all instructional leadership to staff members; coordinate evaluation of teaching and learning process and the outcome through initiation of active participation of staff members and local community at large (Tesema, 2014); and evaluate lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans. Rous (2004) cited in Merga, (2007) in his study reported that public primary schools supervisors in the US frequently offered suggestions to improve instructions. Despite the fact that, the school supervisors did not play their role by providing latest information on teaching strategy, joint planning and experience sharing, short term training and peer coaching techniques of supervision for teachers they are following only teaching learning process.

Additionally, the interviewee also approved that as the expected role was not satisfyingly applied; therefore, to bring quality of education all responsible bodies stand together giving awareness and empowerment training for teachers, community representatives as well as for the school principals

providing positive atmosphere in the schools. The supervisors' response resembles as if they were not well known the role of supervision and due to this, the quality of education was not considered in the study areas. Based on the research tools, the researcher arrived on conclusion that the supervisors' expected role to bring quality of education in the study areas was shown fluctuating, this refers that the supervisors' expected role to bring quality of education in the study areas was not satisfactory. In fact, Glickman et al. (2004) have identified four roles for effective SB Supervisors. These roles are: 1) Problem solving, i.e. problem identification and solution implementation; 2) human resource management, which includes staff development and openness to innovation and change, 3) school leadership, and 4) motivation.

Table 4.3.3 Supervisors provision and teacher's professional competence

S.N.	Items												
		SA		A		U		DA		SDA		M	Sd
		f	%	f	%	f	%	F	%	F	%		
1	I am well oriented about the practice of school based Instruction supervision	8	3.5	82	35.7	83	36.1	28	12.2	29	12.6	3.09	1.036
2	I am aware of the significance of school-based supervision	18	7.8	66	28.7	103	44.8	31	13.5	15	5.2	3.20	.951
3	School-based supervision have contributed to the improvement of my teaching practice	14	6.1	25	10.9	114	49.6	44	19.1	33	14.3	2.72	1.029
4	Classroom observation have enabled me to understand and use a variety of teaching strategies	15	5.2	61	26.5	71	30.9	42	18.3	41	17.8	2.85	1.186
5	I confirm that school-based supervision improves pupils learning and performance	32	13.9	33	14.3	94	40.9	63	27.4	8	3.5	3.07	1.054
6	School-based supervision is an opportunity for teachers to discuss our teaching and learning challenges	2	.9	120	52.2	53	23.0	45	19.6	10	4.3	3.25	.929
7	School-based seminars and workshops are improved my	35	15.2	7	3.0	54	23.5	28	12.2	106	46.1	2.29	1.453

	teaching profession												
8	It supports innovation, creativity and new skills	14	6.1	16	7.0	37	16.1	28	12.2	13	5.7	3.91	1.252
9	It fosters continuous and open deliberation on curriculum issues and problems by connecting theory and practice.	57	24.8	12	53.0	31	13.5	14	6.1	6	2.6	3.91	.925
10	Supervisions had comprehensive pedagogical importance that accomplishes instructional goals for better learning outcomes.	59	25.7	8	3.5	91	39.6	33	14.3	39	17.0	3.06	1.375
11	Reviews actions and accepts feedback in an atmosphere of collegiality and collaboration	-	-	56	24.3	10	46.1	37	16.1	31	13.5	2.81	.955
12	Engages teacher in the planning, designing, and evaluation of individual professional development programs.	21	9.1	52	22.6	10	44.3	40	17.4	15	6.5	3.10	1.009
13	Recognizes teachers strengths and needs and provides opportunities growth in a supportive learning environment	14	6.1	5	2.2	17	7.4	63	27.4	13	5.7	1.89	1.128
Average Mean =3.01													

Keys: SA=strongly agree, A=Agree, U=Undecided, DA=Disagree, SDA=strongly disagree

As it is indicated on item 1, table above, respondents were required to rate to which extent school based supervision has enhanced the teachers professional competence whether or not the teachers were well oriented about the practice of school based Instruction supervision. Regarding this, 8(3.5%) and 82(35.7%) of them replied strongly agreed and agreed; while 83(36.1%), 28(12.2%), and 29(12.6%) of them replied undecided, disagreed and strongly disagreed respectively. As seen in the rated responses among the all respondents about thirty nine percent of them were agreed on the issue that they were well oriented about the practice of school based Instruction supervision. This implies that their school practice of supervision helped them to improve their professional competence. Whereas about 36.1 percent of respondents were not either supported or know about the role of supervision; the rest of

respondents about 24.8 percent among all respondents disagreed on the issue. This implies that they were never been supervised in their schools regarding their professional competence. From this the researcher concludes that the role of supervision enhancing the teachers' professional competence in the study areas was not well practiced.

As can be seen in item 2 of table above, respondents were required to rate to which extent teachers were whether or not aware of the significance of school-based supervision, accordingly the respondents approved that 18(7.8%) and 66(28.7%) of them replied strongly agreed and agreed; while 103(44.8%), 31(13.5%), and 15(5.2%) of them replied undecided, disagreed and strongly disagreed respectively. As the response indicated that no significant numbers of respondents approved the issue with higher agreement or disagreement, however, as it shown there are nearly three groups well aware, in between and not aware about the issue. From this the researcher concludes that the supervision was not equally seen all teachers to enhance their professional competence in the study areas.

With respect to item 3 of table above respondents were required to rate whether or not school-based supervision have contributed to the improvement of their teaching practice. Accordingly the respondents approved that 14(6.1%) and 25(10.9%) of them replied strongly agreed and agreed; while 114(49.6%), 44(19.1%), and 33(14.3%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rate a greater numbers of response rated between undecided and disagree. The overall response indicated that the disagreement on the point. This implies that the majority of respondents disagreed with the issue that school-based supervision has not contributed to the improvement of their teaching practice in the study areas.

With respect to item 4 table above, respondents were required to rate whether or not their supervisors' classroom observation have enabled them to understand and use a variety of teaching strategies. Accordingly the respondents approved that 15(5.2%) and 61(26.5%), of them replied strongly agreed and agreed; while 71(30.9%), 42(18.3%), and 41(17.8%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates a greater numbers of responses tending between disagree and undecided. This implies that the majority of respondents disagreed with the issue that the supervisory role was not satisfyingly applied or classroom observation was not conducted to help teachers to use a variety of teaching strategies in the study areas.

Regarding item 5 of table above respondents were asked whether school-based supervision

improves pupils learning and performance or not. Accordingly the respondents approved that 32 (13.9%) and 33(14.3%), of them replied strongly agreed and agreed; while 94 (40.9%), 63(27.4%), and 8(3.5%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates over all responses nearly resembled between agree and disagree position, however, majority of response indicated that respondents were undecided position. From this one can deduce that many teachers in the study areas were not conscious about the role of school-based supervision whether or not it improves pupils learning and their performance. On the other hand, nearly the same numbers of respondents inclined towards agree and disagree in the issue. This reflects that the practice of supervision in those study areas was not seen as expected. From this the researcher concludes that the supervisors' seizing their roles in the study areas retarding the teachers' professional competence.

Regarding item 6 of table above respondents were required to rate whether or not school-based supervision was open an opportunity for teachers to discuss our teaching and learning challenges. Accordingly he respondents approved that 2(.9%) and 120(52.2%) of them replied strongly agreed and agreed; while 53(23.0%), 45(19.6%), and 10 (4.3%) of them replied agreed, disagree and undecided position respectively. As seen from the response rates a greater numbers of responses tending between agreed and the rest of them were undecided and disagree on the issue. From this one can infer that above half numbers of respondents were affirmed supervisors exert their effort and an opportunity for teachers to discuss our teaching and learning challenges, whereas, considerable numbers of respondents were not satisfied with the supervisors' activity. As the researcher's conclusion, the supervisors' expected role to bring quality of education in the study areas was shown fluctuation, this refers that the supervisors' expected role to bring quality of education in the study areas was not satisfactorily implemented or there was no holistic activities were given.

Regarding item 7 of table above respondents were asked if school-based seminars and workshops are improved the teachers' teaching profession or not. Accordingly the respondents approved that 35(15.2%) and 7(3.0%), of them replied strongly agreed and agreed; while 54(23.5%), 28(12.2%), and 106(46.1%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates majority of respondents did not accept the issue and a considerable numbers of them were in between, that means they did not give idea or stand with in either position. From this one can infer that respondents were not aware about the supervisors were exerting effort and giving pedagogical support, school-based seminars and workshops to teachers to realize teachers' teaching

profession in the study areas. From this the researcher concluded that supervisors did not exert effort and support in providing necessary training and orientation and pedagogical support, assistance, guidance and advice to teachers to realize instructional objectives to enhance quality education through improving the teachers professional competence in the study areas.

Concerning item 8 item of table above respondents were asked if supervision supports innovation, creativity and new skills or not. Accordingly the respondents approved that 14(6.1%), and 16(7.0%), of them replied strongly agreed and agreed; while 37(16.1%), 28 (12.2%) and 135(58.7%) of them replied undecided, disagreed and strongly disagreed respectively. As the response rates indicated that the overall data shows the respondents did not accept the issue. This implies that a kind of supervision that supports innovation, creativity and new skills was not implemented in the study areas.

With reference to item 9 of table above respondents were asked if supervision fosters continuous and open deliberation on curriculum issues and problems by connecting theory and practice. Accordingly the respondents approved that 57(24.8 %), 124(53.9 %) of them replied agreed and strongly agreed respectively; while 29(12.6%), 16(6.1%), and 6(2.6%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates majority of responds accepted the issue.

On the subject of item10 of table above respondents were asked if they understood that supervisions had comprehensive pedagogical importance that accomplishes instructional goals for better learning outcomes. Consequently the respondents approved that 59(25.7%) and 8(3.5%), of them replied strongly agreed and agreed; while 91(39.6%), 33(14.3%), and 39(17.0%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates majority of responds lied towards undecided, disagree and agree position. From this one can sense that the majority of respondents were not decided whether supervisions had comprehensive pedagogical importance that accomplishes instructional goals for better learning outcomes. This implies that either the teachers lack the knowledge about the role of supervision or did not supervised in their respective schools. Furthermore; the data shows the respondents' dissatisfaction towards supervision in their respective schools.

As regards of item 11 of table above respondents were asked whether they reviews actions and accept feedback in an atmosphere of collegiality and collaboration or not. Consequently the respondents approved that 56(24.3%) of them replied agreed; while 106(46.1%), 37(16.1%), and 31 (13.5%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates, it rests towards strongly disagree, undecided, disagrees respectively. From this one can infer that majority

of respondents were between in neutral position; and the rest of them were not accept the issue. This implies that the teachers were not aware on supervision activities. This further shows supervision was not adequately performed in the study areas.

As regards of item 12 of table above respondents were asked whether the effect of supervision engages teacher in the planning, designing, and evaluation of individual professional development programs. Consequently the respondents approved that 21(9.1%) and 52(22.6%) of them replied strongly agreed and agreed; while 102(44.3%) 40(17.4%), and 15(6.5%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates, it greatest numbers of responses rests towards, undecided, agree and disagree respectively. Among these a considerable numbers of respondents were undecided position while the rest were between agree and disagree position. This implies that all respondents were not in similar position may be the result of not well known about the role of the supervision or were not being supervised adequately in their due schools.

In the last item 13 table above respondents were requested whether or not school supervision recognizes teachers' strengths and needs and provides opportunities growth in a supportive learning environment. Consequently the respondents approved that 14(6.1%) and 157(68.3%), of them replied strongly agreed and agreed; while 17 (7.4%), 63(27.4%) and 131 (57.0%) of them replied undecided, disagreed and strongly disagreed respectively. As seen from the response rates a greater numbers of respondents inclined on disagree position that indicates the respondents were not aware about the role of supervision. This further shows that the supervision was not adequately practiced and due to the teachers' professional competence was not enough in the study areas.

Moreover, the average mean value inclined on (**M=3.01**) with medium interpretation. Generally from the average mean one can infer that the school based supervision was not competent enough in enhancing the teachers' professional competence in the study areas. Based on this analysis it is possible to conclude that the supervision was not satisfyingly put into practice like enhancing the teachers' professional competence in the study areas. Finally, the researcher concludes that the supervisors' role in exerting and supporting supervisory role to enhance quality of education in the study was not satisfactory.

regarding the overall supervisory practices in promoting teachers professional competences, question supervisors and school principals were requested to opine the effect of supervision in promoting teachers

professional competences in the study areas. Accordingly, supervisors as well as the school principals similarly opined as

“We believe in the role of supervision promoting professional competences when it is supported by seminars, workshops and trainings, however, in absence of these things we could not say it changed our teachers’ professional competences. Because we observe only for the sake of formality.”

The findings and the literature review indicated those school supervisors’ discussion with the teachers on issues related to teaching and learning and observed weaknesses to enhance teachers’ professional competence. They also believed that they should assist and support the teachers on the identified weaknesses by showing how to improve their professional competence. The findings support the view of several writers Chell, (1995) and Wanzare & Da Costa, (2000) as indicated that who insist that school based supervision facilitates teaching and learning through discussion of identified weaknesses. These findings again concur with that of Alkrdem (2011) who did a study in Saudi Arabia, and found that SBS had improved and maintained the quality of teaching in schools and facilitated to foster teachers’ professional competence by helping them to identify the areas of weaknesses and to address them. The respondents strengthen the reality or the positive impact over the teacher as it promote growth, interaction, fault-free problem solving and a commitment to build capacity in teachers. Furthermore, they add as it fosters teachers’ motivation; monitoring the teaching- learning process to obtain the best results with students; and providing a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals; however, all responsible bodies were not realize its importance. Due to this, practically it was not functional in the study areas. In the same vein, the document review in sampled schools shows that the teachers’ daily work portfolio organization and action researches done on the instructional problems were not seen in all sampled schools. This implies SBSs do not make teachers ready to do action researches to solve their immediate instructional problems. This implies SBSs do not make teachers ready to do action researches to solve their immediate instructional problems. Due to this one can infer that the effect of supervision in the study areas was not satisfactory as it was expected.

It is better to note that teachers are helped to solve the challenges of teaching and learning found in specific classroom setting. This can be done by school-based supervisors who are closer to them. However, school supervisors themselves need to have a good command of knowledge of subject matter

and methodological skills to enable them be able to see and advice on teachers. Weaknesses and to improve their professional competence. Thus the supervision at the school level helps teacher to be competent in their teaching learning activities; it encourages them to find suitable stratagems for better student learning. Since supervisors did not play their role by providing latest information on teaching strategy ,joint planning and experience sharing, short term training and pear coaching techniques of supervision for teachers, the researcher conclude that the teachers' professional competence was being sick.

Supporting teachers to develop their professional competence through various strategies are the duties of school based instructional supervision. However, the result of the study showed that school based instructional supervisors were ineffective in developing teachers' professional competence by: providing latest information on teaching strategies, supervisor did not facilitate situation for teachers to try out new ideas relevant with sharing good teaching practice, SBS did not assist teachers to undertake joint planning of experience sharing at local context, SBS did not organize short term trains ,workshops seminars and others program to create a spirit of cooperative working atmosphere, as well as school based supervisors did not focus in achieving continuous professional growth of teachers through training.

Table 4.3.4 Factors affect the achievement of school-based supervision service

S.N	Items												
		VH		H		M		L		VL		Mean	SD
		F	%	f	%	f	%	F	%	f	%		
1	Lack of instructional materials	21	9.1	124	53.9	35	15.2	24	10.4	26	11.3	3.39	1.146
2	Poor communication with superintendent	21	9.1	115	50.0	50	21.7	22	9.6	22	9.6	3.39	1.091
3	Lack of in-service training in the area of instruction	18	7.8	135	58.7	33	14.3	21	9.1	23	10.0	3.45	1.091
4	Lack of courage and commitment by instructional leader to perform instructional	88	38.3	50	21.7	-	-	48	20.9	44	19.1	3.39	1.6.6

	activities												
5	Inconsistence operation of instructional activities	18	7.8	135	58.7	28	12.2	31	13.5	18	7.8	3.45	1.071
6	lack of cooperation of teachers	30	13.0	118	51.3	31	13.5	33	14.3	18	7.8	3.47	1.127
7	Unsatisfactory communication with staffs within the school	21	9.1	122	53.0	27	11.7	32	13.9	28	12.2	3.33	1.191
8	Heavy work load on instructional leaders	10	4.3	97	42.2	74	32.2	28	12.2	21	9.1	3.20	1.022
9	Shortage of time to perform instructional activities	21	9.1	122	53.0	42	18.3	28	12.2	17	7.4	3.44	1.058
10	Insufficient funds for training	21	9.1	111	48.3	63	27.4	19	8.3	16	7.0	3.44	1.008
11	Crowded classrooms.	16	7.0	141	61.3	25	10.9	28	12.2	20	8.7	3.45	1.075
12	Teachers' lack of commitment and cooperation	21	9.1	104	45.2	60	26.1	27	11.7	18	7.8	3.35	1.050
13	Overloaded curriculum	35	15.2	120	52.2	26	11.3	16	7.0	33	14.3	3.46	1.249
	Average Mean =3.40												

Keys: VH= Very high, H=High, M=Medium, L=Low, VL=Very low.

As indicated in item 1 table above, the respondents were requested to rate to which extent lack of instructional materials affects the achievement of school-based supervision services. Consequently, the response rate indicated that 21 (9.1%) and 124(53.9%) of them replied very high and high; while 35(15.2%), 24(10.4%) and 26(11.3%) of them replied medium, low, and very low respectively. Overall respondents were accepted the issue. From this one can infer that lack of instructional materials was possible challenge in the study areas.

In item 2 table above, respondents were inquired to which extent poor communication with superintendent may be a possible challenge in the study areas or not. Accordingly, the response rate indicated that 21 (9.1%) and 115(50.0%) of them replied very high and high; while 50(21.7%), 22(9.6%)

and 22(9.6%) of them replied medium, low, and very low respectively. Overall respondents were accepted the issue. From this one can infer that poor communication with superintendent was possible challenge in the study areas.

In item 3 table above, respondents were inquired to which extent lack of in-service training in the area of instruction may be a possible challenge in the study areas or not. Accordingly, the response rate indicated that 18 (7.8%) and 135(58.7%) of them replied very high and high; while 33(14.3%), 21(9.1%) and 23(10.0%) of them replied medium, low, and very low respectively. As seen from the response rate a great deal of respondents was accepted the issue. Whereas a few number of respondents replied medium. This implies that all respondents were not equally understood the role of supervision and its challenge. From this one can infer that lack of in-service training in the area of instruction was possible challenge in the study areas.

In item 4 table above, respondents were inquired to which extent lack of courage and commitment by instructional leader to perform instructional activities may be a possible challenge in the study areas or not. Accordingly, the response rate indicated that 21 (9.1%) and 50(50.9%) of them replied very high and high; while 48(20.9%), 23(10.0%) and 21 (9.1%) of them replied medium, low, and very low respectively. A considerable number of respondents were accepted the issue. From this one can infer that lack of courage and commitment by instructional leader to perform instructional activities was possible challenge in the study areas.

With regard to item 5 table above, respondents were asked whether inconsistency operation of instructional activities could be a possible challenge of the achievement of school-based supervision services or not. Accordingly the respondents approved that 18(7.8%) and 135(58.7%) of them replied very high and high; while 28(12.2%), 31(13.5%), and 18(7.8%) of them replied medium, low, and very low respectively. The majority numbers of response rate confirmed that inconsistency operation of instructional activities could be a possible challenge of the achievement of school-based supervision services in the study areas.

As indicated in item 6 table above, the respondents were requested to rate to which extent lack of cooperation of teachers affects the achievement of school-based supervision services. Consequently, the response rate indicated that 21 (9.1%) and 127(55.2%) of them replied very high and high; while 31(13.5%), 32(13.9%) and 19(8.3%) of them replied medium, low, and very low respectively. Overall

respondents were accepted the issue. From this one can infer that lack of cooperation of teachers affects the achievement of school-based supervision services was possible challenge in the study areas.

As indicated in item 7 table above, the respondents were requested to rate to which extent unsatisfactory communication with staffs within the school affects the achievement of school-based supervision services. Consequently, the response rate indicated that 21 (9.1%) and 122(53.0%) of them replied very high and high; while 27(11.7%), 32(13.9%) and 28 (12.2%) of them replied medium, low, and very low respectively. A great deal of respondents were accepted the issue. From this one can infer that unsatisfactory communication with staffs within the school affects the achievement of school-based supervision services was possible challenge in the study areas.

As indicated in item 8 table above, the respondents were requested to rate to which extent heavy work load on instructional leaders affects the achievement of school-based supervision services. Consequently, the response rate indicated that 10 (4.3%) and 97(42.2%) of them replied very high and high; while 74(32.2%), 28(12.2%) and 21(9.1%) of them replied medium, low, and very low respectively. A great deal of respondents were accepted the issue. Similarly, a considerable numbers of 74(32.2%) respondents were rated the seriousness of the problem in medium level. From this one can infer that heavy work load on instructional leaders' affects the achievement of school-based supervision services was possible challenge in the study areas.

As indicated in item 9 table above, the respondents were requested to rate to which extent shortage of time to perform instructional activities affects the achievement of school-based supervision services. Accordingly, the response rate indicated that 21 (9.1%) and 122(53.0%) of them replied very high and high; while 42(18.3%), 28(12.2%) and 17(7.4%) of them replied medium, low, and very low respectively. a great deal of respondents were accepted the issue. Similarly, a considerable numbers of 74(32.2%) respondents were rated the seriousness of the problem in medium level. From this one can infer that shortage of time to perform instructional activities negatively affects the achievement of school-based supervision services in the study areas.

As indicated in item 10 table above, the respondents were requested to rate to which extent insufficient funds for training could be a challenge of the achievement of school-based supervision services or not. Accordingly, the response rate indicated that 21 (9.1%) and 111(48.3%) of them replied very high and high; while 63(27.4%), 19(8.3%) and 7.0(7.4%) of them replied medium, low, and very low

respectively. a great deal of respondents were accepted the issue. Similarly, a considerable numbers of 63(27.4%), respondents were rated the seriousness of the problem in medium level. This implies it could or could not be a challenge in the study area. However, a great deal of respondents accepted the issue that insufficient funds for training negatively affect the achievement of school-based supervision services in the study areas.

As indicated in item 11 table above, the respondents were requested to rate to which extent crowded classrooms could be a challenge of the achievement of school-based supervision services or not. Accordingly, the response rate indicated that 16 (7.0%) and 141(61.3%) of them replied very high and high; while 25(10.9%), 28(12.2%) and 20(8.7%) of them replied medium, low, and very low respectively. A great deal of respondents were accepted the issue. This implies that crowded classrooms negatively affect the achievement of school-based supervision services in the study areas.

As indicated in item 12 table above, the respondents were requested to rate to which extent teachers' lack of commitment and cooperation could be a challenge of the achievement of school-based supervision services or not. Accordingly, the response rate indicated that 21 (9.1%) and 104(45.2%) of them replied very high and high; while 60(26.1%), 27(11.7%) and 18(7.8%) of them replied medium, low, and very low respectively. Similarly, a considerable numbers of 60(26.1%) respondents were rated the seriousness of the problem as medium level. This implies it could or could not be a challenge in the study area. However, a great deal of respondents accepted the issue that teachers' lack of commitment and cooperation negatively affects the achievement of school-based supervision services in the study areas.

In the last item 13 table above respondents were requested whether or not overloaded curriculums could be a challenge of the achievement of school-based supervision services or not. Accordingly, the response rate indicated that 35 (15.2%) and 120(52.2%) of them replied very high and high; while 26(11.3%), 16(7.0%) and 33(14.3%) of them replied medium, low, and very low respectively. Overall respondents accepted that as overloaded curriculums negatively affect the achievement of school-based supervision services. Besides, the average mean value inclined on **(M=3.40)** with moderate interpretation. Generally from the average mean one can infer that the factors that listed in the above table were moderately affect the achievement of school-based supervision service.

Concerning the major problems that affect the achievement of school-based supervision service in the Secondary School of Hawassa city administration, one of the interviews opined as:-

“It is unfair on the part of management to think that head teachers who are supervising six teachers and above should continue to teach as subject or classroom teachers. Currently our head teachers do not teach as required of them and they do not do the administrative work like supervision effectively due to this dual role. Many head teachers as a result do not even have time to inspect teachers’ lesson notes, supervise the classroom work effectively and even study the teachers’ relationship with the students effectively.”

As interview held, one of the principals said that

“Absences of competent supervisors were hindered to conduct sound supervision practices in schools and their numbers were considered as basic challenge. The reason raised by interviewer was most of our supervisors had not got training opportunities in supervision practice how supervision conducted because their educational background is different of educational planning and management, this made the schools to have different implementations so as to achieve the intended objectives they focused on routine activities that not bring radical change in implementation of school supervision goals in regard to assist teachers in selecting teaching techniques which enhance learning”

One of the principals reported as

“The challenges faced school in implementing supervision were; too little extent of support provided in side of supervisors in cause of almost all supervisor are not educational planning management field back ground so they not familiar with procedure, techniques and approaches of supervision. for the sake of this they not enough capable to provide support for teacher,

and some supervisor not need to openly discussed with teacher and also teachers perception regarding to instructional supervision the consider the practice as fault finding.”

As cited in Allis, Yunus (2010) agree to state that due to its evaluative propositions: teachers with minimal experience have more cynical attitudes towards supervision practice than highly competent teachers. Therefore, due to the anxiety that supervisors may report their weaknesses to the school oversee they take supervision as fault finding and insignificant. From the result, it is possible to say that teachers perceive supervision as fault finding than helping activity. In a study of instructional supervision and teacher satisfaction, Fraser (1980) cited in Glickman et al. (2004) stated that “the improvement of the teaching learning process was dependent upon teacher attitudes toward supervision”. He further noted that unless teachers perceive instructional supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired effect.

On the other hand, from the interview held with supervisor:

“Teachers perceive supervision a means to promote teachers’ autonomy if properly applied in the school. The problem of supervision is, schools are not practicing as on the manual of supervision.” In supporting this, during interview section one of the cluster supervisor said that “SBSs do not devote their time on evaluating the lesson plans, teaching notes of teachers,’ their application and students’ exercise books when they observe class room instruction because of shortage of time due to administrative loads and lack of commitment”. This shows every teaching learning activity was not adequately monitored and evaluated by SBSs to improve teachers’ instructional process.”

It needed great effort to minimize the mentioned hinder factors to enhance instruction in secondary school of study area.

It was differently treated to substantiate the result of the study. Accordingly; the questionnaire revealed that lack of adequate instructional materials was one of the major problems among others that militated school based supervisors not to employ effective supervision in the study areas.

There can be no effective supervision of instruction without adequate instructional materials (Enaigbe, 2009). Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process. On the other hand, the absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007).

As it was evidenced from the study, the factors that affect school based supervision were revealed. Regarding this, majority of teacher respondents on their closed ended question exposed that they have no good approach and positive communication with their SBSs concerning lesson plan teaching methodologies. In the same way two of the supervisors suggested that now day's teachers with their SBSs have no positive and strong communication on lesson plan and teaching methods. This indicates school based supervisions are not supporting teachers' lesson plan preparation, relevance and its application and teaching methods in the class room. Providing this, Merga (2007) notes that as any other profession, the school based supervisors need to have some qualities. Among these qualities, the main ones are the following. The SB 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. However, as it was shown in the study positive and strong communication between supervisors and teachers was not satisfying.

Additionally the study affirmed that school based supervisors did not coordinate evaluation of teaching learning process and its application. In supporting this, during interview section one of the supervisors said that school based supervision do not devote their time on evaluating the lesson plan of teachers' and coordinate evaluation of teaching learning process and its application when they observe class room instruction because of shortage of time and heavy work load on instructional leaders. 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 work load, lack of cooperation from principals negatively affects the practice of supervision.

This indicates that in the study area schools had no a clear plan to implement school based supervision. The same is observed when documents of sampled schools were referred. That means there were no daily work plan, weekly, quarter, semester and yearly plans that properly planned to perform SBS regularly in order to improve teaches' instruction and students' academic achievement in secondary schools. Therefore, inconsistence operation of instructional activities was considered as a factor that affects school based supervision in the study area. Similarly, one of the interviewee said that the main problem to perform SBS is schools missed shortage of time to perform instructional activities. He also informed other challenge that affect the implementation SBS in secondary schools which is schools' standard that limits practice of SBS. Because some secondary schools have low standard regarding human, material and financial resource capacities.

That means in the study area the schools did not allocate adequate budget for school based supervisory activities. Additionally, one of the principals on his interview question asked to give if there are other challenges affecting practice of SBS, he strongly suggested that education officers never allocate budget to perform the activities of SBS. The findings of the study revealed that; some school based supervisors were over loaded with many tasks; highly responsible than other teachers in supporting beginner teachers but they do not overcome their responsibilities; some teachers challenge to accept their instructional limitations; in fact, 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 supervisor y work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).school based supervisors do not have financial incentives; they are do not authorized to take actions on recommendation; but rather they are focusing on building classrooms, toilets, library rooms and other administrative issues.

The study also revealed that there was no training about school based supervision for supervisors and teachers. Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As it is summarized in Alhammad study (cited in Rashid, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga (2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision. In the same way, most of the respondents proved on their questionnaire, another problem that affects the activities of SBS is lack of short training programs that should be prepared by SBSs. This indicates that assignment of school based supervisors was not proportional to the number of teachers in the staff.

Generally, the researcher concludes the major challenges that affect school based supervision were:- Lack of instructional materials, Poor communication with superintendent, lack of in-service training in the area of instruction, inconsistency operation of instructional activities, heavy work load on instructional leaders, shortage of time to perform instructional activities, Insufficient funds for training and overloaded curriculum were the major problems that revealed by questionnaire. Moreover, interview and document review shown that schools had no a clear plan to implement school based supervision; schools' standard that limits practice of SBS. Because some secondary schools have low standard regarding human, material and financial resource capacities. Additionally, teachers also strongly dislike accepting their supervisors comment and being absent not to be observed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations that the researcher suggests and assumes operational in improving the status of school based supervision practices and challenges in government secondary schools of in Hawassa city administration.

5.1 Summary

School based supervision is a means for achieving effectiveness in professional development of teacher, curriculum development, and ultimately significance to student learning through shared action of teachers' improvement of classroom teaching learning activity. Thus the supervision at the school level helps teacher to be competent in their teaching learning activities; it encourages them to find suitable stratagems for better student learning. The main purpose of the study was to assess the practices and challenges of school based supervision in government secondary schools in Hawassa city administration. In order to get answers for the above basic questions, for four governmental secondary schools found in Hawassa city administration, the study was carried out in four secondary schools that were selected by simple random sampling techniques to the study.

Regarding research design, a descriptive survey research design with mixed approach was employed. Concerning the method of population selection, simple random selection for teachers and members of SIP sampling, Available sampling for principals and comprehensive sampling for supervisors in the studied sub cities. Totally, 241 populations were selected as samples of the study. The data gathered were analyzed in both descriptive statistics such as percentages, frequencies as well as qualitatively using word narrations. Document review, questionnaire and interviews were used as data gathering instruments. In order to achieve this purpose, this study, therefore, attempted to get answers to the following basic research questions.

1. To what extent is school based supervision practiced in secondary schools of the Hawassa city administration?
2. How do secondary school supervisors provided the expected support for school leaders and teachers to enhance quality of education?

3. To what extent cluster supervision enhanced teacher's professional competence in secondary schools of Hawassa city administration?
4. What are the major problems that affect the achievement of school-based supervision service in the Secondary School of Hawassa city administration?

Therefore, the analysis made then justifies the following major findings of practices and challenges of school based supervision.

Hence the major the findings of the study are summarized as follows.

5.1.1 The extent of school based supervision practice in the study area

As it was confirmed in different tools that the extent of school based supervision practice was low in the study area. Regarding classroom observation the finding revealed that school based supervisions did not give enough time to observe the teacher from the beginning to the end while they enter the class for observation. They stay in the class until they fill the information they need to fill. Some of the school facilitates supervision twice in a year (once per semester) and some of the school did not practice supervision totally, they see supervision as burden This shows that supervisors practice was incredibly low in the study areas.

Furthermore, as it was affirmed by the document review there were no written information that indicates the daily work plan on pre-observation conference between SBSs and supervisee teachers. It was seen as all schools facilitated supervision twice in a year (once per semester). Therefore, it is possible to say that the extent of the school based supervision was not implemented as it is expected. As it confirmed from the average mean value of the response rate, it revealed that ($M=2.34$); this shows low and ineffective practice of school based supervision in the study areas.

5. 1.2 Supervisors provision for school leaders and teachers to enhance quality of education

The study revealed that SBSs were not plying their expected roles in the process of SBS. Similarly; they did not aware of supervisors' roles in their respective schools. Supporting teachers to develop their professional competence through various strategies are the duties of school based instructional supervision. However, the results of the study showed that school based instructional supervisors were ineffective in developing teachers' professional competence by: providing latest information on teaching strategies, supervisor did not facilitate situation for teachers to try out new ideas relevant with sharing good teaching practice. provision to solve problems between teachers and students,

establishing good human relationship in the school, their competency in their leadership style, their evaluation of the teachers' lesson plan and its application in the classroom, providing due attention for supervision activities and creating good team spirit and collaboration in school environment were not satisfyingly put into practice like enhancing the quality of education in the study areas. Finally, the researcher concludes that the supervisors' role in exerting and supporting supervisory role to enhance quality of education in the study was not satisfactory. Furthermore, the average mean value tending on **(M=3.02)** with medium interpretation. Generally from the average mean one can infer that the supervisors' provision for school leaders and teachers to enhance quality of education was found medium position.

5.1.3 Effects of supervision on teacher's professional competence.

Developing teacher's professional competence is a vital duty of supervisors. In this case the result revealed that school based supervision have low contribution to enhance professional competence of teachers due to ineffective provision of latest information on teaching strategies; they insufficiently facilitate situations for teachers to try out new ideas relevant with sharing good teaching practice. In addition to this, there was low degree of assisting teachers to undertake joint planning of experience sharing programs in local school context. In addition to this supervisions were ineffective in organizing short term trainings, workshops, seminars and others program to create a spirit of cooperative working atmosphere and low degree of training program at school level which focuses in achieving continuous professional growth of teachers.

Furthermore, they add as it fosters teachers' motivation; monitoring the teaching- learning process to obtain the best results with students; and providing a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals; however, all responsible bodies were not realize its importance. Due to this, practically it was not functional in the study areas. Due to this the effect of supervision in the study areas was not satisfactory as it was expected.

It is better to note that teachers are helped to solve the challenges of teaching and learning found in specific classroom setting. This can be done by school-based supervisors who are closer to them. However, school supervisors themselves need to have a good command of knowledge of subject matter and methodological skills to enable them be able to see and advice on teachers. Weaknesses and to

improve their professional competence. Thus, the researcher concludes that the teachers' professional competence was being sick in the study areas. Moreover, the average mean value inclined on (**M=3.01**) with medium interpretation. Generally from the average mean one can infer that the school based supervision was not competent enough in enhancing the teachers' professional competence in the study areas

5.1.4 Factors that affect the school-based supervision service in the study areas

It was differently treated to substantiate the result of the study.

Generally, the researcher concludes the major challenges that affect school based supervision were:- Lack of instructional materials, Poor communication with superintendent, lack of in-service training in the area of instruction, inconsistency operation of instructional activities, heavy work load on instructional leaders, shortage of time to perform instructional activities, Insufficient funds for training and overloaded curriculum were the major problems that revealed by questionnaire. Moreover, interview and document review shown that schools had no a clear plan to implement school based supervision; schools' standard that limits practice of SBS. Because some secondary schools have low standard regarding human, material and financial resource capacities. Additionally, teachers also strongly dislike accepting their supervisors comment and being absent not to be observed.

5.2 Conclusion

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

School based supervision has to be practiced properly if it is desired to improve the teaching learning process. However, the overall study result shows that the extent of school based supervision practice was low in the study area. Some of the school facilitates supervision twice in a year (once per semester) and some of the school did not practice supervision totally, they see supervision as burden. This shows that supervisors practice was incredibly low in the study areas.

The school based supervisors were ineffective in developing teachers' professional competence by: providing latest information on teaching strategies, supervisor did not facilitate situation for teachers to try out new ideas relevant with sharing good teaching practice. Provision to solve problems between teachers and students, establishing good human relationship in the school, their competency in their leadership style, their evaluation of the teachers' lesson plan and its application in the classroom.

Finally, the researcher concludes that the supervisors' role in exerting and supporting supervisory role to enhance quality of education in the study areas was not satisfactory.

The study reveal that in the study areas the school based supervision have low contribution to enhance professional competence of teachers due to ineffective provision of latest information on teaching strategies; they insufficiently facilitate situations for teachers to try out new ideas relevant with sharing good teaching practice. Additionally, it was found out that school supervisors themselves need to have a good command of knowledge of subject matter and methodological skills to enable them be able to see and advice on teachers. Weaknesses and to improve their professional competence. Thus, the researcher concludes that the teachers' professional competence was being sick in the study areas.

Finally, concerning the factors that affect school based supervision in the study areas the study revealed that lack of instructional materials, Poor communication with superintendent, lack of in-service training in the area of instruction, inconsistence operation of instructional activities, heavy work load on instructional leaders, shortage of time to perform instructional activities, Insufficient funds for training and overloaded curriculum workshops, seminars, experience sharing and trainings were not organized in the study.

5.3 Recommendations

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

As the findings of the study revealed that *the* extent of school based supervision practice was incredibly low in the study area. Thus, It is advisable for principals, department heads, vice principals or SBS in Hawassa city Administration should: Create awareness on classroom observation as it is not part of final appraisal; should give enough time to observe the teacher while observation from beginning to end; Should hold post observation conference to give constructive feedback for teachers; analyze the teaching learning process and compare the expected learning outcomes with actual outcomes and arrange for improvement.

Concerning the supervisors' provision of the expected support for school leaders and teachers. The findings of the study revealed that the supervisors did not play their roles expected from them; As well as exerting and supporting as supervisory role to enhance quality of education in the study area was not satisfactory. Therefore, experts from Hawassa city education office expert, should arrange training to improve the capacity of school based supervisions through different mechanisms and give mandate for school based supervisor to train teachers; facilitate situation for teachers to try out new ideas relevant with sharing good teaching practice; assist teachers to undertake joint planning of experience sharing at local context; organize short term trains, workshops seminars and others program to create a spirit of cooperative working atmosphere; focus in achieving continuous professional growth of teachers through short term training, workshops and seminars.

It is also advisable for managers of education office of Hawassa city administration education office and secondary schools principals of the study areas to create awareness for teachers on essence of school based instructional supervision; and teachers should also view “ supervision” from perspective of addressing problems of teaching learning process and hence ,improving the successful achievement of instructional objectives in the classroom; this may create healthy relationship between teachers and SBS.

Regarding the teachers professional competence, the study revealed that the school based supervision have low contribution to enhance professional competence of teachers due to ineffective provision and practice of the supervisory role. So, It is advisable for the Hawass city education offices, in cooperation with zonal education department and regional education bureau should allocate budget, facilitate trainings, experience sharing session, workshops for school based supervisors and based supervision committee members should be free from routine tasks and reduced their teaching load relative to other teachers in line with the school based supervision.

Regarding the factors that affect the school based supervision in the study areas the finding exposed that Lack of instructional materials, poor communication with superintendent, lack of in-service training in the area of instruction, inconsistence operation of instructional activities, insufficient funds for training, workshops, seminars and experience sharing trainings were the major problems in the study areas. To minimize the problems of school-based supervision in secondary schools, Hawassa city education office should give relevant in-service trainings for supervisors to upgrade

their supervisory activities, necessary resources such as supervision manuals and an adequate budget for the success of supervision at the school level was suggested.

Finally, it is recommended for other detail researches to be conducted in the area of SBS for further findings and recommendations in Hawass city in comprehensive manner.

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APPENDIX-A: QUESTIONNAIRES

COLLEGE OF EDUCATION

**DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

The main purpose of these questionnaires will be to gather relevant data to assess the role of school-based supervision in enhancing quality of education in secondary schools of Hawassa city administration. So your genuine response for the following questions is extremely important for my successful completion of this work. The information you provide will be only used for the purpose indicate and you are kindly requested to feel free in responding the question.

Section I: General Questions

1. Sex: Male ☐ Female ☐
2. Age: 21- 25 years ☐ 26 – 30 years ☐ 31- 35 years ☐
36 - 40 years ☐ E) >40 years ☐
3. Educational level
- Diploma ☐ BA/BSc/BEd ☐ MA/MSc ☐ Other ☐
4. Work Experience:
- 1-5 years ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 20 year ☐

106

No.	Items	Options				
		VH	H	M	L	VL
1	The extent of formally observing learning and teaching in classrooms on regular basis.					
2	The extent of visit classrooms to observe teachers' use of teaching/learning aids					
3	The extent of assessing teachers' knowledge of the subject content					
4	The extent of assessing teacher-pupil relationships					
5	The extent of checking on learners' progress records.					
6	The extent of evaluating teachers' classroom management					
7	The extent of assisting teachers in selecting/developing instructional materials					
8	The extent of assisting teachers on how to evaluate the performance of students.					
9	The extent of conducting face to face meetings with teachers in order to review progress					
10	The extent of assisting teachers to plan lessons					
11	The extent of guiding teachers on the appropriate methods of teaching					
12	The extent of providing teachers with constructive feedback on teaching performance					
13	The extent of School supervisors provision an opportunity for experienced and competent teachers to practice self- directed supervision					

2 .How do secondary school supervisors provided the expected support for school leaders and teachers to enhance quality of education? Use „√“ to indicate your response on the given box to show the level of your agreement Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (DA), 1=Strongly Disagree (SD).

No.	Items	Options				
		SA	A	UD	DA	SD
1	SBSs are solving problems between me and my students					
2	SBSs have a good human relationship in the school					
3	SBSs are competent enough in their leadership style					
4	SBSs are motivating my instruction by using different techniques					
5	SBSs are good listeners, approachable and positive in their attitude towards school based supervision					
6	SBSs evaluate my lesson plan and its application in the classroom					
7	SBSs give pedagogical support, assistance, guidance and advice to me to realize instructional objectives					
8	SBSs coordinate evaluation of teaching learning process and its application					
9	SBSs select, facilitate and make available to use teaching-learning materials to me on time					
10	SBSs evaluate, analyze and report students' academic performance horizontally and vertically for concerning stakeholders					

11	They provide due attention for supervision activities					
12	They encourage good team spirit and collaboration					
13	The school leaders frequently supervises me in classroom					

3. **Items related to** the cluster supervision whether it enhanced teacher's professional competence in secondary schools of Hawassa city administration in the study area or not. Use „√“ to indicate your response on the given box to show the level of your agreement Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (DA), 1=Strongly Disagree (SD).

No.	Items	Options				
		SA	A	UD	DA	SD
1	I am well oriented about the practice of school based Instruction supervision					
2	I am aware of the significance of school-based supervision					
3	School-based supervision have contributed to the improvement of my teaching practice					
5	Classroom observation have enabled me to understand and use a variety of teaching strategies					
6	I confirm that school-based supervision improves pupils learning and performance					
7	School-based supervision is an opportunity for teachers to discuss our teaching and learning challenges					
7	School-based seminars and workshops are improved my teaching profession					

8	Supervisions had comprehensive pedagogical importance that accomplishes instructional goals for better learning outcomes.					
9	Reviews actions and accepts feedback in an atmosphere of collegiality and collaboration					
10	Engages teacher in the planning individual professional development programs.					
11	Recognizes teachers strengths and needs and provides opportunities growth in a supportive learning environment					
12	Utilizes procedures that promote open communication and collaboration and mutual trust.					
14	I recognize that instructional supervision is a teacher support function to nurture teachers leadership and autonomy					

4. To what extent the following factors affect the achievement of school-based supervision service in the Secondary School of Hawassa city administration? Put a tick (√) under your option. Keys: 5= Very High (VH), 4= High (H), 3=Medium (M), 2= Low (L), 1= Very Low (VL).

No.	Items	Options				
		VH	H	M	L	VL
1	Lack of instructional materials					
2	Insufficient utilization of available instructional materials					
3	Poor communication with superintendent					
4	Lack of in-service training in the area of instruction					
5	Lack of courage and commitment by instructional leader to perform instructional activities					

6	Interference by superintendents in decision making process					
7	Inconsistence operation of instructional activities					
8	lack of cooperation of teachers					
9	Heavy work load on instructional leaders					
10	Shortage of time to perform instructional activities					
11	Insufficient funds for training					
12	Crowded and under furnished classrooms.					
13	Teachers' lack of commitment and cooperation					
14	Overloaded curriculum					

APPENDIX-B: INTERVIEW

Hawassa University

College of Education

Department of Educational Planning and Management

Interview guides to be conducted with principals and supervisors

Dear respondents:-

The main purpose of this interview is to collect relevant data regarding school the role of school-based supervision in enhancing quality of education in secondary schools of Hawassa city administration. The data obtained will be used for research purpose only. Therefore, your sincerity in responding to the questions is of great importance, and your responses to the interview would be kept confidential.

Thank you in advance for your cooperation.

Part I: General Information and Personal Data

1. Sex _____
2. Age _____
- 3, Qualification _____
4. Experience: As a teacher as a principal and/or vice principal/supervisor: _____
5. Present position _____

Part II: Give your response to the questions in short, and be precise

1. To what extent is the school based supervision practiced in your school?
2. Do school based supervisors play their expected supervisory roles to enhance the quality of education?

3. What major roles do you think supervision has to the development of curriculum, staff and instruction?
4. What are your opinions regarding the overall supervisory practices in promoting teachers professional competences?
5. What are the major problems that affect the achievement of school-based supervision service in the Secondary School of Hawassa city administration?
6. What do suggest as solution for the problems

APPENDIX-C: Document analysis check list

In this study, data document analysis will be also collected from four sampled secondary schools' by referring different documents such as supervisors' daily work plans, observation checklists, report formats, observation feedbacks, minutes, log books, grade 12th students' national exam results. So that data will be collected carefully and analyzed qualitatively to identify the degree to which the role of school-based supervision is practiced in enhancing quality of education in public secondary schools of Hawassa city administration.

No.	Items	Rating scales			Remarks
		Not good	good	Very good	
1	SBSs' daily work plan				
2	class room observation check list				
3	Feedbacks given after post Observation				
4	Minutes with SBSs and supervisee teachers				
5	Report formats about school based supervision				
6	Students' national examination results				
7	Teachers' daily work portfolio organization				
8	Action researches done on the instructional problems				