



**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

**PRACTICES AND CHALLENGES OF SCHOOL BASED  
SUPERVISION IN GOVERNMENT SECONDARY SCHOOL  
OF HAWASSA CITY ADMINISTRATION, SIDAMA  
NATIONAL REGIONAL STATE**

**BY**

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**OCTOBER, 2024**

**HAWASSA, ETHIOPIA**

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**ADUGNA HAMISO HANKAMO**

**A THESIS SUBMITTED TO COLLEGE OF EDUCATION,  
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**ADVISOR'S APPROVAL SHEET**

This is to certify that the thesis entitled **“Practices and Challenges of School Based Supervision in Government Secondary School of Hawassa City Administration, Sidama National Regional State”** submitted in partial fulfilment of the requirements for the Degree of **Master of Art in Educational Leadership and Management**, the graduate program of the Department of **Educational Planning and Management**, and has been carried out by **Adugna Hamiso**, under my supervision. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis for examination.

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Name of Advisor

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Signature

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Date

## DECLARATION

I hereby declare that this M.A thesis entitled as the “**Practices and Challenges of School Based Supervision in Government Secondary School of Hawassa City Administration, Sidama National Regional State**” is in my original work and that all sources of materials used for this thesis have been duly acknowledged. This thesis work has not been submitted earlier for award of any degree.

A dugna Hamiso  
Name of Designate

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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## **ACRONYMS AND ABBREVIATIONS**

<b>CPD:</b>	Continuous Professional Development
<b>GEQIP:</b>	General Education Quality Improvement Program
<b>KETB:</b>	Keble Education and Training Board
<b>MoE:</b>	Ministry of Education
<b>PTA:</b>	Parent Teacher Association
<b>REB:</b>	Regional Education Bureau
<b>REB:</b>	Regional Education Bureau
<b>SBS:</b>	School-Based Supervisors
<b>SPSS:</b>	Statistical Package for Social Science
<b>TDP:</b>	Teachers' Development Program
<b>UNESCO:</b>	United Nations Educational Scientific and Cultural Organization

## ABSTRACT

*The main purpose of this study was to examine practices and challenges of school-based supervision in secondary schools of Hawassa City Administration. The study employed a descriptive survey research design and quantitative and qualitative research approaches. To achieve this purpose 5 secondary schools were selected from 11 secondary schools; among these 282 (218 teachers and 64 school-based supervisors) respondents were selected by applied simple random and census sampling technique, respectively while 4 Sub-City Administration Education Office Experts has been conducted using purposive sampling technique. Data for the study were collected through questionnaire, interview and document review. Questionnaire was prepared and administered to teachers and school-based supervisors whereas interview has conducted with Education Office Experts. The researcher used the Statistical Package for Social Science version 27 in order to analyze quantitative data. The analysis of the quantitative data was carried out percentage, mean, standard deviation and independent sample t-test. The data gathered through interviews and document reviews were analyzed qualitatively through narration. Accordingly, the findings of this study showed that supervisor did not facilitate professional developments of teacher through mentoring program, they did not choose the right teaching method for a particular topic or class can be delicate in schools, they poorly manage teaching-learning time and they unevenly monitor student learning to provide ongoing feedback in the secondary schools. In general, the implementation of school-based supervision practices was ineffective due to lack of training, inadequate budget was allocated for supervision program and unavailability of skilled and experienced supervisory. Based on the findings, it is advisable for school-based supervisors to give emphasis to prior planning the supervisory tasks in scheduled manner and discussing with the supervisee and to create awareness on the purpose of school-based supervision.*

Keyword: Supervision, School Based Supervision, Secondary School, Practices

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter deals with introduction of the study and includes the sub-topics such as background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of the key terms, and organization of the study. In the subsequent sections, each of these components is discussed briefly in the following sub-sections.

### **1.1 Background of the Study**

Thinking globally, education occupies a unique position in the life of any nation, because it is one of the most powerful ways to reduce poverty and inequality, to promote peace and to lay foundation for sustainable economic growth. From this, it can be understood the role education play for the overall development of a nation (Adane, 2019).

Supervision is an educational sub-system that guides and counsels the professional development of teachers and offers effective support for educational workers in order for them to achieve their goals. It is furnished with control, guidance and communication instruments which promote an education-training standard in schools (Nkechi, Umemetu & Ogbonnaya, 2013). Here the word ‘supervision’ means to guide and simulate the activities of teachers, with a view to improving them, that is teaching as well as instruction and promoting professional growth. Supervisory practices in any context reflect the predominant views about the nature of teaching, the roles of teachers and how they learn to teach. Until the recent time, teaching was viewed basically as transmission of predetermined knowledge to students (Yonas, 2018).

Likewise, educational supervision in Ethiopia was introduced in the early ninety fourteen. Starting from that, the word supervision has been used for almost three decades until it was replaced by the word supervision. After few years, however, a shift was made again from supervision to inspection and this arrangement had remained until the early nineties. The former department of inspection currently has been replaced by the department of educational programs supervision (Weyesa, 2019).

Supervisors were employed as objective evaluators and powerful controllers to check if teachers where indeed using the prescribed methods in their classrooms and to take

corrective measures. However, the more recent concept of teaching is based on the assumption that knowledge is constructed, dynamic and conditional and teaching is an intellectually and morally complex work (Geremew and Asrat, 2015).

Supervision is an essential and crucial element in the educational program of schools. This practice can be internal and external with various responsibilities. According to MoE (2015), educational supervision is divided in to two area of responsibility. These are internal and external supervision. Internal supervision is done by school principals, department heads, and unit leaders with school level. External supervision is carried out by external supervisor from central, regional or zonal administration .Instructional supervision is focusing mainly on the total school improvement and quality of education provided for the learners. Supporting this by MoE (2010) mentioned that supervision is main focus became providing support for teachers and enhances their role as key professional decision makers in practice of teaching (Yonas, 2018).

School based supervision is focusing mainly on the total school improvement and quality of education provided for the learner. According to Adane (2019), supervision's main focus became providing support for teachers and enhances their role as key professional decision makers in practice of teaching.

In despite of these, the quality of teachers' education is determined by the provision of adequate supervision support from supervisors. The relation of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different level education officials to implement school based instructional supervision program effectively. The major tool for improving school effectiveness can be achieved by helping teachers to acquire new instructional skills and new teaching methods to prepare organizational change, and to increase their self-confidence and classroom efficiency. School based instruction plays a very great role. This, school-based supervision is considered highly beneficial for self- managing school intending to increase its effectiveness (Tekalign, 2018). Thus, to bring effective education through the improved teaching learning process, school-based supervision should be accommodating and should get serious attention in the school. In light of this, it is quite useful to examine the current practice and challenges of school-based supervision in government secondary schools of Hawassa City Administration in Sidama National Regional State.

## **1.2 Statement of the Problem**

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 (Dubale, 2021). School-based supervision focuses on teachers' professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students. In line with this, Dubale (2021) indicated that school-based supervisory practices are significant for individual teachers' professional development, school improvement, and satisfaction of public demands. As illustrated by the MoE (2015), the school principals, vice-principals, department heads, and senior teachers should take major responsibility in school based supervisory practices within their school.

The responsible partners involve themselves in the regular observation of teachers teaching in the classroom, and the organizing short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education. Therefore, the current study is in agreement with the suggestion by Defaru & Asrat (2015) indicated that in secondary schools, school based supervisors were not performing as it will be expected, from the reports of community mobilization documents, seminars, and workshops.

The educational supervision manual prepared by Sidama National Regional State Education Bureau (2022) stated that the school supervision committee members are elected from department heads, unit leaders, and senior teachers who have a leading status and high ranking in teacher career structure. As a result, the major functions of the school based supervision are providing support to teachers in improving instruction, arranging a permanent school based training programs for teachers and following up its implementation, enhancing the effective implementation of school improvement program and continuous professional development programs of teachers.

However, to the knowledge of the researcher of this study there is shortage of studies which focused on school based supervisory practice and challenges in secondary schools of Hawassa City. Due to this reason the researcher of this study agreed with the suggestion of Zewdu (2018) who study the same problems in study area; to addresses the problems of school based supervision. Meanwhile, there is a gap that found in pre-survey

of this research and needs to be assessed comprehensively about the current status of school based supervision in secondary schools of Hawassa City Administration. Besides, assigning supervision committee at school level is also new trend in the region. Indeed, these circumstances initiated the researcher to launch a study on the issue. In light of the above pressing and sensitive issues, the researcher initiated to fill the gap especially school-based supervision practices did not effectively implement in study area and conducted in depth exploration of the current practice and challenges of school-based supervision in secondary schools of Hawassa City Administration in Sidama National Regional State.

### **1.3 Research Questions**

Therefore address these purpose, the following basic research questions are raised.

- 1) To what extent school-based supervision is adequately practiced in secondary schools of Hawassa City Administration?
- 2) To what extent do teaching and learning of school-based supervision effectively implemented in secondary schools of Hawassa City Administration?
- 3) To what extent is monitoring and learning assessment is properly done in secondary schools?
- 4) What are the major challenges that hinder the effective implementation of school-based supervision in secondary schools of Hawassa City Administration?

### **1.4 Objectives of the Study**

This present study was contained both general and specific objectives.

#### **1.4.1 General Objective of the Study**

The main purpose of this present study is to assess the practice and challenges of school based supervision in government secondary schools of Hawassa City Administration.

#### **1.4.2 Specific Objectives of the Study**

- 1) To examine the extent of school-based supervision practices in the secondary schools of Hawassa City Administration.
- 2) To scrutinize the extent of teaching and learning of school-based supervision implementation in the secondary schools of Hawassa City Administration.

- 3) To explore the extent of monitoring and learning assessment of school based supervision in the secondary schools of Hawassa City Administration.
- 4) To identify major challenges that hinder the implementation of school-based supervision in the secondary schools of Hawassa City Administration.

### **1.5 Significances of the Study**

The researcher believes that the study will have a vital importance in the following ways. It may provide information for regional and zonal educational officials on the current status of school-based supervision research and help them as basic tools to do their share to improve supervisory practice in secondary schools. It may also give pertinent and timely information to principals, teachers, supervision committee members and educational officers concerning the existing system and practice of school based supervision.

And also, it may show the major contribution of school-based supervision for the professional development of secondary school teachers in Hawassa City Administration. It may serve as a starting point for other researchers who are interested to do their research related in this area.

### **1.6 Delimitation of the Study**

In order to make the study more manageable, the study was delimited in terms of conceptual, geographical, methodological and time. Conceptually, the study was delimited to assess the practices and challenges of school based supervision in government secondary schools were examined. Geographically, the study was delimited to government secondary schools in 4 selected sub-cities such as Tula, Tabor, Misrak and Addis Ketema sub-cities among them 14 secondary schools existed; 5 secondary schools such as Tula, Gemato, Adisketema, Misirakchora and Alamura secondary schools were selected. Nevertheless, conditions did not permit the researcher to study all problems in all schools. In terms of methodology, this study was comprised explanatory research design and mixed research methods. This study was conducted in period between October 2023 up to May 2024. This period was chosen according to academic time schedule.

### **1.7 Limitation of the Study**

There was unwillingness of some teachers and school-based supervisors (SBSs) to fill and return the questionnaire by the time table set at the beginning. Furthermore, secondary

school teachers and SBSs were always too busy. Finally, this research lack access to secondary data, there was no study conducted in the study area on the identified problem. Moreover, it lacks up-to-date literature were the major constraint during the study. Therefore, the result of the study should be considered with this limitation. Even though, the above listed problems were challenged researcher, he made his effort and tolerated the above listed problems and by repeatedly going to the schools attempted to make study as complete as possible.

### **1.8 Operational Definition of Key Term**

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

**School-based supervision:** Refers to a supervision that is conducted at school level by principals, vice principals, SBS committee members (department heads, senior teachers and unit leaders). It means anybody in the school who has assigned to conduct supervisory practices at school level.

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

### **1.9 Organization of the Study**

This thesis paper was organized in to five chapters. The first chapter treats the introductory part that deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, delimitation of the study, operational definition of key terms and organization of the study. The second chapter discusses the review literature part of the study. In the third chapter, research design and methodology, data sources, population, sample and sampling techniques, instrument of the data collection, procedures of data gathering, methods of data analysis and ethical considerations. Chapter four consists of data analysis, and the fifth chapter included the summary of major finding of the study, conclusions and recommendation of the study was presented.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this chapter the researcher presents relevant literatures related to the general concepts of practices and challenges of school-based supervision in secondary schools.

#### **2.1 Concept of School Based Supervision**

The term ‘supervision’ has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach & Reinhartz, 2015). Similarly, Glickman *et al.*, (2014) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

According to Nolan and Hoover (2014), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. The concept of supervision is viewed as a cooperative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to students improved learning and success (Sergiovanni & Starratt, 2015).

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. Similarly, Glickman *et al.*, (2014) 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 (Zewdu, 2018).

## **2.2 Historical Development of SB Educational Supervision**

Under historical development of school based educational supervision identifies the global and our countries perspective.

### **2.2.1 Global Perspective**

In global perspectives, educational supervision is viewed to exist ever since time immemorial probably during the earlier days of Greco Roman civilizations. Schools is the mission centers where the actual learning process takes place for the intended transfer of skills, ability, beliefs, knowledge and attitude for the building of all rounded citizens. Supervision in general, is conceived as part of functions of direction. In academic setting, Supervision is the process of bringing about improvement in instruction by working people who are working with students; it is a means of stimulating growth and means of helping teachers to help themselves and be professionally competent individuals (UNESCO, 2006). Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different periods (Oliva, 2011).

### **2.2.2 Historical Development of School Based Educational Supervision in Ethiopia**

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

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

following the change of the political system in the country a shift from inspection to supervision made in 1994.

According to the Education and Training Policy of 1994, educational administration is decentralized. In this respect, what envisaged is, democratic supervision, which would seek the participation of all concerned in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to improve teaching learning process (MoE, 1994). During the preceding political systems, the establishments of supervision in Ethiopian education system were limited to national, regional and zonal level. For that matter, supervisory activities could not able to provide close and sustainable support for school principals and teachers. The responsibility of the supervisors is not clearly justified, so that they were less effective in implementing their activities.

Moreover, the past trend of supervision focused on administrative tasks than supporting teaching and learning processes. Supervisors were in competent to support teachers and principals. To this end, supervision has contributed less to sustaining quality education and the professional growth of principles. Therefore, alleviating the old age supervisory problems in schools by establishing supportive school environment is inevitable to improve principles' and teachers' professional growth, and ultimately to maximize learning achievement (MoE, 2002).

According to Million (2010) there are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of the intended objectives. These are, out of school supervision and school based supervision. Out of school supervision is given by the Ministry of Education, Regional Education Bureau, District Education Office and Cluster Resource Centers. The major responsibilities of the inspectors was to collect and compile statistical data on number of students and teachers, number of classrooms available and class-size, conduct school visits in the capital and in the province and finally, produce reports to be submitted to the MoE as well as the emperor who at that time assumed the Ministry of Education portfolio (REB, 2006). The task force prepared school based supervision training manuals for guide and implementation of supervision practice in schools. The training is carried out for experts, supervisors and heads of education offices from district and zone as well as principals of secondary schools at

regional level. Later, short term school based supervision workshop carried out for primary school principals, vice principals, CRC supervisors and educational officials at district level (REB, 2007).

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

In supervision, principles are considered as guide to a supervisory activity. It guides the lives and attitude of people with different back ground, experiences and opinions. 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. Therefore, supervision is grounded in the following principles and beliefs as stated in Hailelassie (2017) in the following ways. The primary purpose of supervision is to provide a mechanism for teacher and school personnel to bring good understanding of learning-teaching process through collaborative inquiry with other professional, supervision must see themselves not as critics as collaborators with teacher in attempting to understand the problem, issue and dilemmas that are inherent in the process of learning and teaching, teachers should not be viewed as consumers of research but as a generator of knowledge about learning and teaching and acquiring an understanding of the learning-teaching process that demands the collection of many types of data, over extended periods of time. The focus for supervision need to the extended to include content specific as well as general issue and question, Supervision should focus not only to individual teachers but also groups of teachers who are engaged in a going inquiry, concerning common problems issue and questions. Supervision is concerned with the total improvement of teaching and learning situation.

In line with this, Sumaiya (2010) stated that supervision has the following principles: There should be short-term, medium-term and long-term planning for supervision, supervision is a sub-system of school organization, all teachers have a right and the need for supervision, should be conducted regularly to meet the individual needs of the teachers and other personnel, should help to clarify educational objective and goals for the principal and the teachers, should assist in the organization and implementation of curriculum programs for the learner and supervision from within and outside the school complements each other and are both necessary. In general, since supervision is a process which is worried about the improvement of instruction, it needs to be strengthened at

school level, should provide equal opportunities to support all teachers and should be conducted frequently to maximize teachers' competency.

## **2.4 Tasks of School Based Supervision**

As it is indicated in Jacklyn (2008), there are five essential tasks of supervision. These are direct assistance, group development, professional development, curriculum development, and action research. These interrelated supervision tasks can purposefully planned to increase teacher thought. It is impossible for one person to do all these supervisory tasks, but many persons such as principals, department heads, peer teachers, master/mentor teachers, central office personnel, and consultants can carry out the tasks. According to Jacklyn (2018), the supervisors must possess and implement the five essential tasks in to their schools for the improvement of instruction and should be knowledgeable of each task and able to implement these effective concepts effectively by possessing positive interpersonal skills, group skills and technical skills.

### **2.4.1 Direct Assistance**

Direct assistance to teachers is one of the crucial elements of a successful school. Supervision provides direct assistance to teachers as it is continuously focuses on improvement of classroom instruction. Direct assistance occurs when the supervisor effectively provides feedback for individual teacher. It is necessary for instructional improvement by providing feedback to teachers, and making sure, they are not feeling isolated, but is essential part of a team oriented staff. Direct assistance can be carried out effectively by conducting clinical supervision in a way that is goal oriented and provides support and a commitment to improvement. Thus, supervisors must be able to provide teachers with a pre-conference, observation and post- conference as well as study the effectiveness of this method (Jacklyn, 2018).

### **2.4.2 Group Development**

Group development provides meetings where groups of teachers can work together to solve the problems. Jacklyn (2018) describes group development, as it is necessary for instructional improvement due to the ability of the group to come together and discuss what is working what needs improvement. By working together instruction will be improved and students' learning will be enhanced. Successful schools involve teachers in school wide projects through meetings.

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

According to Jacklyn (2018), group activity evokes different efforts from teachers at different levels. This allows for more successful teachers whose practices is may not be aligned with state standards. Schools, as organizations, today are increasingly looking for ways to involve staff members in decision-making and problem solving. Hence, the school leader as a supervisor needs to have good communication skill, share goals, commitment and accountability for results with the staff members. Learning the skills of working with groups to solve instructional problems is a critical task of supervision. Therefore, it is the responsibility of the supervisor to provide for instructional problem-solving meetings among teachers to improve instruction.

### **2.4.3 Professional Development**

Teachers need to be provided by training programs that equip them with competencies that make them efficient in their routine activities. As it is noted in UNESCO (2006), teachers, like other skilled workers, benefit from on-the-job training, which is referred to as continuing professional development (CPD). Relevant activities in continuing professional development of teachers can include; improving teachers' general education background, as well as their knowledge and understanding of the subjects they teach; instruction on how children learn different subjects; developing practical skills and competencies; learning new teaching strategies and how to use new technologies; improved professionalism and ethics; in addition to providing knowledge and skills linked to the ever-changing needs of a dynamic society. Not only should teachers been courage to attend workshops offered by outside organizations and through the school, but also, the supervisor must create variety of professional development activities (Sullivan & Glanz, 2015). By supporting this idea, Glickman *et al.* (2004) indicated for the sake of teachers'

professional development the school should have schedules for workshops, staff meetings, and visit other schools.

## **2.5 Qualities of a Good Supervisor**

The most important indicator for the quality of education is the quality of the teaching and learning taking place in the classroom. However, this cannot be materialized without having regular supervision of teachers' activities (MoE, 2015). The supervisor needs to have some qualities to handle well his/her responsibility. They indicate that supervising people, teachers in particular, both a skill and an art. It is a skill because the basic theories about motivation, communication, conflict resolution, performance counseling, and so on can be learned. On the other hand, its view as an art is, the supervisor adopts and adapts this knowledge and puts into practice in his/ her own unique way.

In general, school-based supervisors ought to be skilled and knowledgeable about the task elements of their school work. A successful supervisor has a positive attitude. When the supervisors' attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the heads of the school and staff members alike prefer working with someone who has a positive attitude (Samuel, 2016). According to Stadan (2015) a good school-based supervisor should be approachable, good listener, very patient, and should be a strong leader.

## **2.6 The Intents of Supervision**

The intents of instructional supervision are formative, concerned with on-going, developmental, and differentiated approaches that enable teachers to learn from analyzing and reflecting on their classroom practices with the assistance of another professional. In line with the necessity of supervisor's help for teachers, Sergiovanni and Starratt (2015) suggested that most teachers are competent enough and clever enough to come up with the right teaching performance when the supervisor is around. As Zepeda (2015), the intents of supervision are promoting face-to-face interaction and relationship building between the teacher and supervisor and also promote capacity building of individuals and the organization.

Furthermore, as mentioned by Zepeda (2015), supervision promotes the improvement of students' learning through improvement of the teacher's instruction; and it promotes

change that results in a better developmental life for teachers and students and their learning. Instructional supervision is service that will be given

The practices and challenges of school based supervision for teachers, and it is the strategy which helps to implement and improve teaching learning process, and also an activity that is always performed for the advantage of students learning achievement (Tekalign, 2018). To sum, the intents of instructional supervision revolves around helping teachers for their practical competencies and increasing students learning through the improvement of the teachers' instruction.

## **2.7 Dimension of School Based Supervision**

Teaching Learning: One of the central issues underlying current debates about teacher preparation for quality education is what teacher need to know and the teaching practices that teachers need to learn how to enact. Teaching practice offers the teachers an opportunity to demonstrate what they know and what they can do. Teaching practice is school-based and done while under supervision in actual classroom settings. Supervision entails the teacher being guided, advised, directed, and assessed, given feedback and then evaluated and scored against specified criteria. The supervision and assessment feedback is a key influencing factor on the teacher's effectiveness of the practical application of teaching skills. To effectively demonstrate science subjects teaching skills, student teachers need to learn to elicit their learners' ideas in order to adapt instruction, and press for evidence-based explanations of their views.

This means that while on teaching practice the student teacher must be supervised and assessed to ascertain that they are well grounded in lesson preparation and presentation techniques. The supervision and assessment out comes is an indication of the extent of their knowledge and teaching skills. Thus, if teachers are not well supervised and assessed a lesson's instructional purposes may not be fully realized and this will lead to low quality of classroom instruction (Rose, 2017).

Assessing Teaching Learning: The need for supervision and assessment derives from the unpredictable relation between teaching and learning (Young, 2017). Argue that the main purpose of supervision and assessment during teaching practice is to establish whether classroom instructional practices have achieved the lesson objectives or not (Yan, 2003). points out that the role of the supervisor is to observe and assess lessons, advise, direct,

guide, counsel and provide the feedback aimed at helping the student teacher identify their areas of growth and improvements to be made. The supervision and assessment determines the extent to which student teachers have acquired and can apply the knowledge, skills, and dispositions necessary to achieve the lesson objectives. He also argued that formative and summative assessments are necessary to assess the quality of teaching. The score is assigned based on how the student teacher performs during content delivery in the class. The grade awarded reflects the supervisee's performance at that time (Rose, 2017).

On supervision of teacher performance established that feedback was limited to the use of skills like chalkboard writing, introducing lessons, class discipline and media use and also emphasis on the progressive improvement of the teacher, the teaching methods adopted and stimulus variations whatever they were effectively used in class or not. He also stated that, Formative assessment indicates the existence of a gap between the actual and the required levels of performance with suggestions on how to improve to reach the required level and useful feedback has a positive impact on the teacher.

Professional Development Teachers: Instructional supervision is an important tool in building effective teachers' professional development. Instructional supervision is "an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning" (Nolan & Hoover, 2018). According to Zepeda (2017), there must be clear connection between instructional supervision and professional development. She added that the various models or approaches to instructional supervision, such as clinical supervision, peer coaching, cognitive coaching, mentoring etc., each have different contributions to make towards enhancing teachers' professional development. Research findings on instructional supervision suggested that there is a significant link between instructional supervision and professional development. They are inter-linked and inter-dependent (Burant, 2019).

## **2.7 Approaches of School Based Supervision**

The problems and issues of teaching and learning that teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni & Starratt, 2015). School based supervision processes must meet the unique needs of all teachers being supervised. Because, matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work (Benjamin, 2013). By

supporting the necessity of alternative supervisory options for teachers, Sullivan & Glanz (2014), revealed that the proper use of various approaches to supervision can enhance teachers, professional development and improve instructional efficiency. As Sergiovanni and Starratt (2015) mentioned, there are at least five supervisory options: clinical, collegial, self-directed, informal and inquiry-based supervision.

### **2.7.1 Collegial Supervision**

According to Sergiovanni and Starratt (2017), clinical supervision is a “face-to-face contact with teachers with the intent of improving instruction and increasing professional growth.” It is a sequential, cyclic and systematic supervisory process which involves face-to-face (direct) interaction between teachers (supervisees) and supervisors designed to improve the teacher’s classroom instructions (Kutsyuruba, 2013). He described the structure of clinical supervision that includes pre-observation conference, class room observation, analysis and strategy, supervision conference, and post-conference analysis. In the process of clinical supervision, a one-to-one correspondence exists between improving classroom instruction and increasing professional growth, and for this reason, professional development and clinical supervision are inseparable concepts and activities (Sergiovanni & Starratt, 2017).

Clinical supervision is officially applicable with: inexperienced beginning teachers, teachers experiencing difficulties, and experienced teachers who are in need of improving their instructional performance or who are in need of learning to work with new methods and approaches in their classroom. Clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth. The purpose of clinical supervision is to help teachers to modify existing patterns of teaching in ways that make sense to them and in ways that support agreed up on content or teaching standards. In doing this, as teacher instruction improves; 19 students will become more motivated; classroom management will be improving and better atmosphere for promoting learning will exist (MoE, 2012).

### **2.7.2 Self-Directed Supervision**

According to Sergiovanni & Starratt (2017), self-directed development is a process by which a teacher systematically participates for his or her own professional growth in teaching. According to Self-directed approaches are mostly ideal for teachers who prefer to

work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers. In addition, this approach is “particularly suited to competent and experienced teachers who are able to manage their time well”. They further considered this option to be “efficient in use of time, less costly, and less demanding in its reliance on others.”

Thus, the writers indicated that in self-directed supervision “teacher’s work alone by assuming responsibility for their own professional development”. Furthermore, this option is particularly suited to competent and experienced teachers who are able to manage their time well. In similar way, self-directed supervision, as it is noted in Glickman *et al.*, (2014) is based on the assumption that an individual teacher knows best what instructional changes need to be made and has the ability to think and act on his or her own

### **2.7.3 Informal Supervision**

Informal supervision is another form of supervisory strategy which is characterized by unplanned, accessional supervisory act that sees how teaching is going on. It is casual encounter by supervisors with teachers at work and is characterized by frequent but brief and informal observation of teachers. Typically, no appointments are made and visits are not announced. Similarly, Sergiovanni and Starratt (2015) suggested that, informal supervision is comprised of the causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teachers’ classrooms, conversations with teachers about their work, and other informal activities. According to Zepeda (2013), informal observations can assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school

### **2.7.4 Inquiry-Based Supervision**

Inquiry based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to solve problems. Florence et al. cited in Sergiovanni & Starratt (2015) describe action research as a process aimed at discovering new ideas or practices as well as testing old ones, exploring or establishing relationships between cause and effects, or of systematically gaining evidence about the nature of a particular problem.

## **2.8 Current Practices of SBS in Ethiopia at School Level**

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

### **2.8.1 The Roles of School Based Supervision on Students' Achievement**

In school based supervision, instructional supervision is an aspect of checking and evaluating educational inputs and outputs. In this process the act of teaching and learning is supervised to see if it is achieving the desired objectives. During this supervision, a subject is examined in relation to teaching methods applied, instructional materials available for use and the teacher himself in terms of qualification and training. By it the standard in each subject area is examined. At the same time academic inspection should follow the under-mentioned guidelines which takes care of input variables (Teacher), process variable (Teaching) and output variable variables (Achievement) (Nnabuo, 2004).

Oghuvbu (2001) also stated that common determinants of effective supervision as; teachers and students working rigidly according to school time table, following school regulations, neat and decent environment, and proper student management and disciplined students. In addition, there should be delegation of duties by school heads, and positive, cordial, social and professional relationship among teachers. He suggests that there should exist well-prepared current records and research findings in the school, which the supervisor can use to guide teachers' classroom practices.

#### **2.8.1.1 The Roles of School Principals in Supervision**

Principals not only supervise teachers, but also monitor the work of staff who works in or around the school. This work requires as much diplomacy, sensitivity, and humanity as the supervision of teachers. In their everyday contact with students, all of these support personnel may teach multiple, important lessons about the integrity of various kinds of work, about civility and etiquette, and about basic social behavior. According to Knapp (2016) states principals should be transact walks: this means he/ she should be walks principals do around the school. "Transact walks" help to gather informal data on school

climate, provide on the spot solutions to problems, and pass the message that the principal is available and accessible to all members of the school community.

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

#### **2.8.1.2 The Roles of Deputy Principals in Supervision**

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to give overall instructional leadership to staff members and evaluate lesson plans of teachers conducting the classroom supervision to ensure the application of lesson plans. The school principal has also the responsibility of ensuring the curriculum of the school to addresses the needs of the local community (MoE, 2012).

#### **2.8.1.3 The Roles of Department Heads in School Based Supervision**

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience; the department heads have the competence to supervise educational activities. They regularly identify any instructional limitations of teachers in the classrooms and they identify lack of abilities of teachers to manage students in the classroom during teaching learning in the respective departments. In addition to this, departments have the responsibility of arranging on the job orientation and socialization programs to newly assigned teachers in the respective departments (MoE, 2012).

#### **2.8.1.4 The Roles of Senior Teachers in Supervision**

According to the career structure developed by MoE, (2012) on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject areas are well positioned to supervise other teachers within their department.

### **2.8.1.5 The Role of Supervisors**

The service oriented supervisors expected to play the role of coordination, a consultant, a group leaders and an evaluator (Haileselassie, 2017). 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.

### **2.8.2 Basic Skills of School Based Supervision**

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

#### **2.8.2.1 Effective Communication Skill**

The ways the supervisors communicate ideas to subordinates, peers and superiors matter in terms of effectiveness. Control: Supervisors at times must be able to exert control when occasions demand for it. It is unfortunate that not everyone does the right things at all times. People deviate either deliberately or out of ignorance. The supervisor has the responsibility of ensuring that official requirements are met and objectives achieved. According to Sargovani (2017), communication is dynamic process that concerns itself and the transfer of results in a common understanding.

#### **2.8.2.2 Decision making skills**

This is the process of defying problems and choosing a course of action from among alternatives and the terms often is associated with the term problem solving, (Igwe, 2001).

#### **2.8.2.3 Credence skill**

This audience involved personal help given by one. It is the function of supervision to stimulate, direct guide and encourage the teachers to apply instructional procedures techniques, principals and devices.

## **2.9 Current Educational Supervisory Practice in Sidama Region**

School based supervision is service that will be given for teachers, and it is the strategy that helps to implement and improve teaching learning process, and an activity that is performed for the advantage of students learning achievement. Due to this, the supervisor expected to act as a coordinator, a consultant, a group leader and a facilitator in teaching learning activities (REB, 2022).

As Regional Education Bureau (2022) states, the mission of the supervisor is implementing and strengthening teaching learning process through providing professional support, and also creating conducive situation for the improvement of Students' learning. A supervisor is an expert who supports teachers and other educational experts for the improvement of teaching learning activities and also who motivates teachers for their professional growth. Moreover, a supervisor is responsible to act as a coordinator and expected to work in timely with teachers and school community for the school improvement program me. Therefore, in order to strengthen the supervisory activity, the city supervisor is expected to: Prepare the discussion and training programs for the selected PTA's and KETB's Members of the school clusters; provide professional support for school clusters and schools not classified under clusters in the District; Collect and compile necessary data of the whole schools found in the city; Organize discussion programs with school cluster supervisors; and Level the school clusters/ schools under the city based on the formulated and relevant data they have.

## **2.10 Challenges against School-Based Supervision Implementation**

According to Abebe (2014), supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained. However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

### **2.10.1 Perception of Teachers towards Supervision**

SBS aims at improving the quality of children's education by improving the teacher's effectiveness. As Fraser (cited in Lilian, 2017), noted the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning,

the supervisory exercise will not have the desired effect. The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2017).

Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice.

### **2.10.2 Lack of Adequate Training and Support**

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

### **2.10.3 Excessive Workload**

The school level supervisors (principals, vice-principals department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Enrage (2019) 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, Rashid (2018) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision.

#### **2.10.4 Inadequate Educational Resources**

There can be no effective supervision of instruction without adequate instructional materials (Enaigbe, 2019). 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, Merga, (2017) 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.

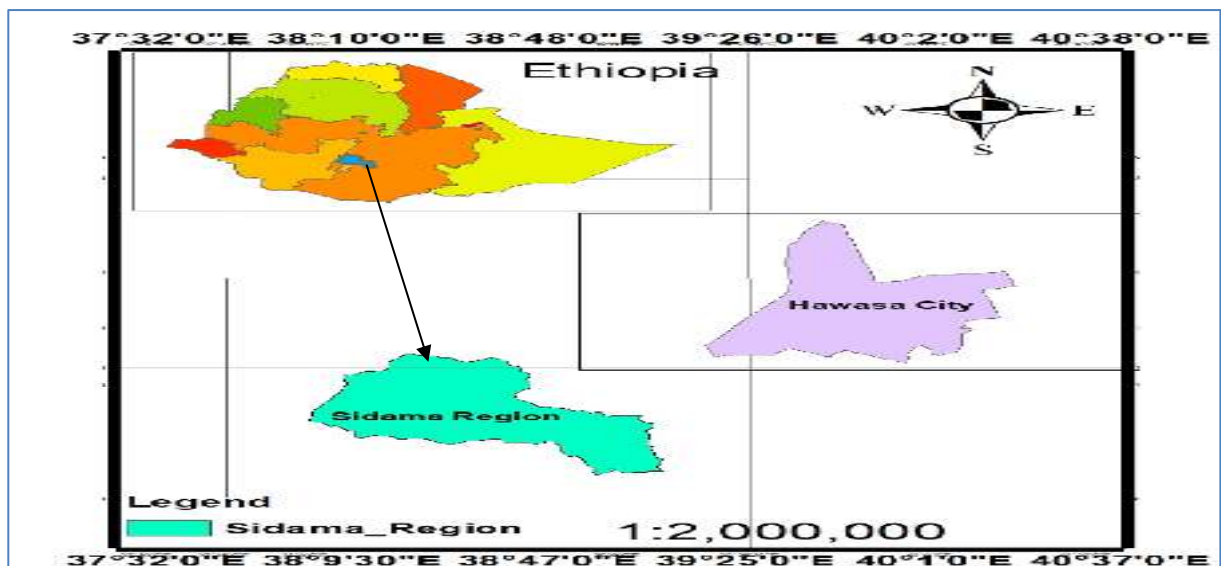
## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research design, research methods, sources of data, target population, sample size and sampling techniques, data collecting instruments, data collection procedures, validity and reliability of the instruments, data analysis and ethical considerations. Each of them can be explained briefly in the consequent sub-section.

#### 3.1 Description of the Study Area

Hawassa is located in Sidama Region on the shores of Lake Hawassa in the Great Rift Valley, which is 273 km south of Addis Ababa, the Capital City of Ethiopia. The city lays on the Trans-African high way which is an international road that stretched from Cairo (Egypt) to Cape Town (South Africa). Geographically the city is located between  $6^{\circ} 55.0''$  to  $7^{\circ} 6.0''$  altitude north  $38^{\circ} 25' 0''$  to  $80^{\circ} 34' 0''$  longitudes east. It is bounded by Lake Hawassa in the west, Oromia Region in the north Wondogent Woreda in the east and Shebedino Woreda in the south. Hawasa served as the Capital of Sidama Region, the Sidama Region and Hawassa City Administration. The City has an area of 157.2 Sq Kms divided into 8 sub cities and 32 kebel (Sidama Region Finance Bureau, 2023). There are 122 (99 government and 23 private) secondary schools found in Sidama Region (Sidama Region Education Bureau, 2024).



**Figure 1: Administrative Map of the Study Area**

**Source: Central Statistical Agency (2023)**

### **3.2 Research Design**

The main purpose of this study was to assess the practices and challenges of school-based supervision in government secondary schools of Hawassa City Administration. To achieve this objective the researcher used explanatory research design. As stated by Leedy & Ormrod (2005), explanatory research design involves acquiring information about one or more groups of people-perhaps about their characteristics, perceptions, opinions, or previous experience by asking those questions and tabulating their answer; hence, explanatory research design to gather information about the past experience and recent status on the assess the practices and challenges of school based supervision in government secondary schools of Hawassa City Administration.

### **3.3 Research Method**

For this particular study the researcher used mixed (quantitative and qualitative) research approach through collecting and analyzing data. The researcher firstly uses quantitative method through survey questionnaire while also uses semi-structured interviews to substantiate the qualitative data. There are some rationales to use qualitative and quantitative approach for this study. First, using such method is advantageous to examine the same phenomenon from multiple perspectives. Secondly, qualitative and quantitative approach important to build upon the strength that exists between quantitative and qualitative methods in order to understand a give phenomenon than using quantitative or qualitative methods alone (Creswell, 2009).

### **3.4 Sources of Data**

To answer the research questions of this study, the required data were collected from primary as well as secondary sources of data so as to get factual information in terms or just statements of facts.

#### **3.4.1 Primary Sources of Data**

The primary sources of data were collected from secondary school teachers, school-based supervisors (supervisors, principals, and department heads) and sub-city administration education office experts. The reasons for selecting these as primary sources of data were the assumption that they have a direct with and also have rich information about the practice of SBS in schools. Furthermore, they can reveal the challenges of SBS in schools.

### **3.4.2 Secondary Sources of Data**

The secondary sources were included school records such as portfolio documents which consist of SBS plans. The secondary data for this study were obtained from thesis, documents, manuals and guidelines were utilized as secondary sources of data for this study.

## **3.5 Population, Sample Size and Sampling Techniques**

### **3.5.1 Study Population**

A population is a complete set of units to be studied (Kothari, 2004). Population is any collection of specified group of human being or of non-human entities such as objects, educational institutions, time units, geographical areas, and price of items (Belay and Abdi, 2015). The study populations of this study were sub-city administration education office experts, school-based supervisors (supervisors, principals and department heads) and teachers. In this study, the researcher believes they are the right source of information on the issue under investigation.

Population data of the study was obtained from selected sub-city administration education offices. Accordingly, in Hawassa City Administration there are 8 sub-city administrations; among of them, the researcher selected four sub-city administrations namely: Tula, Tabor, Addis Ketema and Misrak Sub-City Administrations. There are 11 secondary schools in the selected area. In cognizance of this, the study aims to incorporate target population; the researcher selected 5 secondary schools. Moreover, the data shows that 4 sub-city administration education office experts, 480 teachers, and 64 school based supervisors are currently working in the governmental secondary schools.

### **3.5.2 Sample Size and Sampling Techniques**

According to Mugenda and Mugenda (2003), describe a sample size as a subject of the population which is representative. In addition to Orodho and Kombo (2000), state the sample should be proportionate to the target population. Sampling is the process of selecting units (people) from a population of interest so that by studying the sample, may fairly generalize our results back to the population from which they were chosen.

The samples for the purpose of study were selected by using necessary sampling techniques. In the Hawassa City Administration there are 8 sub-city administrations were

existed; out of those, four sub-city administrations namely Tula, Tabor, Addis Ketema and Misrak Sub-City Administrations were selected by using simple random sampling technique. In these study area, there are 11 governmental secondary schools, out of those secondary schools, the researcher selected 5(45.5%) secondary schools by using simple random sampling technique. These selected secondary schools are: Tula, Gemato, Addis Ketema, Misrak Chora and Alamura governmental secondary schools.

In cognizance of this secondary schools there are 480 teachers' out of those 218 (45.4%), 64 school based supervisors out of those all 64 (100%), and 4 sub-city administration education office experts out of those 4 (100%) were selected. Furthermore, from the total 548 participants; 286 (52.2%) participants were selected to participate in the study. In order to select samples from target population, the researcher applied simple, census and purposive random sampling techniques to select teachers, school based supervisors and sub-city administration education office experts, respectively.

Finally, to determine the sample size of the teachers' respondents for this study, the researcher used Yamane (1967) formula;  $n = \frac{N}{1+N(e)^2}$  where: n= size of sample was calculated, N=480; number of population were studied and e=.05; margin of error

$$n = \frac{480}{1+480(0.05)^2} = 218$$

Therefore, from the 480 teachers; 218 secondary school teachers were selected as sample by simple random sampling technique using lottery method. Alvi (2016) indicates that, simple random sample enables all individuals in the population to have an equal chance of being included in sample, free from subjectivity and personal error. The sample size of teachers in each school is proportional to the total sample size. In addition, school based supervisors were selected by using census sampling technique due to availability to get each of them for fill the questionnaire.

Accordingly, 218 teachers and 64 school based supervisors (SBS) were selected to fill questionnaire whereas 4 sub-city administration education office experts were selected for interview. The researcher was confident that the sample size of respondents gives a good representation of the target population. And also he believes that respondent selected right source of information on the practice and challenges of school based supervision in

government secondary schools of the study area. The rationale for selecting these subjects as a source of data is that, they are responsible to lead, facilitate and coordinate the school based supervision at secondary schools level.

**Table 1: Total Population, Sample Size and Sampling Techniques**

S. N	Name of Sub-City	Name of Secondary Schools	Teachers' Respondents			SBS Respondents			Sub-city Adm. Ed. Off. Experts		
			<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%
1	Tula	Tula	81	37	45.6	13	13	100	1	1	1
		Gemato Gale	43	20	46.5	12	12	100			
2	Addis Ketema	Addis Ketema	126	57	45.2	13	13	100	1	1	1
3	Misrak	Misrak Chora	60	27	45.0	13	13	100	1	1	1
4	Tabor	Alamura	170	77	45.2	13	13	100	1	1	1
<b>Total</b>			<b>480</b>	<b>218</b>	<b>45.4</b>	<b>64</b>	<b>64</b>	<b>100</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>Sampling Techniques</b>			Simple random			Census			Purposive		

**Note:** N= Total population, n= Sample size, %= Percentage

**Source:** Hawassa City Administration Education Department (2023)

### 3.6 Data Gathering Instruments

The researcher used three main data collecting instruments questionnaire, interview and document analysis in order to gather relevant data from sources.

#### 3.6.1 Questionnaires

The researcher used questionnaire because it is convenient to collect survey and acquire necessary information from a large number of study subjects with a short period of time. Furthermore, it makes possible an economy of time and expense and provides high proportion of usable response (Best & Kahn, 2003). The questionnaire was an instrument prepared by the researcher to collect relevant data from the selected teacher and SBS respondents. Hence, questionnaire was prepared in English language; this is due to all respondents by considering they can understand language. It was prepared to help gathering data about practice and challenges of school based supervision in secondary schools. The questionnaire was administered to teachers and SBS so as to get detail information about the study. It was also be helps the researcher to obtain genuine data for effective accomplishment of the study.

The questionnaire contains five parts and in each part a number of questions are included regarding variables of the study. The cover page of the questioner presents the aim of the study and introduces the instruction for the respondents. The first concern about the background information of respondents, the second part deals with the managing curriculum of school-based supervision practice on the teachers professional development, the third part concerns with the teaching and learning of school-based supervision in the secondary schools, the fourth part deals with the monitoring and learning assessment of school based supervision for teaching and learning and finally the fifth part deals with major challenges of school-based supervision in the secondary school of Hawassa City Administration. The questionnaire was designed with close and open-ended type of question items originally prepared in English as the researcher believes that the respondents could understand the questions.

Accordingly, the five point Likert scale items were prepared for teacher and SBS respondents and indicated on five-point scale ranging from ‘very high to very low’. Open-ended question items were collected in detail ways without restriction. In addition to this, open-ended question items were employed in order to give opportunity to express their feelings, perceptions, problems and intentions related to the implementation and challenges of school-based supervision in the secondary school. Open-ended questions items enable respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response (Louis, 2015).

### **3.6.2 Interview**

The interview permits greater depth of response which is not possible through any other means. Interview helps to obtain information in face to face mode. Thus the purpose of the interview was to collect more supplementary data, so as to substantiate or triangulate the questionnaire response. With this in mind, semi-structured interview was conducted in English language to make communication easier with selected sub-city administration education office experts who were involved in the interview.

## **3.7 Pilot Testing**

### **3.7.1 Validity Check**

One of the criteria of measuring instrument must meet is that of validity. According to Kosolo (2006), validity of an instrument was used in the accurate, true and meaningful

right. In this study, survey items about the background information were reviewed for content and clarity by advisor. Hawassa University Department of Educational Planning and Management experts reviewed that questionnaire to ensure that the instruments comprehensively cover the items that it supports to cover. To check the validity, the researcher used constructed validity instrument. Feedback on the instruments also was obtained from the student researcher's advisor. Moreover, to verify the content of validity of the instrument, the questionnaire with sufficient number of items addressing all objectives of the study was administered to 28 non-respondents (22 teachers and 6 school-based supervisors) in Tabor Secondary School. Finally, all accepted comments and feedbacks were included in the final version of the instruments.

### **3.7.2 Reliability Instrument**

Reliability has to do with the consistency or accuracy of a measure or an instrument and high reliability is obtained when the measure or instrument gives the same results if the research is repeated on the same sample (Maree, 2007). Based on the pilot test, the reliability of the instruments were compute by using Statistical Package for Social Science (SPSS) version 27 to see the reliability. Thus, Cronbach Alpha as it was appropriate test for reliability of the instrument. Hence the instrument was found to be reliable as a statistical literature usually recommended a test result of 0.7 and above is reliable. Therefore, pilot testing was conducted in Tabor Secondary School which is not included in the sample schools. It was help to ensure that the non-respondents (n=28) understand what the questionnaire wants to address. Based on the result was obtained from the pilot study and the suggestion from the participants, the question for the interviewees were discarded.

To check how questionnaire challenge respondents the researcher prepared some questions and conducted pilot study before preparing the final copy for the whole respondents. Therefore, the questionnaires were pilot tested in selected secondary schools at 22 teachers and 8 SBS. The result of the pilot testing was described by using Cronbach alpha. More specifically, Cohen *et al.*, (2007) suggested that Cronbach's alpha can be used on the basis of the following guidelines:  $>.90$ = very high reliable;  $.80-.90$  = highly reliable;  $.70-.799$  = reliable;  $.60-.69$ = marginally reliable; and  $<.60$ = unacceptable. The Cronbach's alpha's result in this study for 36 items was .789. It is acceptable because it found between .70 and .799. This shows questionnaires was reliable and acceptable (*See Table 2*).

**Table 2: Cronbach's Alpha Reliability Test Results**

S.N	Type of Items	N <sup>o</sup> of Items	Reliability Coefficient
1	Extent of school-based supervision practices	8	.854
2	Teaching and learning of school-based supervision	8	.766
3	Monitoring and learning assessment of school-based supervision for teaching and learning	10	.826
4	Challenges of school-based supervision in schools	10	.782
<b>Overall Reliability Coefficient</b>		<b>36</b>	<b>.789</b>

Source: Field Survey (2024)

### 3.8 Procedures of Data Collection

The researcher secured support letter from the Department of Educational Planning and Management of Hawassa University, selected Sub-City Administration Education Office. Then contact was made with principals of each school by orienting the purpose of the study to create rapport with them. After securing necessary willingness the current list total population of the teaching staff was obtained. Then respondents who fill in the questionnaires and interviews participants do identify by different sampling techniques. The distribution, continuous follow-up and the collection of questionnaire items was made by the teachers and SBSs. To maximize the quality of responses of the respondents and the rate of return, convenient time gap was arranged. Semi-structured interviews were conducted with Sub-City Administration Education Office experts.

The data were collected via data collectors (three enumerators). Orientation was given for data collectors for one day on the objective of the study, relevance of the study, confidentiality of information, respondent's right, informed consent and techniques of interview in the process of data gathering. The researcher closely followed the data collection process throughout the data collection period.

### 3.9 Methods of Data Analysis

The data analyzed both quantitatively and qualitatively. The analyses of the data were based on the responses collected through questionnaires, interview, and document review. The quantitative data collected through close ended questions were tallied, tabulated and entered in to SPSS version 27, cleaned and interpretation is made with help of percentage,

mean, standard deviation and independent sample t-test for teacher and SBS respondents. Percentage was utilized to analyze the background information of the respondents. Whereas the mean and standard deviation are derived from the data they served as the basis for interpretation of the data as well as to summarize the data in simple and understandable way. In addition, independent sample t-test (t-value and p-value) was utilized to test significance differences of responses among secondary school teachers and SBSs. The qualitative data collected through semi structured interview, and document reviews were thematically analyzed using description. Finally, conclusions have drawn from the major findings and possible recommendations for the identified problem were suggested.

Even though five-point Likert scales at a significance level of 0.05 at various levels of rating scales (very low, low, moderate, high and very high) were used to collect data from respondents, to make analysis clear, the responses were analyzed with mean value [1-1.80) as very low/strongly disagree, [1.80-2.60) as low/disagree, [2.60-3.40) as moderate/undecided, [3.40-4.20) as high/agree and [4.20-5.00] as very high/strongly agree in implementation of the items likewise agreement or disagreement responses (Al-Sayaadet *et al.*, 2006). For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools. Finally, the above methods of data analysis, data obtained through an open-ended questions, interview, and document review were analyzed and interpreted qualitatively by describing or narrating the responses provided by the respondents.

### **3.10 Ethical Considerations**

Taking the severity of the ethical considerations in mind, this study was done with highest importance placed on ethics, confidentiality and anonymity. In this study, confidentiality and anonymity of the respondents emphasized to protect their privacy and the dignity (Chen *et al.*, 2007). Thus, on the cover page of the survey questionnaire, the researcher clearly presented how to protect confidentiality and anonymity of the participants, informing them that involvement in the study is voluntary, the involvement is free of any intended risk, and their names and the names of their schools were kept anonymous. The research also used polite language expression and respect while he/she does interview the respondents with a given type of data gathering tool/question. Besides, the other ethical issues that the researcher needs to follow are not violating rights, not exposing the

participant physically or mentally to illegal issue, not invading personal privacy, not duplicating another data to the study in the data collection process from the respondents and not copying of documents for purpose of the study or plagiarism.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the results and discussion of the data collected from different groups of respondents through questionnaires, interviews and different document. The purpose of this study was to assess the practices and challenges of school-based supervision in government secondary schools of Hawassa City Administration. Thus, the quantitative as well as qualitative analysis of data were employed in this study. The qualitative part was supposed to be corresponding to the quantitative analysis. In order to achieve this purpose, 282 questionnaires were distributed to 218 teachers and 64 school-based supervisors (SBS). Moreover, 4 selected sub-city administration education office experts were interviewed belong to the qualitative data.

In analyzing the data, different statistical techniques and procedures were used. Initially, the data collected through close ended questionnaire was coded and entered into SPSS version 27 for analysis. Accordingly, descriptive statistics such as frequency count and percentage were computed for background characteristics of the respondents, whereas mean score and independent t-test value and p-value were computed to show the distribution and statistical response difference of the views of two groups (teachers and SBS) of respondents up on the teachers' and school-based supervisors' insight about the practices and challenges of school-based supervision in secondary schools.

To this end, a test of significance has been carried. Accordingly, if a calculated p-value is greater than .05 significant levels, there is no significance difference between the views of the two groups of respondents, while the calculated p-value less than the .05 shows significant differences between the views of the two groups of respondents.

#### **4.1 Return Rate of the Questionnaire**

In this particular study, total of 282 (218 teachers' and 64 school-based supervisors') respondents were selected to complete the questionnaires. To this effect, 282 copies of questionnaires were distributed to teachers and school-based supervisors. From those, 212 (97.2%) teachers and 60 (93.8%) of the school-based supervisors were properly completed and returned, and the rest 6(2.8%) teachers' and 4(6.2%) school-based supervisors questionnaire were rejected because their responses were incomplete. Analysis was made based on returned questionnaires 212 (97.2%) for teacher and 60 (93.8%) for school-based

supervisor respondents. According to Mugenda and Mugenda (2003), a response rate of 60% is good and a response rate of 70% or more is even better for social science research. Based on these assertions from renowned scholars, 244(94.6%) return rate was very good.

**Table 3: Questionnaire Return Rate**

S.N.	Respondents	Sample Size	Responses			
			Returned		Unreturned	
			<i>n</i>	%	<i>n</i>	%
1	Teachers	218	212	97.2	6	2.8
2	School-based supervisors (SBS)	64	60	93.8	4	6.2
	<b>Total</b>	<b>282</b>	<b>272</b>	<b>96.5</b>	<b>10</b>	<b>3.5</b>

Source: Field Survey (2024)

#### 4.2 Demographics of the Respondents

The demographical profile of teachers' and school-based supervisors' respondents were presented. The characteristics of respondents included the sex, age, educational background and work experience as illustrated in the following Table 4 below.

**Table 4: Demographics of the Respondents**

S.N.	Variables	Category	Respondents			
			Teachers (n=212)		SBS (n=60)	
			<i>N</i>	%	<i>n</i>	%
1	Sex	Male	163	76.9	55	91.7
		Female	49	23.1	5	8.3
2	Age in years	<25	51	24.1	13	21.7
		26-30	108	50.9	30	50.0
		31-35	33	15.6	11	18.3
		>35	20	9.4	6	10.0
3	Educational level	Diploma	15	7.1	0	0
		1 <sup>st</sup> Degree	189	89.2	50	83.3
		2 <sup>nd</sup> Degree	8	3.8	10	16.7
4	Work experience in years	0-5	84	39.6	17	28.3
		6-10	100	47.2	36	60.0
		11-15	19	9.0	4	6.7
		>15	9	4.2	3	5.0

Source: Field Survey (2024)

Knowing the sex distribution of respondents enable to know which sex category is dominant in the teaching and leadership position in order to implement school-based

supervision practices in the schools. As indicated in Table 4, out of the teacher respondents, majority (76.9%) of the teachers were male while the rest 23.1% were females. This shows that male teacher respondents dominated in the sample schools. On the other hand, concerning the sex distribution of SBS also indicates the male respondents are significantly higher; constituting 91.7% and the remaining 8.3% are females. This indicates that, there is big variation in the number of females and males holding teaching and leadership position in the sample schools. From the above data, researcher concludes that the proportionate number of females in the teaching profession and the position of school-based supervisions are much lower than males in the sampled schools and both teachers and SBS were highly dominated by male in the study area. This survey finding was similar with the previous studies Girma (2016) his result implies that the male number of respondents greater than female respondents in secondary schools.

As described in Table 4, the current age group distribution of the respondents indicates that, nearly half percent of the teacher and SBS respondents are found in the age ranges of 26-30 years in the study area. This survey result depicted that a large number of teachers' and SBS were relatively youth. Therefore, as a survey result implies, most of the sampled teachers and SBS respondents were youth in the study schools.

As portrayed in Table 4, result reveals that, most (89.2%) and (83.3%) of teachers and SBSs qualified by 1<sup>st</sup> degree at educational level, respectively. Correspondingly, (3.8%) and (16.7%) of teachers and SBSs were qualified by 2<sup>nd</sup> degree educational level and the rest (7.1%) of teachers and none of the SBSs are qualified by diploma in the study area. This implies that, majority of teachers' and SBSs have the considerable educational background to overcome problems related to effectively implementation of school-based supervision. Therefore, as a survey finding implies, most of the respondents were fulfilled the minimum requirement as per the standard of MoE in secondary school level.

As presented in the Table 4 shows that, most (47.2%) and (60%) of the teacher and SBS respondents had 6 up to 10 years' work experience followed by 39.6% and 28.3% of the teacher and SBS respondents had below 5 years' experience, respectively. It could be possible to conclude that, the majority of the respondents' were experienced. Therefore, this figure indicates that both group of respondents are matured enough to provide reliable information with regard to the issue under study.

### 4.3 The Extent of SBS Practices in the Secondary Schools

This sub topic deals with the presentation and interpretation of finding of the data that were collected from respondents concerning on the extent of school-based supervision practices in secondary schools. To answer this question, the respondents were asked in five Likert's scale type; the respondents were asked some relevant questions and the results were displayed mean and standard deviation results of school-based supervision practice in secondary schools in Table 5.

**Table 5: Response on the Extent of SBS Practices in Secondary Schools**

S.N	Items	Respondents		Mean (X)	SD	Overall Mean	t-value	p-value
1	Supervisor facilitates professional developments of teacher through mentoring program	Teachers	212	2.40	1.00	2.46	-.800	.424
		SBS	60	2.52	.94			
2	SBS evaluates school performance to give feedback for improvements	Teachers	212	2.42	1.24	2.43	-.142	.888
		SBS	60	2.45	1.17			
3	Supervisors arrange induction training for new teachers	Teachers	212	1.68	.95	1.60	1.227	.221
		SBS	60	1.52	.83			
4	Supervisor supports teachers in action research	Teachers	212	2.66	1.12	2.87	-2.388	.018
		SBS	60	3.08	1.47			
5	Supervisors provide counseling service for teachers	Teachers	212	2.32	.84	2.25	1.198	.232
		SBS	60	2.17	.91			
6	SBS facilitates continuous professional growth of teachers	Teachers	212	2.37	1.08	2.37	.039	.969
		SBS	60	2.37	.97			
7	Supervisor allocates budget for implementation of SBS	Teachers	212	1.70	.96	1.62	1.231	.219
		SBS	60	1.53	.87			
8	Supervisory are incompetent enough in their professional skills	Teachers	212	2.18	.84	2.12	.847	.398
		SBS	60	2.07	1.10			
<b>Grand Mean</b>				<b>2.22</b>	<b>.43</b>			

**Source: Field Survey (2024)**

As it can be seen in Table 5, first item, respondents were requested to rate the supervisor facilitates professional developments of teacher through mentoring program in school or not. In this regard, the computed mean score results for teachers (M=2.40, SD=1.00) lower than school-based supervisors (M=2.52, SD=.94) showed that the most of respondents were rated low on the question raised. The overall mean (2.46) also shows that the majority

of respondents replied low response on the question raised. This is confirmed by the t-test value ( $t=-.800$ ,  $p=.424$ ,  $P>0.05$ ). Therefore, there is no significance difference between the opinions of teachers and school-based supervisors toward item number 1 of Table 5. Similar findings have been observed from the interview data analysis. Among one of the Hawassa Sub-City Administration Education Office experts (EOE<sub>4</sub>) forwarded that:

*“Supervisors did not develop and select instructional materials for proper teaching-learning process. They poorly facilitate professional developments of teacher through mentoring program in schools. This can improve teachers’ performance of instruction and as the same time the students achieve and score high results because of those well learned and well-prepared teachers. Instructional skills, assessment skills, student management skills and subject matter knowledge can be improved when teachers develop/select instructional materials.”*

Therefore, based on the result of the data analysis, the finding indicates that, majority of the respondents reported that supervisors poorly facilitate professional developments of teacher through mentoring program in school.

Above and beyond, as it can be seen in Table 5 (item 2), regarding to supervisor evaluates school performance to give feedback for improvements in school; the computed mean of teachers ( $M=2.42$ ,  $SD=1.24$ ) and SBSs ( $M=2.45$ ,  $SD=1.17$ ) were rated low response on the question raised. The overall mean (2.43) also shows that the majority of respondents replied low on the raised issue. This is proven by calculated t-test value ( $t=-.142$ ,  $p=.888$ ,  $P>0.05$ ). Therefore, there is no significant difference between the teachers and SBSs with regard to the supervisor evaluates school performance to give feedback for improvements in schools. Therefore, the survey result implies that supervisor ineffectively evaluates school performance to give feedback for improvements in the schools.

The responses regarding to third item (Table 5), the mean and SD of teachers are 1.68 and .95, respectively towards the level of your extent on the supervisors arrange for new teachers induction training in schools and the mean and SD of SBSs is 1.52 and .83, respectively. The overall mean (1.60) also shows that the majority of respondents answered very low on the question raised. This is confirmed by the t-test values ( $t=1.227$ ) and ( $p=.221$ ) that is P-value greater than 0.05. Therefore, there is no significance difference between the opinions of teachers and SBSs toward question raised. Accordingly, the

survey finding revealed that there was a gap of supervisors arrange for new teachers' induction training in schools.

The fourth item in Table 5 deals with the supervisor supports teachers to different action research in schools. Accordingly, the computed mean of teachers ( $M=2.66$ ,  $SD=1.12$ ) and SBS ( $M=3.08$ ,  $SD=1.47$ ) were rated moderate; on the other hand, the overall mean was 2.87 of respondents rated moderate response. At the same time, the calculated t-value ( $t=-2.388$ ,  $p=.018$ ;  $P<0.05$ ); there is significance difference between the opinions of teachers and SBS toward 4<sup>th</sup> item of Table 5. This implies that, as a survey result implies it was difficult to conclude the supervisor supports teachers to different action research in schools in the sampled schools.

As it can be indicated in Table 5, 5<sup>th</sup> item, respondents were requested to rate supervisor to counseling the existing teachers guide for further improvements; in this regard, the computed mean score result for teachers ( $M=2.32$ ,  $SD=.84$ ) higher than SBS ( $M=2.17$ ,  $SD=.91$ ) showed that the most of respondents rated low response on the question raised. The overall mean (2.25) also shows that the majority of respondents replied low on the raised issue. This is confirmed by the t-test value ( $t=1.198$ ,  $p=.232$ ,  $P>0.05$ ). Therefore, there is no significant difference between teacher and SBS respondents' view about the supervisor to counseling the existing teachers guide for further improvements. Therefore, the finding indicates that there was a problem that supervisor to counseling the existing teachers guide for further improvements in the schools.

As portrayed in Table 5 of item 6, regarding to the supervisor facilitates training at school level focus in achieving continuous professional growth of teachers; the computed mean of teachers ( $M=2.37$ ,  $SD=1.08$ ) and SBS ( $M=2.37$ ,  $SD=.97$ ) rated low on the question. The overall mean (2.37) also shows that the majority of respondents replied low. This is proven by calculated t-test value ( $t=.039$ ,  $p=.969$ ,  $P>0.05$ ). Therefore, there is no significant difference between the teachers and SBS respondents with regarding supervisor facilitates training at school level focus in achieving continuous professional growth of teachers. Thus, as the survey result depicts, majority of the respondents' reported that supervisor poorly facilitates training at school level focus in achieving continuous professional growth of teachers in the schools.

Similarly, as presented in the Table 5(item 7) regarding the supervisors allocate enough budgets for supervision practice. In this case, computed mean of teachers ( $M=1.70$ ,  $SD=.96$ ) and SBSs ( $M=1.53$ ,  $SD=.87$ ) results showed that most of respondents rated very low response. The overall mean (1.62) of respondents rated very low. On the other hand, calculated t-test value ( $t=1.231$ ,  $p=.219$ ,  $P>0.05$ ) is confirmed that there is no significance difference between the opinions of teachers and SBS toward item number 7 of Table 5. Accordingly, the finding indicates, majority of the respondents argues that the supervisors did not allocate enough budgets for supervision practice in secondary schools.

The responses on last item (Table 5), regarding to the supervisory are incompetent enough in their professional skills in the schools; the calculated value of teachers was ( $M=2.18$ ,  $SD=.84$ ) and SBS ( $M=2.07$ ,  $SD=1.10$ ) were responded low towards the question raised. The overall mean (2.12) also shows that the majority of respondents responded low. This is confirmed by the t-test values ( $t=.847$ ,  $p=.398$ ) i.e.  $P>.05$ . Therefore, there is no significance difference between the opinions of teachers and SBSs toward question raised. Accordingly, most of the respondents perceived that there was a gap in supervisory are competent enough in their professional skills in the schools.

To conclude up Table 5, when compared to the extent of school-based supervision practice in the secondary schools; there was no significant variation observed in indicating their level of level for the items listed in the Table 5. Furthermore, the results of overall mean value ( $M=2.22$  and  $SD=.43$ ) and t-test calculated for each items about response of the respondents confirmed that, in both teachers and SBSs responses was low level. Moreover, statistically there were no significant differences between teachers and SBSs on the managing curriculum of school-based supervision practice in secondary schools. This result was support of the previous study by Abebe (2014) his finding reveals that supervisor poorly manages curriculum of school-based supervision practice in the secondary schools.

#### **4.4 Extent of Teaching and Learning of SBS Implementation in Secondary Schools**

This part deals with the presentation and interpretation of finding of the data that were collected from respondents concerning the teaching and learning of school-based supervision implementation in the secondary schools of Hawassa City Administration. To answer this question, the respondents were asked in five Likert's scale type; respondents

were asked some relevant questions and the results were displayed mean & standard deviation results of the teaching and learning of SBS implementation in schools (Table 6).

**Table 6: Responses on the Teaching and Learning of School-Based Supervision Implementation in the Secondary Schools**

S. N	Items	Respondents		Mean (X)	SD	Overall Mean	t-value	p-value
1	Supervisors often grapple with creating effective lesson plans	Teachers	212	2.42	.99	2.43	-.176	.860
		SBS	60	2.45	.98			
2	Supervisor manages class size and students effectively	Teachers	212	2.42	1.25	2.37	.545	.586
		SBS	60	2.32	1.17			
3	Choosing the right teaching method for a particular topic or class can be tricky	Teachers	212	1.65	.92	1.60	.763	.446
		SBS	60	1.55	.83			
4	Leading to uncertainties about how to structure lessons and engage students	Teachers	212	2.18	.92	2.16	.319	.750
		SBS	60	2.13	1.18			
5	Dealing with diverse student attitudes and behaviors can be challenging	Teachers	212	3.87	1.39	3.96	-.912	.363
		SBS	60	4.05	1.25			
6	Supervisor adequately facilitates teaching materials	Teachers	212	2.58	1.07	2.58	-.020	.984
		SBS	60	2.58	1.03			
7	Motivate students by navigate varying levels of engagement, and discipline in the classroom	Teachers	212	2.51	1.09	2.52	-.142	.888
		SBS	60	2.53	1.33			
8	Determines appropriate assessment methods, grading, and providing constructive feedback require skill and experience	Teachers	212	2.35	1.27	2.34	.083	.934
		SBS	60	2.33	1.36			
<b>Grand Mean</b>				<b>2.48</b>	<b>.44</b>			

**Source: Field Survey (2024)**

As it can be seen in Table 6, first item, respondents were requested to rate their extent about supervisors often grapple with creating effective lesson plans in school or not. In this regard, the computed mean score results for teachers (M=2.42, SD=.99) lower than school-based supervisors (M=2.45, SD=.98) showed that the most of respondents were rated low on the question raised. The overall mean (2.43) also shows that the majority of respondents respond low on the question raised. On other hand, t-test value (t=-.176, p=.860, P>0.05).

Therefore, there is no significance difference between the opinions of teachers and school-based supervisors toward item number 1 of Table 6. Therefore, based on the result of the data analysis, the finding indicates that supervisors infrequently grapple with creating effective lesson plans in sampled secondary school.

As it can be seen in Table 6 (item 2), regarding supervisor manages class size and students effectively in school; the computed mean of teachers ( $M=2.42$ ,  $SD=1.25$ ) and SBSs ( $M=2.32$ ,  $SD=1.17$ ) were rated low on the question. The overall mean (2.37) also shows that the majority of respondents responded low on the question raised. On other hand, calculated t-test value ( $t=.545$ ,  $p=.586$ ,  $P>0.05$ ). Therefore, there is no significant difference between the teachers and SBSs with regard to the supervisor manages class size and students effectively in school. Therefore, the survey result implies that supervisor ineffectively manages class size and students in the selected secondary school.

The responses regarding choosing the right teaching method for a particular topic or class can be tricky in item 3 (Table 6); the calculated mean and SD of teachers were (1.65 and .92) and computed mean and SD of SBSs (1.55 and .83), respectively. The overall mean (1.60) also shows that, majority of respondents responded low on the question raised. The computed t-test values ( $t=.763$ ,  $p=.446$ ) that P-value is greater than 0.05. Therefore, there is no significance difference between the opinions of teachers and SBSs toward question raised issue. Accordingly, the survey finding revealed that supervisors did not choose the right teaching method for a particular topic or class can be tricky in schools.

The responses regarding item 4 of Table 6, the supervisor leading to uncertainties about how to structure lessons and engage students in school; the mean and SD of teachers (2.18 and .92) and the mean and SD of SBSs (2.13 and 1.18) also showed that respondents responded low towards the question raised. The overall mean was 2.16 shows that low level. The calculated t-test value ( $t=.319$ ,  $p=.750$ ,  $P>0.05$ ). There is no significance difference between the opinions of teachers and SBSs toward item number 4 of Table 6. Similar findings have been observed from the interview data analysis. Among one of the WEO experts (WEOE<sub>2</sub>) argues that:

*“Some teachers and school-based supervisors showed their resistance against the supervisory activities to structure lessons and engage students. They missed their regular teaching classes during classroom observation. Because, they suspect supervisors as they find out poor performance of teachers. Thus, the findings revealed that negative perception of teachers towards School*

*based supervision adversely affects the practice of supervision in secondary schools of Hawassa City Administration.”*

Accordingly, the finding indicates that there was a problem of supervisor leading to uncertainties about how to structure lessons and engage students in sampled schools.

Dealing with diverse student attitudes and behaviors can be challenging in school (5<sup>th</sup> item of Table 6). Accordingly, the computed value of teachers (M=3.87, SD=1.39) and SBSs (M=4.05, SD=1.25) were rated low; on the other hand, the overall mean was 3.96 of total respondents rated low on the question raised. At the same time, the calculated t-test value (t=-.912, p=.363) the P-value that is greater than 0.05. Therefore, there is no significant difference between opinions of teachers and SBSs toward 5<sup>th</sup> item of Table 6. This implies that, majority of respondents reported that the supervisors did not dealing with diverse student attitudes and behaviors can be challenging in school in secondary schools.

As it can be seen in Table 6, item 6, regarding to the supervisor adequately facilitates teaching materials in school; the computed mean of teachers (M=2.58, SD=1.07) and SBSs (M=2.58, SD=1.03) were rated low level on the question. The overall mean (2.58) also shows that the majority of respondents reported low on the question raised. On other hand, calculated t-test value (t=-.020, p=.984, P>0.05). Therefore, there is no significant difference between the teachers and SBSs with regard to the supervisor adequately facilitates teaching materials in school. Therefore, the survey result denotes that supervisor inadequately facilitates teaching materials in sampled secondary schools.

The responses regarding item 7, Table 6, dealing to the supervisors motivate students by navigate varying levels of engagement, and discipline in the classroom in school; the calculated mean and SD of teachers were (2.51 and 1.09) and computed mean and SD of SBSs (2.53 and 1.33), respectively. The overall mean (2.52) also showed that, the majority of respondents assured low response on the question raised. The computed t-test values (t=-.142, p=.888) that P-value is greater than 0.05. Therefore, there is no significance difference between the opinions of teachers and SBSs toward question raised. Accordingly, the survey finding revealed that supervisors rarely motivate students by navigate varying levels of engagement, and discipline in the classroom in school.

The last item of Table 6 deals with the supervisors determines appropriate assessment methods, grading, and providing constructive feedback require skill and experience in your

school. Accordingly, the computed value of teachers ( $M=2.35$ ,  $SD=1.27$ ) and SBSs ( $M=2.33$ ,  $SD=1.36$ ) were rated low; on the other hand, the overall mean was 2.34 of total respondents rated low on the question raised. At the same time, the calculated t-test value ( $t=.083$ ,  $p=.934$ ) the P-value that is greater than .05. Therefore, there is no significant difference between opinions of both respondents toward last item of Table 6. This implies that; most of the respondents depicted that supervisors poorly determine appropriate assessment methods, grading, and providing constructive feedback require skill and experience in secondary schools.

In generally, the grand mean of the Table 6 depicts that the overall teaching and learning of school-based supervision implantation in the schools was 2.48 and a standard deviation of .44. This implies that, majority of respondents reported low response on the teaching and learning of school-based supervision in schools. This survey finding was line with the previous studies Dubale (2021) noted that the supervisor infrequently discuss with teachers' more emphasizes on improvement of teaching learning process in the school level.

#### **4.5 The Extent of Monitoring and Learning Assessment of SBS in Secondary Schools**

In this topic the researcher assessed the extent of monitoring and learning assessment of school-based supervision in the secondary schools of Hawassa City Administration. Based on the monitoring and learning assessment of school-based supervision in the secondary schools some items were assessed. Thus, the results also were displayed by using mean and standard deviation in Table 7.

**Table 7: Responses on the Monitoring and Learning Assessment of School Based Supervision in the Secondary Schools**

S. N	Items	Respondents		Mean (X)	SD	Overall Mean	t-value	p-value
1	Supervisors deadlines, penalties and document limits	Teachers	212	2.45	1.17	2.38	.786	.433
		SBS	60	2.32	1.03			
2	SBS manages teaching-learning time	Teachers	212	2.27	1.04	2.26	.152	.879
		SBS	60	2.25	1.11			
3	Questioning students during classroom discussions to check their understanding of the materials being taught	Teachers	212	2.09	.89	2.17	-1.208	.228
		SBS	60	2.25	.95			
4	Circulating around the classroom during seatwork and engaging in one-to-one contacts	Teachers	212	2.19	1.07	2.08	1.488	.138
		SBS	60	1.97	.90			
5	SBS assess students' attitude and performance	Teachers	212	2.23	.95	2.33	-1.357	.176
		SBS	60	2.43	1.21			
6	SBS regularly monitors subject knowledge through lesson observation	Teachers	212	2.25	.97	2.27	-.374	.708
		SBS	60	2.30	1.09			
7	Regularly monitor subject knowledge through teacher self-assessments and self-audits	Teachers	212	1.74	.97	1.73	.051	.960
		SBS	60	1.73	1.01			
8	Monitors teacher uses standardized tests that include all the material presented over the duration of the year	Teachers	212	1.37	.66	1.48	-2.059	.040
		SBS	60	1.60	1.01			
9	Monitor student learning to provide ongoing feedback	Teachers	212	2.19	1.07	2.08	1.488	.138
		SBS	60	1.97	.90			
10	Allows teacher to monitor students on a day-to-day basis	Teachers	212	1.69	.91	1.68	.166	.869
		SBS	60	1.67	.91			
<b>Grand Mean</b>				<b>2.05</b>	<b>.44</b>			

Source: Field survey (2024)

As it can be seen in Table 7 (first item), respondents were requested to rate their agreement about supervisors deadlines, penalties and document limits in your school or not. In this regard, the computed mean score result for teachers (M=2.45, SD=1.17) higher than

school-based supervisors ( $M=2.32$ ,  $SD=1.03$ ) showed that the most of respondents were rated low level on the question raised. The overall mean (2.38) also shows that the majority of respondents responded low on the question raised. This is confirmed by the t-test value ( $t=.786$ ,  $p=.433$ ,  $P>0.05$ ). Therefore, there is no significance difference between the opinions of teachers and school-based supervisors toward item number 1 of Table 7. Therefore, based on the result of the data analysis, the finding indicates that supervisor's unregularly deadline, penalties and document limits in the selected school.

As it can be seen in Table 7, item 2, regarding supervisor manages teaching-learning time; the computed mean of teachers ( $M=2.27$ ,  $SD=1.04$ ) and SBS ( $M=2.25$ ,  $SD=1.11$ ) were rated low response on the question raised. The overall mean (2.26) also shows that the majority of respondents responded low on the question raised. This is proven by calculated t-test value ( $t=.152$ ,  $p=.879$ ,  $P>0.05$ ). Therefore, there is no significant difference between the both groups of respondents with regard to the supervisor manages teaching-learning time. Therefore, the survey result implies that supervisor occasionally manages teaching-learning time in the secondary schools.

The responses regarding to item 3, Table 7, the mean and SD of teachers are 2.09 and .89, respectively towards the question. Similarly, mean and SD of SBSs is 2.25 and .95, respectively. The overall mean (2.17) also shows that majority of respondents responded low on the raised question. This is confirmed by the t-test values ( $t=-1.208$ ) and ( $p=.228$ ) that is P-value greater than .05. Therefore, there is no significance difference between the opinions of teachers and SBSs toward question raised. Accordingly, the survey finding revealed that there was inadequate effort of supervisors questioning students during classroom discussions to check their understanding of the materials being taught in study schools.

Similarly, as presented in the Table 7 (item 4) regarding supervisors circulate around the classroom during seatwork and engaging in one-to-one contacts or not. In this case, ( $M=2.19$ ,  $SD=1.07$ ) of teachers and ( $M=1.97$ ,  $SD=.90$ ) of SBSs leads the overall mean 2.08 of respondents rated low response. On the other hand calculated t-test value ( $t=1.488$ ,  $p=.138$ ,  $P>0.05$ ) is showed that there is no significance difference between the opinions of teachers and SBSs toward item number 4 of Table 7. So, it is possible to conclude that

supervisors circulate around the classroom during seatwork and engaging in one-to-one contacts in the secondary schools.

As shown in Table 7, 5<sup>th</sup> item, teachers and SBS respondents were asked whether supervisors assess students' attitude and performance in schools or not. Consequently, the computed value (M=2.23, SD=.95) of teachers and (M=2.43, SD=1.21) of SBSs respondents, assured that most respondents reported low on the question raised. On other hand, the calculated t-test value ( $t=-1.357$ ,  $p=.176$ ) that is greater than the P-value of .05. Therefore, that there is no significance difference between the opinions of teachers and SBSs toward 5<sup>th</sup> item of Table 7. An interview was also made with sub-city administration education office experts; among them one of the participants of the education officers (EOE<sub>2</sub>) rated that:

*“School-based supervisors did not assess students’ attitude and performance in our schools. This leads to decrease the students’ academic achievement and performance in schools”*

Therefore, it is possible to say that there was no enough effort of supervisors assesses students' attitude and performance in schools in the study area. 1000279883709

As it can be seen in Table 7 (6<sup>th</sup> item), respondents were requested to rate their agreement about school-based supervisors regularly monitors subject knowledge through lesson observation in your school or not. In this regard, the computed mean score results for teachers (M=2.25, SD=.97) lower than school-based supervisors (M=2.30, SD=1.09) showed that the most of respondents rated low on the question raised. The overall mean (2.27) also shows that the majority of respondents responded low on the question raised. This is confirmed by the t-test value ( $t=-.374$ ,  $p=.750$ ,  $P>0.05$ ). Therefore, there is no significance difference between the opinions of teachers and SBSs toward item number 6 of Table 7. Similarly, during interview session, all education office experts revealed that the school-based supervisors infrequently monitor subject knowledge through lesson observation in school. Therefore, based on the result of the data analysis and data obtained from interview, the finding indicates that the school-based supervisors unregularly monitor subject knowledge through lesson observation in the schools.

As it can be seen in Table 7, item 7, regarding supervisors regularly monitor subject knowledge through teacher self-assessments and self-audits in your school; the computed

mean of teachers ( $M=1.74$ ,  $SD=.97$ ) and ( $M=1.73$ ,  $SD=1.01$ ) of SBS respondents rated very low on the question raised. The overall mean (1.73) also shows that the majority of respondents reported very low on the raised issue. This is proven by calculated t-test value ( $t=.051$ ,  $p=.960$ ,  $P>.05$ ). Therefore there is no significant difference between the teachers and SBSs with regard to the supervisors regularly monitor subject knowledge through teacher self-assessments and self-audits in schools. Therefore, the survey result implies that the supervisors ineffectively monitor subject knowledge through teacher self-assessments and self-audits in the secondary schools.

On top of this, as it can be illustrated in Table 7 (item 8), regarding monitors teacher uses standardized tests that include all the material presented over the duration of the year in your school; the computed mean of teachers ( $M=1.37$ ,  $SD=.66$ ) and SBS ( $M=1.60$ ,  $SD=1.01$ ) rated very low response on the question raised. The overall mean (1.48) also shows that majority of respondents responded very low on the question raised. This is proven by calculated t-test value ( $t=-2.059$ ,  $p=.040$ ,  $P<0.05$ ). Therefore, there is significant difference between the both groups of respondents with regard to the monitors teacher uses standardized tests that include all the material presented over the duration of the year. Therefore, the survey result implies that supervisors did not monitor teacher uses standardized tests that include all the material presented over the duration of the year in the secondary schools.

The responses regarding to item 9, Table 7, the mean and SD of teachers are 2.19 and 1.07, respectively towards the question. Similarly, mean and SD of SBSs is 1.97 and .90, respectively. The overall mean (2.08) also shows that, majority of respondents responded low on the question raised. This is confirmed by the t-test values ( $t=1.488$ ) and ( $p=.138$ ) that is P-value greater than .05. Therefore, there is no significance difference between the opinions of teachers and SBSs toward question raised issue. Accordingly, the survey finding revealed that supervisors unevenly monitor student learning to provide ongoing feedback in sampled secondary schools.

As shown in Table 7, last item, teachers and SBSs' respondents were asked whether supervisor allows teacher to monitor students on a day-to-day basis in your school or not. Consequently, the computed value ( $M=1.69$ ,  $SD=.91$ ) of teachers and ( $M=1.67$ ,  $SD=.91$ ) of SBSs respondents rated very low response. On other hand, the calculated t-test value

( $t=.166$ ,  $p=.869$ ) that P-value is greater than .05. Therefore, that there is no significance difference between the opinions of teachers and SBSs toward last item of Table 7. Therefore, it is possible to say that there is a gap of supervisor allows teacher to monitor students on a day-to-day basis in the schools. However, when asked to monitoring and learning assessment of school-based supervision for teaching and learning among their respective schools, one of the education officers (EOE<sub>3</sub>) participants of the interview rated that:

*“In relation to this, many teachers say that monitor and learning assessment of school-based supervision for teaching and learning is a time consuming-work. Lack of willingness, motivation, and recognition also the other attributable reasons. Thus, the SBS facilitators to do not arranged colleague evaluation on the SBS in a suitable way.”*

Therefore, based on the result of the data analysis, the finding indicates that, majority of the respondents reported that supervisor allows teacher to monitor students on a day-to-day basis in the study schools.

In generally, the overall grand mean of the Table 7 depicts that the overall monitoring and learning assessment of school-based supervision activities in secondary schools of Hawassa City Administration was 2.05 and a standard deviation of 0.44. This survey result depicts, majority of respondents report that monitoring and learning assessment of school-based supervision in secondary schools was minimal. This survey finding consistent with previous researchers by Weyesa (2019) states that school-based supervisors were poor in monitoring and learning assessment of school-based supervision in secondary schools.

#### **4.6 Major Challenges that Hinder the Implementation of SBS in Secondary Schools**

In this part designed to identify challenges that encounter during school-based supervision implementation in the secondary schools of Hawassa City Administration. Therefore, the study had dealt with some of the factors supposed that affect during implementation of school-based supervision. Each of them was described with Likert scale. Accordingly, the respondents provided their responses in the way summarized in the following Table 8.

**Table 8: Major Challenges that Hinder Implementation of SBS in Secondary Schools**

S. N	Items	Respondents		Mean (X)	SD	Overall Mean	t-value	p-value
1	Administrative work is given priority than class room observation	Teachers	212	3.76	1.23	3.72	.524	.601
		SBS	60	3.67	1.13			
2	Lack of training	Teachers	212	3.99	1.09	3.96	.347	.729
		SBS	60	3.93	1.24			
3	Inadequate budget was allocated for supervision program	Teachers	212	4.25	1.09	4.22	.306	.760
		SBS	60	4.20	1.21			
4	Teachers perceives supervision as a fault finding than helping activity	Teachers	212	4.31	1.04	4.39	-1.071	.285
		SBS	60	4.47	.94			
5	Failure of supervisory to create smooth relationship among themselves on teachers	Teachers	212	3.97	1.32	4.00	-.345	.730
		SBS	60	4.03	1.26			
6	Inadequate attention given to supervision service	Teachers	212	3.95	1.24	3.94	.165	.869
		SBS	60	3.92	1.48			
7	Unavailability of skilled and experienced supervisors	Teachers	212	4.02	1.12	4.07	.040	.968
		SBS	60	4.12	1.33			
8	Lack of support for SBS like some guideline checklist to conduct supervision	Teachers	212	3.58	1.34	3.80	-2.261	.025
		SBS	60	4.02	1.33			
9	Lack of experienced and competent SBS in the school	Teachers	212	4.13	1.15	4.08	.682	.496
		SBS	60	4.02	1.17			
10	Negative attitudes and unhappiness concerning supervision of teachers	Teachers	212	4.14	1.09	4.16	-.258	.796
		SBS	60	4.18	1.14			

**Source: Field survey (2024)**

As it can be seen in first item, Table 8, the mean and SD of teacher respondents are 3.76 and 1.23, and the mean and SD of SBS are 3.67 and 1.13, respectively denotes administrative work is given priority than class room observation encounter during school-based supervision implementation in secondary schools. The overall mean (3.72) lies on agree level on scale criterion. This indicated that majority of teachers and SBS rated agree on the issue raised. This shows that, the calculated t-test value ( $t=.524$ ,  $p=.601$ ) that is  $P>.05$ . Therefore, there is no significant difference between the responses given by teachers and SBS towards issue of item 1 of Table 8. Therefore, it implies that

administrative work is given priority than class room observation determines during implementation of school-based supervision in secondary schools.

In the same Table 8 of item 2, respondents were asked to check whether lack of in service training determines during implementation of school-based supervision in secondary schools or not; in light with this, the computed mean value ( $M=3.99$ ,  $SD=1.09$ ) of teachers' respondents and ( $M=3.93$ ,  $SD=1.24$ ) of SBSs, respectively. The overall mean value was 3.96; shows that the total both group of respondents agreed with the idea. The significance level ( $p=.729$ ) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and SBS. Therefore, this survey result implies that lack of training affects implementation of school-based supervision in the school.

Item 3 of Table 8 indicates, teachers and SBSs respondents asked about their view on whether inadequate budget was allocated for supervision program affects the implementation of school-based supervision or not. In this case, the computed value ( $M=4.25$ ,  $SD=1.09$ ) of teachers and ( $M=4.20$ ,  $SD=1.21$ ) of SBSs respondents; the overall mean value was 4.22. This survey result depicted that respondents were agree response on the issue raised. In addition to this, the calculated t-test value ( $t=.306$ ,  $p=.760$ ) is greater than the P-value of .05. Therefore, there is no significant difference between the responses given by teachers and school leaders towards question of item 3 of Table 8. Therefore, this survey result depicts that majority of group respondents reported that inadequate budget was allocated for supervision program affects the implementation of school-based supervision in secondary schools.

As illustrated in Table 8, item 4, respondents were asked on whether the teachers perceive supervision as a fault finding than helping activity mitigates the implementation of school-based supervision or not; in light with this, the computed mean value ( $M=4.31$ ,  $SD=1.04$ ) of teachers and ( $M=4.47$ ,  $SD=.94$ ) of SBSs; the overall mean value was 4.39 lies on agree response in the scale table. This is proven by calculated t-test value ( $t=-1.071$ ,  $p=.285$ ) which is  $P>.05$ . Therefore, there is no significant difference between the teachers and SBSs with regard to raised question 4 of Table 8. Therefore, one can say that the effect of teachers perceives supervision as a fault finding than helping activity mitigates the implementation of school-based supervision in the sampled schools.

The responses regarding 5<sup>th</sup> item, (Table 8), the mean and SD of teachers are 3.97 and 1.32, respectively. Similarly, mean and SD of SBS is 4.03 and 1.26, respectively; the overall mean value was 4.00. This implies that the respondents were agreed on the failure of supervisory to create smooth relationship among themselves on teachers. This is confirmed by the t-test value ( $t=-.345$ ) and ( $p=.730$ ) i.e. P-value is greater than 0.05. Therefore, there is no significance difference between the opinions of teachers and SBSs toward item number 5 of Table 8. Accordingly, the finding revealed that failure of supervisory to create smooth relationship among themselves on teachers hinders the effectiveness of implementation of school-based supervision in the study area.

As it can be seen in item 6 (Table 8), the mean and SD of school teacher respondents were (3.95 and 1.24) and SBSs were (3.92 and 1.48) towards inadequate attention given to supervision service, respectively. The overall mean value was 3.94 lies on agreed in the Likert scale criterion. This is proven by calculated t-test value ( $t=.165$ ,  $p=.869$ ,  $P>.05$ ); therefore, there is no significant difference between the responses given by teachers and SBS towards issues of item 6 of Table 8. Therefore, it is possible to say that the effect of problems related to inadequate attention given to supervision service affects the implementation of school-based supervision in selected secondary schools.

As presented Table 8 (item 7), respondents were asked on whether unavailability of skilled and experienced supervisory lessens the implementation of school-based supervision or not; in light with this, the computed mean value of teachers ( $M=4.02$ ,  $SD=1.12$ ) lower than school-based supervisors ( $M=4.12$ ,  $SD=1.33$ ); the overall mean value was 4.07 lies on agree level in the Likert scale criterion. This is proven by calculated t-test value ( $t=.040$ ,  $p=.968$ ;  $P>.05$ ) this implies statistically no significant difference between the teachers and SBS with regard to raised question 7 of Table 8. Therefore, as the survey result revealed that, the unavailability of skilled and experienced supervisory affects the implementation of school-based supervision in the secondary schools.

As indicated by Table 8 (item 8), respondents were requested to rate their level of agreement about whether lack of support for school based supervision like some guideline checklist to conduct supervision determines implementation of school-based supervision in schools or not. The computed mean and SD of teacher respondents (3.58 and 1.34) and SBS respondents (4.02 and 1.13), responded agreed on the issue. This implies that the

majority of respondents responded agreed on the issue raised. This is proven by calculated t-test values ( $t=-2.261$ ,  $p=.025$ ,  $P<0.05$ ). Therefore, it showed that there is significant difference between the responses given by teachers and SBSs towards issues of item 8 of Table 8. Therefore, based on the results of the data analysis, it is possible to infer that lack of support for school-based supervision like some guideline checklist to conduct supervision determines implementation of school-based supervision in secondary schools.

The responses regarding item 9 (Table 8), in relation to whether the lack of experienced and competent SBSs affects the implementation of school-based supervision or not, the computed mean results for teachers ( $M=4.13$ ,  $SD=1.15$ ) and SBSs ( $M=4.02$ ,  $SD=1.17$ ) respondents responses agree towards the question. The overall mean value (4.08) also depicts that agree on the question raised. On the other hand, calculated t-test value ( $t=.682$ ,  $p=.496$ ,  $P>0.05$ ) is showed that there is no significance difference between the opinions of teachers and SBSs toward item number 9 of Table 8. Accordingly, the finding indicates that most respondents were responded agreed, so it is possible to say that the effect of the lack of experienced and competent SBS affects the implementation of school-based supervision in the sampled schools.

As illustrated in Table 8, last item, respondents were asked on whether negative attitudes and unhappiness concerning supervision of teachers affect the implementation of school-based supervision or not; in light with this, the computed value ( $M=4.14$ ,  $SD=1.09$ ) of teachers and ( $M=4.18$ ,  $SD=1.14$ ) of SBSs; the overall mean value was 4.16 lies on agree level in the scale table. This is proven by calculated t-test value ( $t=-.258$ ,  $p=.796$ ) which is  $P>0.05$ . Therefore, there is no significant difference between the teachers and SBSs with regarding last question of Table 8. On top of this, the finding from qualitative data that gathered from experts about problems and challenges in relation to implementation of school-based supervision in schools; among them one of the Sub-city administration education office experts (EOE<sub>4</sub>) argues that:

*“On top of this, the challenges in relation to encounter implementation of school-based supervision were inadequacy of awareness, giving less attention, inadequacy of participating all necessary stakeholders developing school-based supervision plan, unorganized monitoring and evaluation mechanism, gaps of communication between school with its stakeholder special with teachers, gaps in sharing experience, shortage of resource and lack of encouragement for teachers who play positive role in implementation of*

*school-based supervision are some of common problems in selected secondary schools.”*

Therefore, it can be concluded that, the negative attitudes and unhappiness concerning supervision of teachers affect the implementation of school-based supervision in the sampled secondary schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary of Major Findings**

The main purpose of this study is to assess the practice and challenges of school-based supervision in government secondary schools in Hawassa City Administration. The total participants in this study were composed of 286, among whom 218 teachers, 64 school-based supervisors, and 4 sub-city administration education office experts. Teachers and school-based supervisors gave their response through questionnaire and sub-city administration education office experts were participated to answer the interview was filled. In order to attain the objective of the study, the following basic research questions were stated and answered.

1. To what extent school-based supervision is adequately practiced in secondary schools of Hawassa City Administration?
2. To what extent do teaching and learning of school-based supervision effectively implemented in secondary schools of Hawassa City Administration?
3. To what extent is monitoring and learning assessment is properly done in secondary schools?
4. What are the major challenges that hinder the effective implementation of school-based supervision in secondary schools of Hawassa City Administration?

To this effect, the both quantitative and qualitative research approach was employed. The quantitative research approach was employed questionnaire prepared for teachers and school-based supervisors whereas the qualitative research approach used an interview question which prepared for education office experts. The data were collected from five sampled secondary schools. Accordingly, 282 copies of questionnaire items were prepared and distributed for teachers and school-based supervisors. From these distributed questionnaire copies, except 10, 272 (212 teachers and 60 school-based supervisors) copies were returned. A close ended and open-ended questionnaires and semi structured interview were used as major data collection instruments. Moreover, document analysis was used to obtain qualitative data. Because of the information obtained through data gathering tools were analyzed using descriptive nature of the study, descriptive statistics such as percentage, mean and standard deviation score were widely used to analyze quantitative

data that were gathered through questionnaire. In addition, independent sample t-test (t-value and p-value) used to test significance of responses among secondary school teachers and school-based supervisors. Moreover, the data gathered via interviews were analyzed by narration.

On the basis of analysis and interpretation of the data, it was possible to come up with the following major findings in relation to the basic research questions:

### **5.1.1 Regarding School-Based Supervision Practices in the Secondary Schools of Hawassa City Administration**

According to items related to the school-based supervision practices in secondary schools asked different questions the respondents were reported low in the question raised. Depending on thus ideas, the following major findings were drawn: Accordingly, the survey finding revealed that, majority of the respondents reported that supervisor did not facilitate professional developments of teacher through mentoring program in school. Supervisor rarely evaluates school performance to give feedback for improvements in the schools. The finding indicates that there was problem that supervisor to counseling the existing teachers guide for further improvements in the schools. Majority of the respondents' reported that supervisor poorly facilitates training at school level focus in achieving continuous professional growth of teachers in the schools. Majority of the respondents argues that the supervisors did not allocate enough budgets for supervision practice in secondary schools. Most of the respondents perceived that there was a gap in supervisory are competent enough in their professional skills in the schools. In generally, supervisor poorly manages curriculum of school-based supervision practice on the teachers' professional development in the secondary schools.

### **5.1.2 Regarding Teaching and Learning of School-Based Supervision Implementation in the Secondary Schools of Hawassa City Administration**

With regard to items related to the teaching and learning of school-based supervision implementation in secondary schools; the respondent responded low on the question. Depending on thus ideas, the following major findings were drawn: Most of the respondents assured that supervisors infrequently grapple with creating effective lesson plans in sampled secondary school. Majority of the both groups of respondents argues that supervisor ineffectively manages class size and students in the selected secondary school.

Similarly, supervisors did not choose the right teaching method for a particular topic or class can be tricky in schools. Accordingly, the finding indicates that there was a problem supervisor leading to uncertainties about how to structure lessons and engage students in sampled schools. Majority of respondents reported that the supervisors did not dealing with diverse student attitudes and behaviors can be challenging in secondary schools. Supervisor inadequately facilitates teaching materials in sampled secondary schools. Supervisors rarely motivate students by navigate varying levels of engagement, and discipline in the classroom in school. Most of the respondents depicted that supervisor poorly determines appropriate assessment methods, grading, and providing constructive feedback require skill and experience in secondary schools. In generally, majority of respondents reported that the extent of teaching and learning of school-based supervision in present study area was minimal.

### **5.1.3 Regarding Monitoring and Learning Assessment of School Based Supervision in the Secondary Schools of Hawassa City Administration**

Depending on thus ideas, the following major findings were drawn: Most of teachers and school-based supervisors assured the supervisor's unregularly deadline, penalties and document limits in the selected school. As the survey result implies that supervisor poorly manages teaching-learning time in the secondary schools. Majority of the respondents reported that there was inadequate effort of supervisors questioning students during classroom discussions to check their understanding of the materials being taught in schools. There was no enough effort of supervisors assesses students' attitude and performance in schools. Based on the result of the data analysis and data obtained from interview, the finding indicates that the school-based supervisors unregularly monitor subject knowledge through lesson observation in the schools. Supervisors did not monitor subject knowledge through teacher self-assessments and self-audits in the secondary schools. Supervisors rarely monitors teacher uses standardized tests that include all the material presented over the duration of the year in the secondary schools. Supervisors unevenly monitor student learning to provide ongoing feedback in sampled secondary schools. Majority of the respondents reported that supervisor allows teacher to monitor students on a day-to-day basis in the study schools. In generally, the overall response on the extent of monitoring and learning assessment of SBS activities was minimal in secondary schools.

#### **5.1.4 Regarding Major Challenges that Hinder the Implementation of School-Based Supervision in the Secondary Schools of Hawassa City Administration**

According to items related to challenges that encounter during implementation of school-based supervision both teachers and SBSs were agreed on the question raised. Depending on thus ideas, the following major findings were drawn: Most of total respondents pointed out that teachers perceives supervision as a fault finding than helping activity (M=4.39), inadequate budget was allocated for supervision program (M=4.22), negative attitudes and unhappiness concerning supervision of teachers (M=4.16), lack of experienced and competent SBS in the school (M=4.08), unavailability of skilled and experienced supervisors (M=4.07) and failure of supervisory to create smooth relationship among themselves on teachers (M=4.00) highly determines the implementation of school-based supervision in secondary schools. As a survey finding reveals that lack of training (M=3.96), Inadequate attention given to supervision service (M=3.94), lack of support for SBS like some guideline checklist to conduct supervision (M=3.80), administrative work is given priority than class room observation (3.74) variables have low impact on the implementation of school-based supervision in the sampled secondary schools.

#### **5.2 Conclusion**

The practices of school-based supervision in secondary schools of Hawassa City Administration were ineffective as like as poor. Teachers and school-based supervisors were not satisfied implementing the intended school-based supervision activities and, as a result they are not systematically and collaboratively alleviating professional challenges to take procedural measures on limitations observed in attaining school-based supervision objectives through action research. Therefore, teachers and school-based supervisors were less benefited professionally and were not contributing specifically for the improvement of pupils' achievement and the improvement of the education system in general. The finding also indicated that the role of principals, teachers, and supervisors in implementation of school-based supervision was found to be less in order to professional development in secondary schools. Based on the findings on the school-based supervision practices in secondary schools; the supervisor did not facilitate professional developments of teacher through mentoring program, they are rarely evaluates school performance to give feedback for improvements, there was a gap of supervisors arrange for new teachers induction training, they did not counseling the existing teachers guide for further improvements, they

are poorly facilitates training at school level focus in achieving continuous professional growth of teachers, they did not allocate enough budgets for supervision practice, and there was a gap in supervisory are competent enough in their professional skills in the schools. In generally, supervisor poorly implements school-based supervision practices in the secondary schools.

Moreover, concerning teaching and learning of school-based supervision implementation in secondary schools as the survey findings revealed that supervisors infrequently grapple with creating effective lesson plans, they were ineffectively manages class size and students, they did not choose the right teaching method for a particular topic or class can be tricky, there was a problem supervisor leading to uncertainties about how to structure lessons and engage students, they did not dealing with diverse student attitudes and behaviors can be challenging, they inadequately facilitates teaching materials, they rarely motivate students by navigate varying levels of engagement, and discipline in the classroom in school, they poorly determines appropriate assessment methods, grading, and providing constructive feedback require skill and experience in secondary schools. In generally, majority of respondents disagreed on the teaching and learning of school-based supervision in schools. This infers most the school-based supervision tasks were not conducted in scheduled manner.

With regard to the monitoring and learning assessment of school based supervision in the secondary schools; as the survey finding implies that supervisor's unregularly deadline, penalties and document limits, supervisor poorly manages teaching-learning time, there was inadequate effort of supervisors questioning students during classroom discussions to check their understanding of the materials being taught, there was no enough effort of supervisors assesses students' attitude and performance, they unregularly monitor subject knowledge through lesson observation, they did not monitor subject knowledge through teacher self-assessments and self-audits in the secondary schools, they rarely monitors teacher uses standardized tests that include all the material presented over the duration of the year in the secondary schools, they unevenly monitor student learning to provide ongoing feedback, and they allows teacher to monitor students on a day-to-day basis in the study schools. In generally, the overall response on monitoring and learning assessment of school based supervision for teaching and learning activities were poor in secondary schools.

Items related to challenges such as administrative work given priority than class room observation, lack of in service training decides, inadequate budget was allocated for supervision program and unavailability of skilled and experienced supervisory, supervision as a fault finding than helping activity and failure of supervisory to create smooth relationship among themselves on teachers, lack of support for school based supervision like some guideline checklist to conduct supervision, lack of experienced and competent supervisors and negative attitudes and unhappiness concerning supervision of teachers affect the implementation of school-based supervision in the sampled secondary schools. In generally, it is possible to conclude that school-based supervision practices was inadequately contributing to enhance professional development and students' learning achievement was insufficiently improved and the ambition to attain quality education was ineffective in secondary schools. As a result, school-based supervision was less supportive for effective teaching and learning process in the secondary schools of Hawassa City Administration.

### **5.3 Recommendations**

Based on the findings and the results of this finding indicated in chapter four, the investigator suggested the following recommendations.

1. The implementation of the school-based supervision practices in the study schools was ineffective. Thus, supervisors should better indeed the experiences and skills of the stakeholders, especially which of teachers to improve the effectiveness on the implementation of school-based supervision practices in their schools by facilitating professional developments of teacher through mentoring program and it is recommended for school-based supervisors to use different strategies which improve teachers' professional development and teaching learning process.
2. It is recommended that the Sidama REB and Hawassa City Administration Education Department should give great consideration in allocation of budget, permanent worker or follower, sufficiently distributing school-based supervision on teachers' professional development materials, giving frequent training, sustainable follow up and encouragement.
3. The Sidama REB, Hawassa City Administration Education Department, and the secondary supervisors should emphasize on using various mechanisms or instruments for evaluation of the effectiveness of the school-based supervision. They have to use

methods such as systematized follow-up, self-assessment, document analysis, subjective evaluation and objective evaluation. Besides, evaluation should be done continuously and be conducted realistically. An organized evaluation has to be done to check the program's effectiveness and to take immediate actions to tackle the problems.

4. Sidama REB and Hawassa City Administration Education Department should have to prepare relevant in-service trainings for supervisors to upgrade their supervisory activities and skills, awareness creation for teachers about the benefit of school-based supervision and minimize workload of school-based supervisors.
5. The study result reveals that school-based supervision is not adequately managed and planned. It is advisable for school-based supervisors to give emphasis to prior planning the supervisory tasks in scheduled manner and discussing with the supervisee and to create awareness on the purpose of school-based supervision.
6. Finally, it can be suggested that further studies need to be conducted with regard to the influence of school-based supervision on school performance in secondary schools of Hawassa City Administration.

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## APPENDIX

Hawassa Univeristy

College of Education and Behavioral Studies

Department of Educational Planning and Management

MA in Educational Leadership and Management

### I. Questionnaire to be filled by Teacher and School-Based Supervisor Respondents

Dear respondents,

First of all, I, Adugna Hamiso, was a post graduate student of Educational Planning and Management Department at Hawassa University. I am conducting a study on the topic: **Practice and Challenges of School Based Supervision in Government Secondary Schools in Hawassa City Administration**. The main purpose of this questionnaire is only to collect relevant information for this research work. Therefore, you are kindly requested to fill the questionnaire with on the necessary information related to the study. Your honest and genuine response has its own effect on the success of the study. Your data will be used only for academic issue and the information in this questionnaire will be confidential. So feel free to tick the appropriate answer openly and honestly. Please read the instructions before each item in the questionnaire carefully before you give your response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Thank you in advance for your genuine cooperation!

#### General Direction:

- ✚ No need of writing your name in any part of this paper.
- ✚ Please read all the questions before attempting to answer the questions.
- ✚ Please put mark “√” on the space provided under the column.
- ✚ If you will like more information about the questionnaire or the study, you can reach directly to me on mobile: +251916027280

**Part I: Demographic Information of Respondents**

Code:

Please, tick (√) your response in the box or give short answers on the blank space.

- |                   |                           |                          |                           |                          |
|-------------------|---------------------------|--------------------------|---------------------------|--------------------------|
| 1. Sex:           | 1) Male                   | <input type="checkbox"/> | 2) Female                 | <input type="checkbox"/> |
| 2. Age:           | 1) Below 25               | <input type="checkbox"/> | 2) 26-30                  | <input type="checkbox"/> |
|                   | 3) 31-35                  | <input type="checkbox"/> | 4) Above 35               | <input type="checkbox"/> |
| 3. Service year:  | 1) 0-5                    | <input type="checkbox"/> | 2) 6-10                   | <input type="checkbox"/> |
|                   | 3) 11-15                  | <input type="checkbox"/> | 4) Above 15               | <input type="checkbox"/> |
| 4. Qualification: | 1) Diploma                | <input type="checkbox"/> | 2) 1 <sup>st</sup> Degree | <input type="checkbox"/> |
|                   | 3) 2 <sup>nd</sup> Degree | <input type="checkbox"/> | 4) Others                 | <input type="checkbox"/> |

**Part II: Items related to extent of SBS practices in the secondary schools.**

This part of the questionnaire contains close ended items that focused on the school-based supervision practices. Indicate your agreement or disagreement by putting a “√” mark in front of each item under the following scales: 1=Very Low (VL), 2=Low (L) 3= Medium (M), 4=High (H), 5= Very High (VH).

S.N	Extent of school-based supervision practice in secondary schools	Rating Scales				
		1	2	3	4	5
1	Supervisor facilitates professional developments of teacher through mentoring program					
2	SBS evaluates school performance to give feedback for improvements					
3	Supervisors arranges training for new teachers					
4	Supervisor supports teachers to different action research					
5	Supervisors provide counseling service for teachers					
6	SBS facilitates continuous professional growth of teachers					
7	Supervisor allocates budget for SBS practice					
8	Supervisory are incompetent enough in their professional skills					

*Specify if any* \_\_\_\_\_  
 \_\_\_\_\_

**Part III. Items related to assess the teaching and learning of school-based supervision in secondary school in Hawassa City Administration**

**Direction:** Numerically, you are kindly requested to make a tick (√) mark corresponding. Please indicate your response in terms of the rating scale 1=Very Low (VL), 2=Low (L) 3=Medium (M), 4=High (H), 5= Very High (VH) by putting (SA) “√” to your suggestion.

S.N	The Extent of teaching and learning of school-based supervision in secondary school	Rating Scales				
		1	2	3	4	5
1	Supervisors often grapple with creating effective lesson plans					
2	Supervisor manages class size and students effectively					
3	Choosing the right teaching method for a particular topic or class can be tricky					
4	Leading to uncertainties about how to structure lessons and engage students					
5	Dealing with diverse student attitudes and behaviors can be challenging					
6	Supervisor adequately facilitates teaching materials					
7	Motivate students by navigate varying levels of engagement, and discipline in the classroom					
8	Determines appropriate assessment methods, grading, and providing constructive feedback require skill and experience					

Please list any teaching and learning of school-based supervision in your school.

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**Part IV. Items related to examine monitoring and learning assessment of school based supervision in secondary schools**

Please indicate your response in terms of the rating scale 1=Strongly Disagree (SDA), 2=Disagree, (DA) 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA) by putting “√”.

SN	Extent of monitoring and learning assessment of SBS activities in secondary schools	Rating Scales				
		1	2	3	4	5
1	Supervisors deadlines, penalties and document limits					
2	SBS manages teaching-learning time					
3	Questioning students during classroom discussions to check their understanding of the materials being taught					
4	Circulating around the classroom during seatwork and engaging in one-to-one contacts					
5	SBS assess students attitude and performance					
6	SBS regularly monitors subject knowledge through lesson observation					
7	Regularly monitor subject knowledge through teacher self-assessments and self-audits					

8	Monitors teacher uses standardized tests that include all the material presented over the duration of the year					
9	Monitor student learning to provide ongoing feedback					
10	Allows teacher to monitor students on a day-to-day basis					

Specify if any \_\_\_\_\_

**Part IV. Items related to major challenges of school-based supervision implementation of the secondary schools in Hawassa City Administration**

The following activities are investigated to assess the major challenges of school-based supervision implementation in the secondary schools. Please indicate your response in terms of the rating scale 1=Strongly Disagree (SDA) 2=Disagree (DA) 3=Undecided (U) 4=Agree (A) 5=Strongly Agree (SA) by putting “√”.

S.N	Challenges of School-Based Supervision in the Schools	Rating scales				
		1	2	3	4	5
1	Administrative work is given priority than class room observation					
2	Lack of in service training					
3	Inadequate budget was allocated for supervision program					
4	Teachers perceives supervision as a fault finding than helping activity					
5	Failure of supervisory to create smooth relationship among themselves on teachers					
6	Inadequate attention given to supervision service					
7	Unavailability of skilled and experienced supervisors					
8	Lack of support for school based supervision like some guideline checklist to conduct supervision					
9	Lack of experienced and competent SBS in the school					
10	Negative attitudes and unhappiness concerning supervision of teachers					

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

12. What solution do you suggest to improve the school-based supervision? \_\_\_\_\_

## II. Interview Guidelines for Sub-City Administration Education Office Experts

Dear respondents: The main purpose of this interview is to gather information on the title “**Practice and Challenges of School Based Supervision in Government Secondary Schools in Hawassa City Administration.**” You are, therefore kindly requested to all interview questions. The success of this study depends on your honest and genuine responses. All the information will be kept confidential and will be used only for the academic purpose. Please respond to each item according to the instructions and make your response short and precise.

**Thank you in advance for your cooperation!**

### Interview Questions:

- 1) In your opinion, what are the extents of managing curriculum practices of school based supervision in your school?

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- 2) How to assess teaching and learning of school-based supervision in your school?

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- 3) What examine monitoring and learning assessment of school based supervision for teaching and learning in your school?

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- 4) Can you explain the factors that affect the school-based supervision in your schools?

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- 5) What solution do you suggest in order to overcome the challenges you have mentioned?

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