



**HAWASSA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**COLLAGE OF EDUCATION  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT  
SCHOOL BASED SUPERVISION AND ITS INFLUENCE ON QUALITY  
EDUCATION IN SECONDARY SCHOOLS OF ARSI ZONE, OROMIA  
REGION, ETHIOPIA**

**MA THESIS**

**BY:**

**MUHAMMED KEDIR BEDASO**

**ADVISOR: DESTA KAWETI (ASSISTANT PROFESSOR)**

**JUNE, 2024  
HAWASSA, ETHIOPIA**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN  
EDUCATIONAL LEADERSHIP AND MANAGEMENT**

**MAJOR ADVISOR: DESTA KAWETI (ASSISTANT PROFESSOR)**

**JUNE, 2024  
HAWASSA, ETHIOPIA**

## **DECLARATION**

The researcher hereby declares that the thesis has the title, "School-based supervision and its influence on quality education in secondary schools in Arsi Zone, Oromia Region." This is his original work, and all sources that have been referred to and quoted have been duly indicated and acknowledged with complete references.

Name \_\_\_\_\_

Sign. \_\_\_\_\_

Date . \_\_\_\_\_

## **STATEMENT OF THE AUTHOR**

With my signature below, I declare and affirm that this thesis is my own work. I followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis, and compilation of this thesis. Any scholarly matter that is included in the thesis has been recognized through the citation.

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## **BIOGRAPHICAL SKETCH**

The author was born on February 17, 1996, in Adare Golba Kebele, Munesa district in Arsi Zone, south-east of Asella town, Oromia Regional State. He attained his primary school education at Gera Gedamsa Primary School in 2005–2012 and his secondary school education at Kersa Secondary School in 2013–2017. In 2018–2020, he joined the Wolaita Sodo University through the regular program and graduated in Educational Planning and Management. In 2022, he joined Arsi University and was employed by the MoE. In 2023, he joined the Regular Program Graduate Studies at Hawassa University to continue his studies towards an MA degree.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AZED:</b>	Arsi Zone Education Department
<b>ESDP:</b>	Education Sector Development Program
<b>MoE:</b>	Ministry of Education
<b>SBS:</b>	School Based Supervision
<b>SPSS:</b>	Statistics Package for the Social Science
<b>OREB:</b>	Oromia Regional Education Bureau
<b>REB :</b>	Regional Education Bureau
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organization
<b>ZED:</b>	Zone Education Department

## ABSTRACT

*The objective of the study was to assess school-based supervision and its influence on quality education in secondary schools in Arsi Zone, Oromia Region. A descriptive survey design was utilized for the study, and qualitative approach was applied to enhance the data. Simple random selection approaches were used to conduct the study at six secondary schools that were chosen within the Arsi Zone. To ensure that each Woreda and town administration had an equal and non-zero probability, the basic random sample technique was used. Then, 105 teachers were chosen at random from these schools, and nine vice principals were specifically chosen to receive surveys. In addition, a purposeful selection of 36 school-based supervisory committees, 6 principals, 6 district experts, and 1 zone expert were available as key informants. Data were gathered using questionnaires, interviews, and focus group discussions. A t-test and descriptive statistics were used to examine and summarize the data that had been gathered. According to the study's findings, teachers in the study schools participated in curriculum and instruction planning held meetings to address issues with instruction, provided timely feedback, and provided opportunities for students to seek advice from other teachers all of which were highly prevalent in the study area. Additionally, the following school-based supervision practices were having an impact on the quality of education: enhancing teaching practices; observing classes and utilizing a range of teaching strategies; raising staff awareness of school-based supervision; enhancing student learning outcomes and performance; providing a forum for teachers to discuss challenges related to teaching and learning; improved collaboration between school supervisors and teachers; and providing orientation to teachers regarding school-based supervision practices. According to the results of school-based supervision, there are a number of issues that hinder the provision of high-quality education. These include a lack of appropriate trainings, experience-sharing sessions, a budget shortfall for school-based supervision, a shortage of material resources, supervisors' workloads, a lack of pedagogy, the need to organize induction courses for new teachers, a lack of ways to increase student participation, and a lack of resources to help teachers implement effective technology or active learning techniques in the classroom. Finally, it was recommended that mentorship programs be used to support teachers' professional development in order to lessen the problems with school-based supervision and its impact on secondary school quality education. Supervisors collaborate with teachers to jointly plan programs for experience sharing within the framework of their local schools. Supervisors plan instructor peer-to-peer monitoring strategies to raise the standard of instruction. In order to improve their supervisory efforts, they also give supervisors relevant in-service trainings. The success of supervision at the school level also depends on resources like supervision manuals and a sufficient budget.*

**Key words:** quality education, school based supervision, school based supervisors, supervision

## CHAPTER ONE

### 1. INTRODUCTION

This section contains the background of the study's statement of problems, objectives of the study, significance of the study, delimitation of the study, limitations of the study, operational definitions of key terms, and organizational study.

#### **1.1. Background of the study**

Globally, the use of school-based supervision to improve academic standards is growing in popularity. In recent years, numerous prominent international organizations and research have underscored the significance of school-based supervision in promoting high-quality education. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has acknowledged the impact of school-based supervision on the quality of education. As to UNESCO's "Education for All Global Monitoring Report" (UNESCO, 2013), improving teaching standards and student accomplishment requires decentralized oversight and support networks at the school level.

In general, every country has had school-based supervision in place for a long time. It was an essential tool for guaranteeing accountability and efficiency in the classroom. Most of the time, it was related to an external inspection that was intended to monitor and control school progress as well as instructor performance. It is essential to improving the quality of teaching and learning. Classroom teaching and learning and instructional supervision by supervisors stationed in schools are two closely associated activities that help instructors grow to the appropriate higher level of teaching and learning abilities (Jeremiah, 2016). The official role of educational supervision is to improve students learning by directly influencing instructional conduct. Instructional supervision's main objective is to improve teachers' practices because this improves students' learning (Tariku, 2018).

In Ethiopia, school-based supervision is becoming more and more crucial as a means of improving the quality of education. This method is becoming more and more well-known due to its capacity to provide educators and school administrators with specific guidance and support within their own learning environments. Several credible sources have highlighted how school-based supervision contributes to the advancement of high-quality education. For instance, the

need for school-based monitoring is heavily emphasized in Ethiopia's "Education Sector Development Program V (ESDP V)" as a critical strategy for improving educational standards (MoE, 2015). The program highlights the need to offer contextualized support and professional development to teachers and school administrators in order to improve teaching effectiveness and student learning outcomes.

This study looked at the relationship between school-based supervision and student learning outcomes like academic achievement, engagement, and social-emotional development. It examined the direct effects that supervision strategies can have on students' performance (Leithwood, 2016). Ethiopia continues to view school-based supervision as a critical component of raising educational standards, according to the MoE (2018). The methodical process of observing, assessing, and assisting schools to guarantee efficient teaching and learning procedures is known as "school-based supervision." The implementation of curriculum, professional development, quality assurance, student learning outcomes, transparency, and accountability are all impacted by school-based supervision in high-quality education.

The focus of Improving Education Quality by School-Based Supervision is on the ways in which school-based supervision can contribute to the advancement of educational quality. It looks at how improved supervision practices relate to higher-quality education, engaged students, and overall academic success. The research also examines the impact of supervision on the establishment of a nurturing learning environment in educational institutions (Smith & Peters, 2020).

Any service provided to a teacher that ultimately leads to better curriculum, instruction, and learning is regarded as modern supervision. It is made up of constructive, dynamic, and democratic acts intended to enhance education by fostering the ongoing development of all parties involved (Tariku, 2018). Supervisors should therefore encourage teachers to modify their conduct during the teaching-learning process in order to become more effective teachers, since the primary goal of supervision is to enable students' learning. Since teaching and learning are daily activities, school-based supervisors can assist instructors in resolving issues that arise in the classroom (Tesema, 2014).

The MoE (1994) defines the boundaries of school-based supervisors as including heads of departments, vice principals, unit leaders, senior instructors, and school principals. These supervisors work inside the school; thus, their responsibility is to give teachers continuous, one-on-one support while they strive to raise the standard of instruction. It is commonly known that increasing teacher performance levels does not ensure that educational quality rises. The validity of teachers' professional competence and the standard of education remain in doubt if different-level education officials do not devote enough attention to carrying out the school-based supervision program.

Furthermore, as stated by the MoE (2018), the "Ethiopian Education Development Roadmap 2018–2030" makes a significant contribution to the development of effective leadership and instructional practices in schools through the role of school-based supervision. The strategy places a strong emphasis on the value of school-based supervisors in providing instructors with ongoing support and feedback that enhances teaching and learning for students.

According to the "Ethiopian Teachers' Professional Development Framework" (MoE, 2014), school-based supervision is also recognized as a critical component of teacher professional development. The framework highlights how important reflective and collaborative techniques are to instructors' professional advancement and practice improvement. This study investigates the relationship between teacher professional development, school-based supervision, and student achievement. The study examines the potential benefits of supervisors' targeted support and constructive feedback on instructional practices and student learning outcomes (Johnson & Brown, 2019).

For successful education and to enhance teaching and learning, school-based supervision must be democratic and collaborative. The school needs to put in a lot of work on this. The realization of teachers' professional competence and the quality of education remain uncertain if suitable attention is not given by various levels of education officials to appropriately execute school-based supervision programs. However, as not all educators are qualified, supervisors in schools must support them (Dubale, 2021). This indicates that it is quite useful for school-based supervision and its influence on quality education at secondary schools in Arsi Zone.

## 1.2 Statement of the Problems

Supervisors who work in schools unquestionably play a crucial role in the completion of high-quality education and effective school administration. To enhance learning outcomes in general and student accomplishment in particular, educational monitoring should underpin the entire educational system (UNESCO, 2007). School-based supervisory activities are challenging due to issues such as instructors' disapproval of supervision, a lack of funding and resources for supervisory practice implementers, and a lack of training for school-based supervisors (Tariku, 2018).

The research undertaken by many writers, including Abebe (2014), Dejene (2017), Tariku (2018), Shibiru (2019), Dubale (2021), Aliyi (2023), and Kebede (2023), has provided insights into the implementation, state, and challenges of school-based supervision and quality education in secondary schools across various areas of Ethiopia. Lack of knowledge about how to use different supervisory options; absence of pertinent ongoing trainings for department heads and senior teachers who are expected to carry out supervisory activities at the school level; insufficient classroom observation to assist teachers and improve instructional improvement; supervisors' lack of techniques and skills; absence of a formal supervision program; lack of funding for supervisory activities in the school; and lack of ongoing support for teaching and learning activities.

In particular, my detailed examinations indicate that the methodological flaws in the reporting of the earlier investigations have led to inconsistent results and interpretations. For example, Tesema (2014) found a link between poor quality education supervision methods and long-term declines in educational quality. The effects of school-based supervision on high-quality education, however, were not suggested by the findings of other writers, such as Tariku et al. (2018).

Yet according to OREB's (2007) research on school-based supervision practices, the primary problems with instructional supervision in schools were an insufficient number of opportunities to improve teaching and learning, training programs unrelated to teachers' actual professional development, and a lack of systematic follow-up and support. The research also revealed that,

perhaps as a result of the more experienced teachers' evaluative strategies, the less experienced teachers had more negative opinions about school-based supervision than the more experienced ones. There are gaps in the literature in the study field that require in-depth analysis of the efficacy of school-based supervision, as evidenced by earlier research and publications. Another gap is that prior research was limited to secondary schools during the first cycle of grades nine through ten (9–10).

Although competent school-based supervisors can handle instruction, this necessitates internal school supervision to handle the day-to-day difficulties that instructors have in teaching and learning (Jeremiah, 2016). It was therefore impossible to distinguish between students who had a better education and those who did not pass the test. Therefore, the purpose of this study is to close the gaps in the literature by investigating the impact of school-based supervision on the quality of education provided in secondary schools located in the Arsi Zone in the Oromia region.

### **1.3. Research Questions**

The questions which would have answered by the study were:

1. What are the school-based supervision practices that correspond with the expected standards in secondary schools in Arsi Zone?
2. What are the relationships between school-based supervision and quality education in secondary schools in Arsi Zone?
3. What are the major challenges that affect school-based supervision to enhance quality education in secondary schools in Arsi Zone?

### **1.4. Objective of the study**

#### **1.4.1. General objective**

The main objective of this study was to assess the school-based supervision and its influence on quality education in secondary schools of Arsi Zone.

#### **1.4.2. Specific objective**

The specific objectives of the study would be:

- To investigate the school-based supervision practiced in secondary schools in Arsi Zone.

- To examine the relationships between school-based supervision and quality education in secondary schools in Arsi Zone.
- To identify the major challenges of school based supervision to enhance quality education in secondary schools in Arsi Zone.

### **1.5. Significance of the study**

This study was crucial to the improvement of school-based supervision and its influence on quality education in secondary schools since it provided vital information about the effects of school-based supervisory practices on enhancing quality education. This in turn will help the school management determine suitable ways of familiarizing themselves with school-based supervision practices. Accordingly, this study has the following significance:

- Educators can enhance their teaching abilities in the Arsi Zone and advance their professional development by identifying their areas of strength and progress through continual observation and feedback. Teachers' performance might be enhanced by this.
- It might demonstrate the significant impact that school-based supervision has on the professional development of teachers, which in turn enhances the quality of learning in secondary schools located in the Arsi Zone.
- It could bring to the attention of supervisors in schools how their supervision influences, in a positive or negative way, the quality of secondary education in the Arsi zone.
- Information regarding school-based supervision and its influence on quality education at secondary schools in the Arsi zone may be useful for districts, zonal, and regional educational experts.
- It could also help school-based supervision and external supervisors identify their areas of strength and weakness, which could inspire them to focus more on implementing supervisory activities in the government secondary schools in the Arsi Zone.
- Finally, by adding fresh material to the body of knowledge on school-based supervision, the study can be useful to researchers. It might serve as a springboard for additional Arsi zone studies in the future.

## **1.6. Delimitation of the study**

To make the study more manageable and feasible, among the 25 woredas and 4 town administrations available in the zone, the study was limited to four woredas and two town administrations in the Arsi zone. According to the data the researcher gained from the statistics department of the zonal education department, in the academic year of 2016 E.C., there were grade nine to (12) secondary schools and totally 112 secondary schools were found in the zone (AZED, 2024). From the 112 secondary schools, the researcher selected 6 secondary schools. From selected secondary schools, the researcher selected respondents: 6 schools principals, 9 schools vice principals, 36 school-based supervision committees, and 105 teachers. Sampled secondary schools were selected by using a random sampling technique in order to include representative samples. The sample schools of this study were six government secondary schools in Arsi Zone, which were selected using a simple random sampling technique in order to acquire relevant information. These were Kersa, Kula, Kojikubsa, Sagure, Tokuma and Bokoji secondary schools that were selected. The study was also limited to a mixed-methods design to describe the current situation of school-based supervision and its influence on quality education in the study area. In terms of data collection tools, this study was limited to a questionnaire, interview guides, FGD, and document review to gather relevant data. Finally, in terms of data analysis methods, the study was limited to quantitative and qualitative methods of analysis.

## **1.7 Limitations of the Study**

Although this study might have demonstrated some strength, it may not be free from limitations. One of the apparent and major limitations was that since school-based supervision and quality education are broad concepts with different contents, functions, and activities, it was impossible to generalize for all the various contents of school-based supervision. Another limitation was that, because the study was conducted at the regional level, the findings of the study may not lend themselves to generalization at the national level.

## 1.8. Operational definition of key terms

**Influence:** Is the positive impact that educators and educational institutions have on students learning development and overall well-being.

**Quality education:** The methodical approach to monitoring, assisting, and enhancing the educational process that underpins it is based on supervision, which guarantees that students obtain a high-quality education that equips them for both academic and personal achievement.

**Secondary Schools:** Schools that provide secondary education for grades 9–12, which prepares students for further general education according to the current school structure in Ethiopia.

**School-based supervisees:** supervision for school-based supervisees typically involves regular meetings with a designated supervisor, reflective practice, and feedback on performance and guidance on professional development.

**School-based supervisors** refer to internal supervisors that are conducted at the school level by principals, vice principals, and school-based supervision committee members, including department heads, senior teachers, and unit leaders (Markos, 2014).

**School-based supervision** emphasizes the professional development of teachers in order to improve teaching methods in schools and affect the intended shift in students' academic progress.

**Supervision:** In this study, supervision is considered the process of helping, guiding, advising, and stimulating teachers in order to improve instruction, learning, and the curriculum.

## 1.9. Organization of the study

The study was organized into five chapters. Following this introductory chapter, chapter two provides a review of related literature. It discusses the concept and definition of supervision and the tasks of school-based supervisory practices. It also studies the relationship between school-based supervision and its influence on quality education. The challenges of school-based supervision and how school-based supervision can improve quality education. Chapter three presents the methodology, showing the research design, location of the study, population of the study, sampling procedures and sample size, research methods used, data processing, and analysis. Chapter four is about data analysis and presentation. In this chapter, the presentation was done with respect to the research objectives. Chapter five discusses the study findings and provides conclusions and recommendations.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

This part primarily focuses on the existing international, national and regional literatures in the area of school based supervision and its influence on quality education. It begins with briefly basic concepts and definition of supervision, a brief school based supervision and practice of school-based supervision in enhancing quality education, supervision at school level, school-based supervision in enforcing quality education and challenges of school based supervision and how can school based supervision to improve quality education, the relationships of school based supervision and its influence on quality education and the conceptual framework.

#### 2.1. Theoretical review

In the contemporary era of globalization, improving the quality of education is an international concern that is gaining increasing urgency. Education has a crucial role in the social, economic, political, and technological domains in developing human capital of the highest caliber to fulfill the demands of globalization (Fessehation & Peng, 2019; Abulencia, 2015; UNESCO, 2015; Misra, 2012). However, a number of developments and changes in the scientific, technological, social, and political spheres are beneficial to education (Bongco & David, 2020; Eshetu, 2019; UNESCO, 2015; Lunenberg, 2010). As such, for education to fulfill its intended purposes, it must attain a suitable level of quality.

##### 2.1.1. Concepts and Definition of supervision

Across all nations, including Ethiopia, supervision has shown to be an essential instrument for raising educational standards. Ensuring the quality of instruction and improving student learning are the primary objectives of supervision. It improves learning outcomes, encourages teacher professional development, and improves instruction (Kasahun & Mitiku, 2017).

One administrative tool used by both individuals and groups in the day-to-day management of their jobs or organizations is supervision. Professional development of teachers is encouraged, educational objectives, instructional materials, teaching techniques, and instruction evaluation are selected and revised, and supervision is viewed as a means of advising, guiding, refreshing, encouraging, stimulating, improving, and supervising particular groups in the hopes of obtaining their cooperation to help supervisors succeed in their supervision tasks (Dubale, 2021).

This demonstrates that the definition of supervision is an activity intended to direct and encourage teachers' actions with the goal of enhancing them, i.e., teaching in addition to

instruction and fostering professional development. Shibiru, (2019) defines school-based supervision as "any actions taken by school staff with adults to maintain and modify the school's operations in a way that directly impacts the teaching process used to enhance or promote student learning." He goes on to discuss the strong correlation between supervision and instruction, or more specifically, between supervision and student. Thus, working with those who are assisting students to improve instruction is the process of instructional supervision. Usually, it refers to actions that enhance the standard of instruction and learning.

According to the MoE, (1994) supervision manual, supervision is a collection of activities intended to meet learning objectives, make instruction more effective, enhance and expand the curriculum, assist teachers in identifying and solving their own teaching challenges, and foster professional development. To implement school-based supervision effectively, supervisors must collaborate well. They must understand the best way to conduct supervision at the school level, who were do it, why it is necessary, and how it will impact the teaching and learning process. Any effort to improve supervision, no matter how big or small, will be in vain until school-based supervisory practices are reinforced (Dejene, 2017).

Tariku (2018) views teacher supervision as an organizational function that aims to foster teacher development, which in turn improves teaching effectiveness and increases student learning. Its main goal is to improve all students' educational experiences and the provision of high-quality education. It is thought that through collaborative inquiry with other professionals, supervision gives supervisors and teachers a way to deepen their understanding of the teaching-learning process (Aliyi, 2023).

### **2.1.2. Educational supervision**

In the context of a trainee's experience providing safe and appropriate patient care, educational supervision is defined as "the provision of guidance and feedback on matters of personal, professional, and educational development" (Aliyi, 2023). A subset of educational management is educational supervision. One definition of supervision would be the daily direction of all educational operations, the organization of the specific tasks, and the development of positive working relationships among all parties engaged in the teaching-learning process. In a way, the foundation of better education is supervision. The inspectorate section of the ministry of education offers supervision to support teachers and educational administrators in their work.

This service offers leadership in education and direction to a range of individuals working in the field of education (Kebede, 2023).

Improving instruction is the ultimate goal of educational supervision in order to deliver higher-quality instruction (Aliyi,2023). Establishing a culture that encourages professional, collegial interactions among participants for instance, team planning, sharing, assessment, and learning how to develop techniques for peer review of practice should be the fourth goal of organizational leaders. There are numerous ways to directly support educators in order to enhance their quality of instruction.

Consequently, if significant attention is not paid to these areas, educational objectives will not be met or accomplished. Therefore, the goal of this research is to determine whether supervision has any effect on how these regions are managed. Whatever the situation, the goal of monitoring is to increase productivity. In the education sector, improving classroom instruction and fostering teachers' professional development are essentially the two basic goals of monitoring. The word "educational supervision" has been defined in a variety of ways by academics since supervision can be beneficial for program improvement.

### **2.1.3. Definition of School based Supervision**

School-based supervision fosters collaboration and can address community needs. Additionally, the MoE (2018) notes that the "Ethiopian Education Development Roadmap 2018-2030" places a strong emphasis on the function of school-based supervision in fostering efficient leadership and instructional strategies in schools. The plan emphasizes how important school-based supervisors are to teachers' continuous support and feedback, which helps to improve instruction and student learning. Supervisors in schools are unquestionably essential to the completion of high-quality education and the success of school administration. To enhance learning outcomes in general and student accomplishment in particular, it is thought that instructional monitoring should underpin the entire educational system (UNESCO, 2007).

In addition to this, school-based supervision is seen as a collaborative effort in which teachers and supervisors converse to enhance instruction, which makes sense given that it should enhance student learning and achievement. By promoting group activities and mutual learning to enhance knowledge, skills, and attitudes, school-based supervision plays a significant role in the professional development of teachers. These activities also require ongoing practice inside the school.

#### **2.1.4. The practices of school based supervision in Ethiopia**

At every level of the educational system, supervision is integrated as a cooperative technical service (MoE, 2002). All of those educational sectors must develop a thorough and coordinated strategy, which starts at the central offices and educational institutions and works down to the Woreda and school levels. There are two techniques to organizing supervision in Ethiopia: school-based and out-of-school. These approaches aim to efficiently and effectively accomplish the stated objectives of educational supervision (MoE, 1994). While school-based supervision organizations incorporate built-in supervision that is carried out by school-based supervisors (Principals, Department of Education), supervision within school organizations is combined with department of educational programs and supervision at the federal MoE level, Regional Education Bureau level, Woreda Education Office level, and CRC level.

Outside of the school, educational supervision focuses on two primary tasks: first, providing the expert and technical assistance required to uphold standards and quality, and second, preserving these attributes across the board to guarantee the accomplishment of learning goals. But, time constraints might prevent this from being feasible on a regular basis. In all likelihood, external experts might not evaluate the practices of every instructor in every school; rather, they might observe lessons only once a year. In order to accomplish the goals of educational supervision, the MoE (2010) recommended a school-based supervision system.

Furthermore, school-based supervision is acknowledged as a crucial element of teacher professional development in the "Ethiopian Teachers' Professional Development Framework" (MoE, 2014). In order to help instructors advance professionally and improve teaching practices, the framework emphasizes the importance of reflective and collaborative approaches.

#### **2.1.5. Practice of school based supervision in enhancing quality education**

School-based supervision: The real teaching and learning process happens in schools, which serve as mission centers. Therefore, it is essential that at this level, supervision be a continual obligation. Senior teachers, unit leaders, department heads, vice principals, and principals can all provide supervision inside the school. Members of the school-based monitoring committee is another term for them. The purpose of the school-based monitoring committee is to help instructors develop their professional judgment, pedagogy, and understanding of student accomplishment (OREB, 2007).

When possibilities arise for them to participate in collaborative planning, watch each other teach, attend individual and group meetings, seminars, projects, study groups, coaching, and teamwork, they may carry out the duties associated with school-based supervision (Tariku, 2018). Effective supervisory work is essential to the successful execution of school supervision. They must understand who carried out the monitoring, why it was done, and how it affected the teaching and learning process at the school level. Any attempt at supervision, no matter how big or small, outside the school was pointless unless school-based supervisory operations were reinforced. The public discourse surrounding the quality of education, however, typically focuses on the academic performance of pupils relative to their parents' earlier schooling.

Tariku (2018) noted that there is still no agreement on what constitutes "quality" in his defense of the topic of quality issues in education in developing nations. More significantly, ideas about quality are influenced by society ideals and evolve throughout time. One additional significant issue that has been brought up has to do with the relative dearth of useful data that could serve as quality indicators. A lot of people determine "education quality" according to national exams, including teachers, education administrators, parents, communities, experts and casual observers, and governmental authorities. They truly define quality in their capacity to measure it.

#### **2.1.6. School based supervision in enhancing teachers' professional development.**

For school-based supervision to be implemented successfully, supervisors must collaborate well with one another. They must be informed about the implementation of supervision at the school level, including who carried it out, why, and how it affected the teaching and learning process. Senior teachers, department heads, unit leaders, vice-principals, and school principals can all provide supervision inside the school. The MoE (1997) and OREB (2007) state that supervision's responsibilities include assisting teachers in developing their professional skills, planning training programs, providing new teachers with an orientation, mentoring, and peer-coaching. Teachers receive professional development by exposure to new knowledge and approaches, which are tailored to the specific needs of the time and location. Therefore, teachers should have access to a variety of supervisory choices.

## **I. Induction**

Tariku (2018) states that the goal of initial teacher training is to develop teachers' initial competencies, while the goal of induction is to support newly developed teachers in their professional development, help them identify and develop a suitable action repertoire, and ultimately help them structure their own self-directed professional development. The significance of teacher induction lies in its relevance to both schools and novice educators. merely because it helps prevent needless stress and eventual complications. A good induction program can help new instructors deal with the challenges they face and, in turn, help them deal with the reality shock they experience. Thus, induction is beneficial for recently certified teachers. The planning and implementation of suitable induction programs by the school supervisory committee and relevant officials is necessary to gather feedback and address any issues that can be faced through the process based on the feedback.

### **ii. Mentoring**

This type of peer monitoring helps new teachers get started by having experienced teachers in the same department as them. A mentor is a person, usually another teacher, who is eager to help, instruct, and guide someone else who is either new to teaching or a particular school (Tariku, 2018). Therefore, it is recommended that the mentor teacher be in charge of acclimating the novice or new teacher to the classroom environment, the school culture, and the overall task. In this context, we view the mentoring of new teachers as a component of the supervision of instruction, or as a feature of the school's supervisory service. The goal of mentoring is to encourage improvements in the performance of educational teachers and the overall organization of the school. The concept of mentoring is multifaceted. For example, mentorship provides practitioners with the necessary advanced training to help them gain new, sophisticated skills on a positive level (Dejene, 2017).

An alternative perspective on mentoring acknowledges that teacher development is a gradual process. A mentor participates in co-inquiry to promote reflection on teaching as a process and places more emphasis on learning than on imparting knowledge. Mentoring is beneficial not only for experienced educators but also for new ones. It is the most beneficial relationship between the mentor and mentee, according to (Dejene, 2017).

Without mentoring, teaching is challenging. Many of the skills that many teachers practice during their pre-service school experience and which are thought to be important for effective mentoring appear to translate to the professional development domain. These abilities include goal-setting, conducting review meetings, and observing classes. Skilled mentors take advantage of contextual characteristics and build practical support structures (Tariku, 2018). A mentor needs to be proficient in a variety of interpersonal behaviors and understand how to apply these behaviors to institutions in order to operate in this capacity. It was evident that mentors needed to be carefully chosen. Even after being chosen, they will require extensive training to enable them to serve as mentors and promote high standards of education.

### **iii. Peer coaching**

Peer coaching is a procedure where a professional in the industry guides a colleague through activities and structured discussions to help them solve problems or complete tasks more effectively than they would have on their own (Tariku, 2018). According to its definition, peer coaching is "a confidential process where in two or more professional colleagues collaborate to evaluate current practices, develop, and build new skills, exchange ideas, carry out action research, and teach one another." According to Dejene et al. (2017), peer coaching can involve both in-class and out-of-class activities. Activities that take place both within and outside of the classroom include curriculum creation, study groups, cooperative learning, and problem solving. In class-based coaching models, educators usually watch one another teach. The demands of individual teachers determine the types of coaching that, in light of the previously described criteria, were effective. The type of coaching were also alter as the needs of the teachers vary. Peer coaching, however, necessitates teamwork, a collegial environment, and human interpersonal relationships.

## **2.2. Outside school based supervision**

At the federal, regional, zonal, and woreda levels, include supervision. In general, out-of-school supervision should be expected to focus on upholding the standards and quality of education at each level of the educational structure, according to Shibiru (2019). It should also provide the required professional and technical support to ensure that standards and quality are maintained. The following is a list of the primary supervisory duties that should be performed at each level, omitting the school.

At the federal level, the Federal Ministry of Education is responsible for: guaranteeing the effective execution of the nation's Education and Training Policy and Strategy; creating a national master plan curriculum that establishes the benchmark for the entire educational system; organizing national examinations; guaranteeing the caliber and standard of instructional materials and textbooks, as well as their accessibility; offering expert and technical support to enhance teaching and learning; and figuring out the qualifications and training levels needed at the various levels of the educational hierarchy (Shibiru, 2019).

The function of supervision at the regional and zonal levels will essentially be similar to those listed at the Federal Ministry of Education level, with the exception of the final point listed under the Ministry of Education level. It is important to note that this is subject to change based on the particular and concrete conditions of the relevant levels (Shibiru, 2019).

The Woreda (district) level is required to do more specialized supervisory work due to its direct interaction with schools, even though it has the same supervisory tasks as the central, regional, and zonal levels. Additionally, district level monitoring is a worry. Major tasks include checking, monitoring, following up, and evaluating schools to maintain standards and quality of teaching and learning; making sure school programs are responsive to community needs and local conditions; organizing and demonstrating appropriate teaching methods and models to senior teachers; organizing professional development and renewal programs, such as in-service training seminars, workshops, conferences, etc. for supervisors based in schools; and conducting scheduled visits to schools on a regular basis to provide on-the-spot and prepare reports for the district education office regarding issues and problems that are outside the purview of the schools (Shibiru, 2019).

### **2.3. School based supervision with in the school level**

Schools are the mission hubs where instruction and learning really happen. Therefore, it is essential that at this level, supervision be a continual obligation. Senior teachers, unit leaders, cluster supervisors, deputy principals, and principals can all provide supervision inside the school. The purpose of the school-based monitoring committee is to help instructors develop their professional judgment, pedagogy, and understanding of student accomplishment (OREB, 2007).

Despite the fact that Ethiopian educational supervision has been in place for more than 80 years, its effectiveness in raising the caliber of instruction in elementary and secondary schools has not been as great as it could be (Eshetu, 2019). Three layers of monitoring are currently in place in Ethiopian elementary and secondary schools. The inspectorate division of district (woreda) education offices is responsible for the first level of monitoring, known as school inspection. Every one, two, or three years, these work groups have been performing a thorough inspection of every institution. Its major objective is to assess the program's overall effectiveness in schools and ascertain each school's standing using a four-step grading system: successful (4), in progress (3), at the start stage (2), and in the preparation stage (1). School-based or in-built supervision is the second level of supervision in relation to this. Less formal supervision has been carried out by senior teachers, department heads, and school principals with the aim of mentoring and supporting inexperienced and underperforming teachers in the classroom. Cluster supervision is the third level of supervision. A supervisor from the cluster resource center handles this in a more formal manner, with the responsibility of supervising three to five schools within the same cluster, performs this more formal function (Kebede, 2023). As a result, the study's main focus will be on supervision at schools.

The job of supervision at the school level should be a constant responsibility, just as teaching and learning are daily, ongoing processes. Senior instructors, department leaders, and the school principal and vice-principal are the supervisors in the educational system. The following primary responsibilities of school supervision are expected to be addressed: planning and implementing clinical supervision to address teachers' instructional problems by facilitating discussions and counseling sessions and offering instructional leadership to teachers; making sure that school programs addressed the needs of the community and the local context; modeling supervisory activities for department heads, vice principals, and principals; and preparing frequent and short-term training. The educational programs supervision manual of Ministry of Education (MOE, 1994) has sufficiently listed the roles of supervision at the school level as follows:

### **1. The Roles of School Principals in Supervision**

As an instructional leader, the principal of the school would be responsible for the following: arranging the required resources to create a setting that is favorable to supervisory activities; providing instructors with the professional support and direction they need to achieve their learning goals, as well as class supervision as needed; coordinating the large-scale active

participation of staff members and the local community in the teaching-learning process and its results.

## **2. The Roles of Deputy Principals in Supervision**

In addition to helping the school's principal with the aforementioned duties, the vice-principal of the institution is supposed to manage the following tasks: Delegating all instructional leadership to staff members; assessing instructors' lesson plans, supervising classrooms to guarantee that plans are followed, and ensuring that the school's curriculum takes the needs of the neighborhood into account.

## **3. Supervisors' Responsibility**

A supervisor is a specialist who encourages teachers to advance their careers by supporting them and other educational specialists in improving the way they teach and learn. In addition, a supervisor's duties as a coordinator include close collaboration with the school community and teachers on the school improvement program. In light of this, a supervisor oversees the creation of curricula, enables in-service training, and offers professional assistance to educators, with a focus on school improvement initiatives and high-quality instruction (MoE, 2006).

## **4. The roles of department heads in school based supervision**

It is within the authority of department heads to oversee instructional activities. They routinely note any instructional shortcomings in the classrooms of the teachers as well as the teachers' incapacity to supervise the students during instruction in the departments in question. Furthermore, departments are accountable for setting up programs for socializing and on-the-job orientation for recently assigned instructors within their particular departments (MoE, 2002).

In addition to MOE (2002), department heads are skilled educators with expertise and experience who can mentor less experienced educators in creating lesson plans and managing students during the teaching and learning process.

## **5. The roles of senior teachers in supervision**

Senior teachers are defined as head teachers, associate head teachers, and high ranking teachers in the career structure that was created based on Ethiopian education and training policy. As a result, these educators are in a good position to oversee other educators in their department due to their extensive knowledge in the relevant subject area or areas (MoE, 2002). Based on the explanation provided above, I assume that department heads, senior teachers, deputy principals, and principals oversee instruction at the school level.

## **2.4. Challenges of School-Based Supervision**

In order to better achieve the objectives of the school, supervision is a service that aids teachers in advancing their own professional development (Kebede, 2023). Nevertheless, a number of obstacles frequently stand in the way of efficient monitoring of instruction in educational settings. Among the difficulties associated with school-based supervision, the following are noteworthy:

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

Supervisors must have enough and ongoing training in order to properly perform their duties. The goal of the supervisor training program is to give supervisors the skills they need to accomplish their jobs more effectively. As outlined in (Kebede, 2023), supervisory practices in schools are impacted by a number of factors, including inadequate supervisory training, a strained rapport between teachers and supervisors, and a lack of support from higher offices. Accordingly, (Kebede, 2023) noted that a barrier to the practice of supervision is the absence of an ongoing training program for supervisors to keep their educational background and skill set current.

### **2. Excessive Workload**

In addition to their own classrooms and regular administrative duties, the school level supervisors principals, vice-principals, department heads, and senior teachers are in charge of carrying out the school-based supervision. According to (Kebede, 2023), secondary school principals seldom have time to visit classrooms and watch teachers in action since they are so overburdened with regular administrative tasks. The heavy workloads of supervisors and principals' lack of collaboration also have a negative impact on the supervisory practice.

### **3. Perception of Teachers towards Supervision**

The goal of school-based supervision is to increase teacher effectiveness, which will raise the standard of instruction for the kids. According to Kebede (2023), teacher attitudes regarding monitoring have a direct impact on how well teachers learn. The supervisory exercise won't have the desired impact unless teachers see it as a way to support student learning and professional development. It is also believed to be crucial to have a conversation about the lesson that both the teacher and the supervisor witnessed. The best results from classroom observations seem to come from a cycle of preparation, observation, and feedback; for this reason, collaboration between the supervisee and the supervisor is essential both before and after the observation process. Teachers must believe that their supervisor is there to support them and assist them

become more effective in carrying out all of these tasks (Kebede, 2023). Teachers are pushed by a variety of activities to view supervision negatively. According to studies presented by UNESCO (2007), there are also grievances regarding the job of supervisors, such as erratic and poorly planned visits, insufficient time spent in the classroom, and advice that isn't pertinent. It's not that teachers don't know how beneficial it is to supervise others; rather, they think supervisors' problems are mainly psychological in character.

#### **4. Inadequate Educational Resources**

Without sufficient teaching resources, effective supervision of instruction is impossible (Tariku, 2018). Resources such as manuals and supervision guides have an effect on the task of supervision. According to UNESCO (2007), these resources are unquestionably beneficial to both the supervisors and the schools; they can make the inspection visit a more objective exercise and promote transparency by educating teachers and schools about the issues that supervisors are focusing on. School-based supervision is a supervision that is conducted at the school level to solve problem teachers encountered during instruction and fulfill the needs of the learners to improve quality of education. Thus, school based supervision plays a great role in increasing teachers' effectiveness.

#### **2.5. How can school based supervision to improve quality education?**

Supervisors in schools must apply strategies include providing teachers with additional opportunities for on-the-job communication, offering teacher counseling, and providing effective supervision through assistance. This indicates that any school supervisor's attempt to influence teachers' teaching practices needs both intellectual stimulation and social support, which can be provided by collaborating with peers rather than superiors and encouraging instructors to explore and ask questions. Productivity rises when workers are more motivated and work in environments with encouraging leadership (Jeremiah, 2016).

In this sense, the caliber of the teaching and learning processes which are based on the caliber and competency of teachers is one of the most significant markers of the caliber of education. According to UNESCO (2015), teachers with appropriate topic and pedagogical knowledge are crucial to ensuring the caliber of teaching and learning that takes place in schools. Acknowledging this necessity, UNESCO (2015) advised all nations to guarantee the availability of qualified, properly prepared, driven, and well-supported educators to tackle the global education issues of today.

Improving the quality of education is currently a major concern for many nations, including Ethiopia, as the level of education that their inhabitants get determines the sustainability of national growth and

development. Given that teachers are one of the most important components of a high-quality education system, their training and supervision play a significant role in this regard. Thus, to keep an eye on student accomplishment as well as school quality, many national authorities depend on the school supervision system (Kasahun & Mitiku, 2017).

School-based supervision can improve the quality of education by providing targeted support and professional development opportunities for teachers, fostering a culture of collaboration, and promoting continuous improvement in instructional practices. Here are some ways in which school-based supervision can contribute to enhancing the quality of education.

### **1. Targeted support and feedback**

Supervisors in schools can utilize their knowledge to give teachers focused, targeted feedback so they can enhance their teaching methods. According to Glickman et al. (2014), improved teaching efficacy and student learning outcomes may result from this individualized help.

### **2. Professional development**

Developing professionals is a component of improving teachers' instruction. According to Abebe (2014), professional development is any experience that increases a teacher's knowledge, appreciation, abilities, and comprehension of their line of work. Professional development is a key aspect of school supervision since proficient and skilled educators are essential to a successful school. According to Abebe (2014), professional development fosters effective teaching methods, offers opportunities for ongoing professional and personal development, and transforms the nature of education.

Training programs that give teachers the competencies they need to be effective in their daily tasks are necessary. As stated by UNESCO (2006), continuous professional development (CPD), often known as on-the-job training, is beneficial for teachers as well as other skilled workers. 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.

In conclusion, professional development should be geared to teachers needs and concerns research on successful professional development and shown an emphasis on involvement, long term planning, and problem solving meetings. Released time, experimentation and risk taking, administrative support, small

group activities, consideration for individual and group characteristics can help make professional development more relevant to the participant.

### **3. Collaboration and shared learning**

Collaboration among teachers can be fostered by school-based supervision, which enables them to exchange best practices, gain knowledge from one another, and cooperate to raise the standard of education in the classroom (Sergiovanni, 2014).

### **4. Data-informed decision-making**

Supervisors who work in schools can make informed decisions about instruction, pinpoint areas for growth, and track students' advancement toward learning objectives by using data from student performance and observations in the classroom. Better educational outcomes may result from this evidence-based strategy (Marzano et al., 2017).

### **5. Cultivating a culture of continuous improvement**

A culture of continuous improvement, where instructors are supported in their professional development and encouraged to evaluate and improve their teaching methods, can be fostered via effective school-based supervision. Higher educational quality may result from this emphasis on continuous development (Glickman et al., 2014). By utilizing these strategies; school-based supervision can significantly raise the standard of instruction in classrooms.

## **2.6. The relationships of school based supervision and its influence on quality education**

School-based supervision can have a major effect on the quality of education. Studies have indicated that proficient supervision can result in enhanced teacher effectiveness, elevated student accomplishment, and a favorable school environment. It may also help with teacher retention and professional growth. *Teacher Professional Development and Student Achievement in the Context of School-Based Supervision*: This research investigates the relationship between teacher professional development facilitated by school-based supervision and its impact on student achievement. It examines how targeted support and feedback from supervisors can lead to enhanced instructional practices and improved learning outcomes for students Brown & Johnson, (2019). Since ensuring teaching and learning is the key to any educational program's success, supervision serves as the central concern of educational administration. A culture of quality assurance can only be established by encouraging internal school supervision, and schools must assume greater accountability for their own performance and standards. Based on this, a common

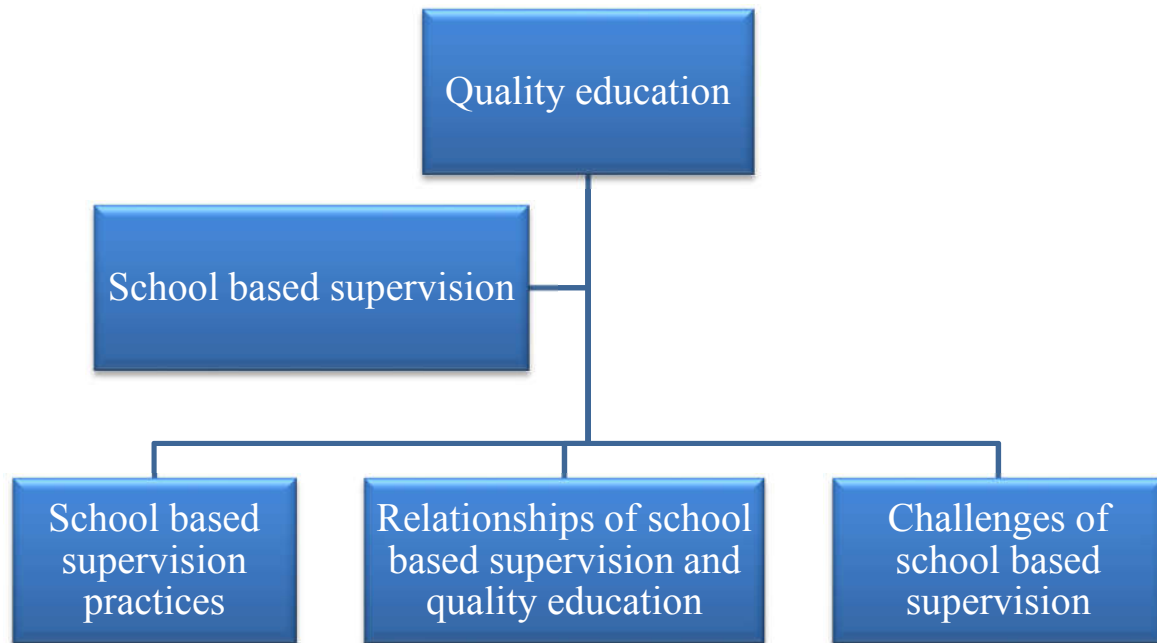
trend in industrialized countries to enhance the quality of education is to bring supervision closer to the school, either by grouping schools together or by assigning monitoring and support tasks to the school and the school community Aliyi, (2023).

Despite its significance, there are still significant obstacles facing Ethiopia's educational system. These include insufficient pedagogical topic understanding and instructional competency among educators, an inadequate support structure (Kebede 2023; UNESCO 2015), and language barriers, particularly when English is being used as the primary language of instruction (Kebede, et al., 2023). According to this theory, the researcher thought that strengthening teachers' capacities through efficient school-based supervision is an essential decision to lessen issues with quality education.

In conclusion, school-based supervision plays a crucial role in promoting quality education by supporting teachers, improving student outcomes, and fostering a positive school environment. The literature supports the idea that effective supervision practices can lead to significant improvements in teaching and learning.

## **2.7. Conceptual frameworks of the study**

According to Thok (2022), a conceptual framework is a presenting model in which a researcher uses a diagram to show how the variables under study are related. This literature review's model is now used to illustrate the conceptual framework in detail. Based on the model depicted in the image below, the variables under inquiry were determined. Within this model, the school-based supervision is the independent variable, while quality of education is the dependent variable. This conceptual framework explains the connections between school-based supervision and its effects on the caliber of education in secondary schools in the Arsi zone. The primary factors affecting how well school-based supervision performed in terms of providing high-quality education was school-based supervision procedures, such as how frequently schools were visited and any related issues. Thus, any element influencing school-based supervision has a significant effect on educational quality as well.



**Figure 1: Conceptual framework of the study**

**Source:-Developed by the researcher him -self based on the basic questions and literature review of the study.**

## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

#### 3.1. Introduction

This chapter presents the methodology which shows the overall picture on how the study was conducted. It shows the way to achieve the stated objective of the research. This chapter would have the following subtopics: research design, description of study area, sources of data, population, sample size, sampling techniques, instruments of data collection, focus group discussion (FGD), document analysis, procedures of data collection and methods of data analysis in research.

#### 3.2. Research Design

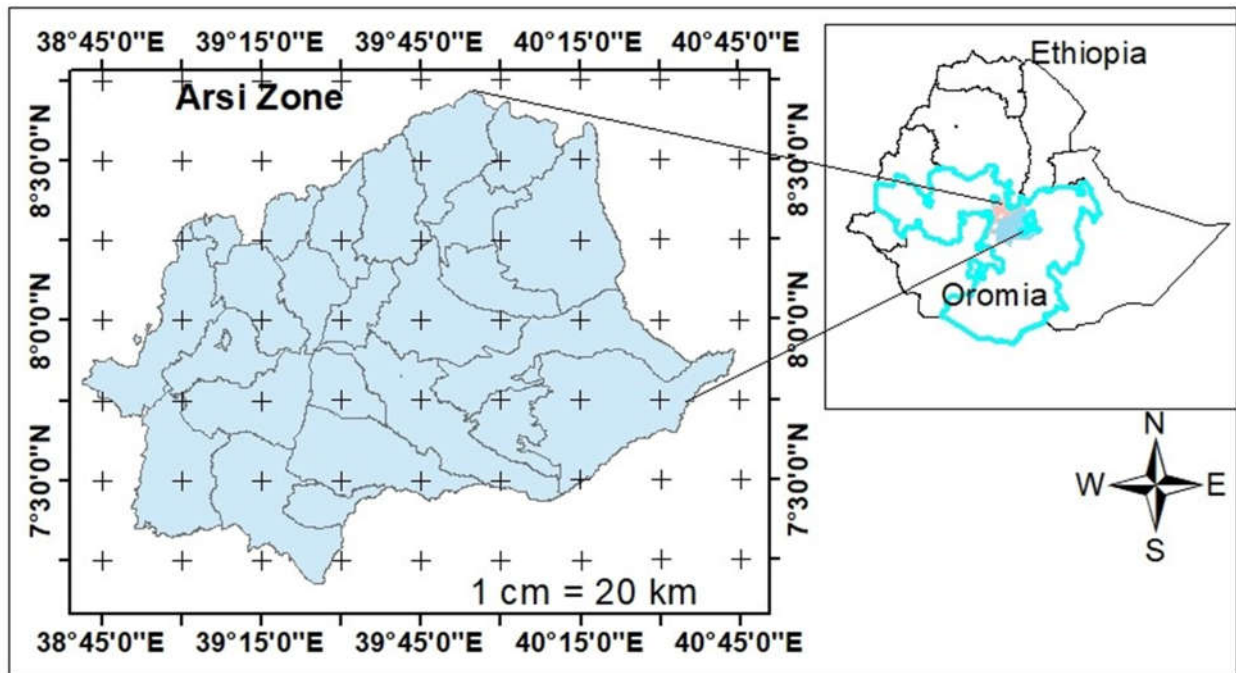
This study used a descriptive survey design as its methodological foundation. According to Tariku et al. (2018), a descriptive survey design enables a researcher to rapidly and affordably obtain data or opinions from a sizable sample of respondents. Furthermore, as Creswell (2014) noted, survey design offers a quantitative depiction of a population's views, beliefs, or trends through the analysis of a sample of the population. The researcher mostly uses quantitative data, although to supplement and validate the information gathered through questionnaires, qualitative data from focus group discussions, interviews, and document analysis are also used.

#### 3.3. Description of Study Area

The Arsi Zone is a zone that is a part of the Oromia regional state, which is located in southeast Ethiopia. The Arsi Zone borders the west Arsi Zone to the southwest, the Afar area to the north, and the west Hararghe zone to the east. The administrative center of the Arsi Zone is Asella town, which is located 165 kilometers from Addis Ababa. This study was conducted in the Oromia regional state (see map below). The Arsi zone is divided into 25 woredas and 4 administrative towns, for a total of 29 administrative woredas, in accordance with the administrative framework of the national regional state of Oromia. The Arsi zone's geographic characteristics are essentially grouped under Weigna Dega. In order to mitigate the potential impact of environmental factors and lifestyle choices, and to achieve equitable population

distribution across all socioeconomic classes and a comprehensive understanding of the state of affairs, the study includes secondary school samples from each cluster.

The zone has 112 secondary schools, according to the AZED study conducted in 2024 G.C. Four chosen woredas and two administrative towns provided the six secondary schools that the researcher used as samples. The following GIS sources for the study areas' map were displayed.



**Figure 2: Map of the study areas**

### **3.4. Sources of Data**

The sources of data for the study were both primary and secondary sources. The primary sources were supervisees (secondary school teachers) and the school-based supervisors committee, i.e., the coordinators of supervision in the Woreda Education Office, principals, vice principals, department heads, and senior teachers of the sampled secondary school teachers.

The secondary sources were obtained from manuals and directives of supervision set by the MoE and the regional education bureau, documents such as the annual plan of the school-based supervisors, monthly check lists of the supervisors, feedback given by the supervisors during classroom visits, and monthly, quarterly, and annual reports on supervisory activities.

### 3.5. Population, Sample Size and Sampling techniques

#### 3.5.1. Population

According to AZED (2024), there are 25 rural woredas and 4 administrative towns, for a total of 29 administrative woredas under the zone. From the category, 4 (66.67%) rural woredas (Munessa, Digalunatijo, Lemunabilbulo, and Sude) and 2 (33.33%) administration towns (Asella administration town and Bokoji administration town) were selected using simple random sampling. Therefore, from these 6 Woredas, 6 (100%) secondary schools: Kersa, Sagure, Kojikubsa, Kula, Tokuma, and Bokoji were selected. 6 (100%) principals, 9 (7.89%) vice principals, 105 (92.1%) teachers, and 36 (100%) SBS committee members were selected.

**Table 1: The Sample schools and sample respondents of the secondary Schools**

Sample schools	Teachers			SBS Committee			Vice Principals			Principals			Total Sample
	Population	Sample	%	Population	Sample	%	Population	Sample	%	Population	Sample	%	
Tokuma secondary School	98	20	20.4	6	6	100	2	2	100	1	1	100	29
Bokoji secondary School	119	25	21.0	6	6	100	2	2	100	1	1	100	34
Sagure secondary school	104	19	18.2	6	6	100	2	1	50	1	1	100	28
Kersa secondary school	116	23	19.8	6	6	100	2	2	50	1	1	100	33
Kula secondary school	46	15	32.6	6	6	100	1	1	100	1	1	100	24
Koji kubsa secondary school	32	12	37.5	6	6	100	1	1	100	1	1	100	21
<b>Total</b>	515	105	92.1	36	36	100	10	9	7.89	6	6	100	169
Simple random sampling	Simple random sampling			Availably sampling			Purposive sampling			Available sampling			

#### 3.5.2. Sample Size and Sampling Techniques

The sampling technique employed to select the sample district was simple random sampling. Therefore, from four woredas and two administrative towns, six secondary schools were selected using simple random sampling. Since the teacher’s population in the sample secondary schools was large, it is difficult to investigate all of them easily. Therefore, stratified random sampling techniques were used to select the respondents to the study. First of all, the respondents were stratified into teachers. Then the sample of teachers was selected by using simple random sampling techniques for the study through lottery methods to give teachers an equal chance to be included in the sample study. Based on their responsibilities, key informants, including school principals, SBS committees, woreda education experts, and zone education experts of secondary school supervisors, whose positions have been highly linked to school-based supervision, were selected using the available sampling technique.

So, to determine sample size, the study was intended to take a total sample of 114 respondents. Out of the 525 total target population, a sample of 105 teachers and nine vice principals a total of 114 were the respondents to this study. In addition to this, 36 SBS committee, six principals, six woreda experts, and one zone expert a total of 49 were the key informants of the study.

**Table 2: Sample size and Sample techniques of the respondents**

No	Participants	Target population	Selected sample size	Sampling Techniques
<b>1</b>	<b>Study area and schools</b>			
1.1	The districts (Woreda)	25	6	Random
1.2	Secondary schools	112	6	Random
<b>2</b>	<b>Respondents</b>	<b>525</b>	<b>114</b>	
2.1	Teachers	515	105	Stratified Random
2.3	Vice Principals	10	9	Purposively
<b>3</b>	<b>Key-informants</b>	<b>49</b>	<b>49</b>	
3.1	Principals	6	6	Available
3.2	SBS committee	36	36	Available
3.3	Woreda education expert	6	6	Available
3.4	Zone education expert	1	1	Available

## **3.6. Instruments of Data Collection**

### **3.6.1. Questionnaires**

Questionnaires were prepared to gather data for the descriptive survey. Closed and open-ended questionnaires were prepared in English and distributed to teachers and vice principals. It is more appropriate for large-scale surveys as they are quick for respondents to answer and easy to analyze using statistical techniques. It also helps the respondents choose one option from the given scales that best aligns with their views. In addition to this, open-ended questions are employed in order to give students the opportunity to express their feelings, perceptions, problems, and intentions related to school-based supervision and its influence on quality education in schools.

#### **3.6.1.1. Validity and Reliability**

Validity is the extent to which the study fairly summarizes or assesses the specific concept that the investigator was attempting to gauge. It is related to the degree to which the study captures the variables that the researcher set out to capture. The questionnaire is one of the most often used techniques for data collection in research, especially social science research. In research, the main objective of a questionnaire is to collect relevant data in the most reliable and lawful manner feasible. As a result, the validity and reliability of the questionnaire a crucial aspect of research methodology rely on the questionnaire's accuracy and consistency (Kebede, 2023).

The degree to which an instrument measures the same way every time is used with the same subjects and under the same conditions is known as reliability. It's the repeatability of the measurement. It is noted that fresh "eyes" had a chance to comment on the surveys' coherence and clarity during the pilot test. According to Aliyi (2023), for instance, errors are typically identified fast through piloting; unclear questions can be retested and revised. The researcher then determined the instruments' reliability using Cronbach's alpha. The researcher's colleagues, who have already obtained their second degree in educational leadership and management, provided feedback on the questionnaire before it was given to the research participants. After then, the researcher's counselor provided enlightening comments on the questions. The researcher adjusted the questionnaire for the instrument's validation by taking these helpful suggestions into consideration. Additionally, after a pilot test was conducted in Ego and

Kenchere secondary schools which were specifically chosen and not sampled the coefficient of Cronbach's alpha was computed using SPSS in order to assess the reliability of each section of the questionnaire. In the primary study, thirty secondary school instructors and three vice principals received the pilot test. A statistician in the Arsi zone received the acquired data. The reliability was determined by the specialist using the Cronbach's alpha coefficient for each acceptable section of the questionnaire.

**Table 3: Reliability test result with Cronbach's alpha**

No.	Types of items	Number of items	Alpha( $\alpha$ )
1.	The school-based supervision practices	11	0.879
2.	The relationships between school-based supervision and quality education	7	0.839
3.	The challenges that affect the school-based supervision to enhance quality education	15	0.847
Average Reliability Coefficient		33	0.855

### 3.6.2. Interviews

According to Tariku et al. (2018), the interview guidelines provide a deeper level of response that is not achievable with any other method. Data was gathered through interviews with school principals. The interview's objective is to get more additional points of view in order to stabilize the questionnaire responses. Keeping this in mind, the researcher created semi-structured interview questions and interview guidelines that focus on supervisory methods and their impact on high-quality instruction. The semi-structured interview items are motivated by the benefits of flexibility, which enable the interviewer to move on with more questions based on the interviewee's answers (Tariku et al., 2018). The interview procedure is done in Afan Oromo with note-book support in order to make things simple. The recorded data was classified based on English translation and response similarity.

### 3.6.3. Focus Group Discussion (FGD)

According to Kothari (2019), focus groups (FGD) with students in grades 9–12 under school-based supervision frequently result in perspectives being expressed and shared in daily life, and they also provide a means of more precisely reconstructing people's opinions. Data was gathered

through FGD with SBS. Furthermore, FGD is carried out using interview questions to enable participants to openly express their emotions while being overseen by the same educational institutions. Participants in the debate are drawn from various departments within the same organization. After the goal of the research was outlined, discussions started. Information is being gathered on a notebook in the meanwhile. Teachers, whether male and female, intentionally participate because it is expected of them to understand what makes for a high quality education. A possible solution to the issues the responding instructors encountered is forwarded to them. The FGD involved six groups of school-based supervisors from selected schools. Similar to principal interviews, the main goal of FGDs was data triangulation.

#### **3.6.4. Document analysis**

In order to find and look into some data that supports the information from the questionnaire and interviews, pertinent documents were checked. These data collection techniques cross-check the reliability of the information gathered through the questionnaire and interview. In particular, the paper was developed with input from those who provided supervision based in schools and had to do with instructionally supervised students (cluster supervisors, Woreda (district) education experts, and Zone education experts). The supervisors' task achievement and the school's performance within expected performance were the basis for the qualitative method's document (feedback) analysis.

#### **3.6.5. Procedures of Data Collection**

In order to address the fundamental study topic, the investigators conducted a number of data collection techniques. Document analysis, focus groups, interviews, and questionnaires were used to collect the anticipated relevant data. Following agreement, the researcher explained his goals and objectives. Subsequently, the surveys are distributed to a sample of secondary schools administrators and teachers in particular schools. To clear up any misunderstandings, the researcher provides them with direct supervision and assistance. Conversely, principals of secondary schools are conducting interviews, and a FGD will be held by the school-based supervisory committee. To reduce information loss during focus groups and interviews, the collected material is meticulously documented and transcribed in a notebook. Furthermore, information about supervision that is available in document form is gathered from the sample

schools. Eventually, the data that was gathered from numerous sources using a variety of equipment is organized and available for data analysis.

### **3.7. Methods of Data Analysis**

Both quantitative and qualitative analyses of the data were conducted. The data was examined using the information acquired through questionnaires, interviews, focus group discussion, and document analysis. After totaling and tabulating the data obtained from closed-ended questions, SPSS version 26 was used. The results were assessed using the percentage, mean, standard deviation and t-test. The percentage was used to examine the background information of the respondent since the mean and standard deviation were obtained from the data and were applied to both evaluate the data and present an easily understandable summary of the data (Shibiru, 2019).

The data from the unstructured interview and document analysis, on the other hand, underwent a qualitative analysis. The qualitative information gathered via open-ended surveys, interviews, focus group discussions, and document analysis was additionally subjected to a theme analysis. Subsequently, the data will be coded and transcribed to facilitate analysis. The quantitative findings and the results were also triangulated. Ultimately, the results were summarized and recommendations were sent.

### **3.8. Ethical Consideration**

Consideration of ethics was given to the study process in order to make it professional. The researcher confirmed that the subjects' confidentiality was maintained and told the respondents of the study's only academic goal. This information was also included in the questionnaires' introductory sections and interview guides. They were also told that their agreement was required in order for them to participate in the study. When analyzing and interpreting the data presented, the research did not personalize any of the responses from the respondents. Furthermore, acknowledgement has been given to each and every resource utilized in this research.

## CHAPTER 4

### 4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis, and interpretation of data collected through a questionnaire, interview, document analysis, and FGD. The subjects of the study were teachers, vice principals, the school-based supervisors committee, principals, and the woreda education office. The focus of this study was to analyze and interpret data on the variables of the study, namely school-based supervision and its influence on quality education in secondary schools in Arsi Zone. The points included in the parts were: socio-demographic characteristics of the respondents; school-based supervision practices; the relationships between school-based supervision and quality education; and the challenges of school-based supervision to the enhancement of quality education in secondary schools in the Arsi Zone. The data were presented in tables that were accompanied by textual discussions.

The necessary data involved in the study were obtained from teachers, vice principals, principals, the school-based supervisors committee, district education offices, and documents of school-based supervision. The questionnaires were distributed to 105 teachers, of whom 105 (100%) filled them out and returned them. Furthermore, the questionnaires were distributed to nine vice principals, out of whom nine (100%) filled out the questionnaires and returned them. The data were collected and then tabulated, analyzed, and interpreted.

#### 4.1. Characteristics of the Respondents

The characteristics of the respondents were described in terms of gender, age, academic rank or qualification, work experience or service year, teaching grade, field of study, and responsibility. In this first section, the characteristics of the respondents were analyzed in terms of frequencies and percentages as follows:

**Table 4: Socio-demographic characteristics of the respondents**

No.	Items		Respondents					
			Teachers (N =105)		Vice-principals(N =9)		Total (N=114)	
			No.	%	No.	%	No.	%
1.	Gender	Female	7	6.7			7	6.1
		Male	98	93.3	9	100.0	107	93.9
		Total	105	100.0	9	100.0	114	100.0
2.	Age	20-25	3	2.9	-	-	3	2.6
		26-35	11	10.5	2	22.2	11	9.6
		36-45	43	41.0	-	-	18	15.8
		46-50	32	30.5	4	44.4	35	30.7
		>51	16	15.2	3	33.3	47	41.2
		Total	105	100.0	9	100.0	114	100.0
3.	Academic rank (qualification)	Degree	28	26.7	-	-	77	67.5
		Masters	77	73.3	9	100.0	37	32.5
		Total	105	100.0	9	100.0	114	100.0
4.	Experience	1-5	5	4.8	-	-	5	4.4
		6-10	16	15.2	-	-	16	14.0
		11-15	27	25.7	1	11.1	30	26.3
		16-20	28	26.7	4	44.4	32	28.1
		>21	29	27.6	4	44.4	31	27.2
		Total	105	100.0	9	100.0	114	100.0
5.	Teaching Grade	9	9	8.6	-	-	9	7.9
		10	14	13.3	-	-	30	26.3
		11	23	21.9	-	-	29	25.4
		12	29	27.6	-	-	25	21.9
		9-12	30	28.6	2	22.2	14	12.3
		Only Vice principals	-	-	7	77.8	7	6.1
		Total	105	100.00	9	100.0	114	100.0
6.	Field of study	EDPM	-	-	6	66.7	6	5.3
		Language	23	21.9	1	11.1	26	22.8
		Natural science	25	23.8	-	-	57	50.0
		social science	57	54.3	2	22.2	25	21.9
		Total	105	100.0	9	100.0	114	100.0
7.	Responsibility	Department head	14	13.3	-	-	14	12.3
		Unity leader	19	18.1	-	-	19	16.7
		Only vice-principals	-	-	7	77.8	-	-
		Teaching	72	68.6	2	22.2	81	71.1
		Total	105	100.0	9	100.0	114	100.0

**Key: Sources of survey in 2024 G.C.**

As it can be seen in Item 1 of Table 4, the respondents of gender were 98 (93.3%) teachers and 9 (100%) vice principals. There were 7 (6.7%) female teachers' females and no vice principals' females. From this, one can realize that the number of females in the teaching profession is much lower than the number of the number of males in the sampled schools. All the interviewee participants were males. Accordingly, 6 (100%) school principals were males, which imply that the leadership positions of secondary schools and district positions were dominated by males.

In item 2 of Table 4, concerning the age of the respondents, 43 (41.0%) of the teachers were aged 36–45 and 4 (44.4%) vice- principals were aged between 46 and 50 years. Similarly, a considerable number of the teachers 32 (30.5%) and 3 (33.3%) vice principals were aged between 46 and 50 years and above 50 years. 16 (15.2%) teachers were aged above 50 years. This shows that the majority of teachers in the secondary schools in the sample schools were middle-aged or younger. Therefore, being in these age categories might help the teachers to work actively and facilitate the teaching and learning process.

As to item 3 of Table 4, with regard to respondents educational backgrounds, 77 (73.3%) of the principals the principals and 9 (100%) of the of the vice principal were MA/MSc holders, while 28 (26.7%) of the of the teachers were BA/BSc holders. This indicates that there was a minimum variation in qualifications between teachers and vice principals.

In item 4 of table 4, regarding the work experience of the respondents, 29 (27.6%) of the teachers had work experience of 21 years or older. On the other hand, 4 (44.4%) of the vice- principals had work experience of 16–20 and above 21 years. From the analysis made so far, it is safe to conclude that the majority of teachers in the sample schools seemed to have better experience carrying out their responsibilities.

As to item 5 of Table 4, with regard to the majority of respondents teaching grade, 30 (28.6%) teachers and 2 (22.2%) vice- principals were teaching grade 9–12. This indicated that the teaching grade was how to associate school-based supervision with the impact of quality education in the study area.

Regarding table 4 items 6, the field of study of the majority of respondents was social science (57, 54.3%), and the vice principals field of study was EDPM (66.7%). This indicated that the

teachers and vice principals were showing the improvement of quality education in their field of study.

In Item 7 of Table 4, regarding the responsibility of the school-based supervision committee, the majority of respondents indicated that 72 (68.6%) teachers had the responsibility of teaching and 7 (77.8%) vice principals of responsibility were the only leaders. From the analysis made, it can be concluded that the majority of responsibility for the school-based supervision committee was organized to promote teacher professional competence for the betterment of students learning.

In relation to the background of all the interviewed school principals, WEO argued that even though the qualifications of teachers and school supervisors were high, the low experience of school-based supervision and lack of training in supervision did constrain the improvement of the supervision activities and the impacts of quality education in the schools.

#### **4.2. Presentation, Analysis and Interpretation of the Main Data**

This part of the study is devoted to the presentation, analysis, and discussion of the data obtained from different groups of respondents in relation to school-based supervision and its influence on quality education in secondary schools in the Arsi Zone. The closed-ended questionnaires were answered, resulting in answers interpreted in terms of frequency, percentage, and mean scores. Item scores for each category were arranged on five rating scales. The range of rating scales was:  $\leq 1.49$  = strongly disagree,  $1.5-2.49$  = disagree,  $2.5-3.49$  = undecided,  $3.5-4.49$  = agree,  $\geq 4.5$  = strongly agree,  $\leq 1.49$  = very low,  $1.5-2.49$  = low,  $2.5-3.49$  = medium,  $3.5-4.49$  = high, and  $\geq 4.5$  = very high. In categorizing the rating scales, the frequency and percentage Mean scores were also calculated for certain responses. As a result, a mean value below 2.49 was rated as lower performance in their level of application; mean values from 2.50 to 3.49 were rated as moderate performance; and mean values from 3.50 to 5.00 were labeled in the category of high performance. Finally, the data obtained from the interview sessions and document analysis were presented and analyzed qualitatively to substantiate the data collected through the questionnaires and validate the findings of the study.

### 4.3. School-based supervision practices and quality education in secondary schools

**Table 5: School based supervisor’s actual practices in the schools.**

No.	Items	RS	No	X	SD	Over all X	Over all SD	t-v	p-v
1.	Supervisors observing teaching and encouraging high performances	T	105	3.24	1.044	3.28	1.22	-.237	.742
		VP	9	3.33	1.000				
2.	Supervisors focuses much time on staff development	T	105	3.19	1.083	3.26	0.97	-.384	.211
		VP	9	3.33	.866				
3.	Supervisors to participate teachers in planning curriculum and instruction.	T	105	3.49	1.084	3.35	1.028	.730	.441
		VP	9	3.22	.972				
4.	Supervisors conducting meeting to solve instructional problems.	T	105	3.50	1.075	3.41	1.037	.461	.716
		VP	9	3.33	1.000				
5.	Supervisors arrange teachers training continuous professional development.	T	105	3.20	1.16	2.93	1.24	1.306	.736
		VP	9	2.67	1.32				
6.	Supervisors monitor student’s achievement progress.	T	105	3.15	1.15	3.29	1.016	-.742	.386
		VP	9	3.44	.882				
7.	Supervisors discuss with teachers before observing class.	T	105	3.19	1.15	3.26	1.075	-.360	.455
		VP	9	3.33	1.00				
8.	Supervisor’s timely feedback for all.	T	105	3.49	1.057	3.41	0.882	.450	.121
		VP	9	3.33	.707				
9.	Supervisors work cooperatively with staff.	T	105	3.25	1.16	3.23	1.23	.086	.582
		VP	9	3.22	1.302				
10.	Supervisors create an opportunity to take advice from teachers.	T	105	3.304	1.161	3.262	1.127	.205	.746
		VP	9	3.22	1.093				
11.	Supervisors follow day to day activities of teachers.	T	105	3.076	1.268	2.873	1.134	.942	.227
		VP	9	2.67	1.000				

**Key: Sources of survey in 2024 Note:** SD=standard deviation, X=mean, t=t-value, p=p-value at  $\alpha=0.05$  and degree of freedom=96 ,Scales;  $\leq 1.49$  =strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Undecided, 3.5 –4.49 = Agree,  $\geq 4.5$  = strongly agree, T=Teachers, VP=vice-principals

As can be seen on Table 5, Item 1, respondents were rated as undecided regarding school-based supervisors observing teaching and encouraging high performances. Accordingly, respondents teachers and vice principals were undecided, with  $X = 3.19$ ,  $SD = 1.04$ , and  $X = 3.33$ ,  $SD = 1.00$ , respectively. This indicates that the overall  $X = 3.28$  and  $SD = 1.22$  show that the majority of respondents are undecided on the issue of school-based supervisors observing teaching and encouraging high performances. Furthermore, the t-test result ( $t\text{-value} = -.237$  and  $p = .742$ ,  $p > 0.05$ ) shows that there is no difference between the teachers and vice principals because of the statistical level of significance.

In support of this, in open-ended questions, most of the teachers responded the following: *“In our school, supervisors observe teaching and encouraging high performances. Class room observation is performed once a year as a routine action and the time given for a period to attend is not sufficient because school-based supervision leaves the class before the period is over. This implies that teachers’ instruction is not well supported by school-based supervision in the study area.”*

With regard to item 2 of Table 5, respondents were rated as undecided regarding whether supervisors focus much time on staff development. Accordingly, respondents teachers and vice principals were undecided, with  $X = 3.24$ ,  $SD = 1.083$ , and  $X = 3.33$ ,  $SD = .866$ , respectively. This indicates that the overall  $X = 3.26$  and  $SD = 0.97$  show that the respondents undecided on the issue of school-based supervisors focus much time on staff development. Furthermore, the t-test was also calculated to check whether the opinion difference exists between the two groups or not. Accordingly, the result ( $t\text{-value} = -.384$  and  $p = .211$ ,  $p > 0.05$ ) revealed that both teachers and vice principals have the same response to the given idea. Therefore, the result indicates that teachers had no more opportunity to work on staff development collaboratively with others. That means sufficient opportunity is not given for teachers to work with their supervisors, which focuses much time on staff development.

With regard to item 3 of Table 5, respondents rated their agreement with school-based supervisors participating in the planning curriculum and instruction. Accordingly, respondents teachers and vice principals agreed and were undecided, with  $X = 3.49$ ,  $SD = 1.084$ , and  $X = 3.22$ ,  $SD = .972$ , respectively. This indicates that the overall  $X = 3.35$  and  $SD = 1.028$  indicate that the majority of respondents agree on the issue that school-based supervisors participate

teachers in planning curriculum and instruction. Additionally, the t-test result (t-value = .730 and  $p = .441$ ,  $p > 0.05$ ) revealed that there is no statistically significant difference between teachers and vice principals in their level of agreement. This implies that teachers and vice principals shared ideas among each other during school-based supervision to encourage teachers to participate in planning curriculum and instruction.

With regard to item 4 of Table 5, respondents were rated on their agreement regarding school-based supervisors conducting meetings to solve instructional problems. Accordingly, respondents teachers and vice principals agreed and were undecided, with  $X = 3.50$ ,  $SD = 1.07$ , and  $X = 3.33$ ,  $SD = 1.00$ , respectively. This indicates that the overall  $X = 3.41$  and  $SD = 1.037$  show that the majority of respondents are undecided on the issue of school-based supervisors conducting meetings to solve instructional problems. Furthermore, the independent sample t-test result (t-value = 0.461 and  $p = .716$ ,  $p > 0.05$ ) shows that there is no statistically significant difference between teachers and vice principals in their level of undecided. This indicates that competent teachers did not support other teachers, focusing on their weaknesses. The supervisors participated in meetings to solve the instructional problems of school-based supervision.

As indicated in Table 5, Item 5, the respondents were rated as disagreeing teachers and vice principals. School-based supervisors arrange teacher training for continuous professional development. Accordingly, respondents teachers and vice principals disagree ( $X = 3.50$ ,  $SD = 1.16$ , and  $X = 2.67$ ,  $SD = 1.32$ ), respectively. This indicates that the overall  $X = 2.93$  and  $SD = 1.24$  show that the majority of respondents disagree on the issue that school-based supervisors arrange teacher training for continuous professional development. Furthermore, the t-test result (t-value = 1.306 and  $p = .736$ ,  $p > 0.05$ ) revealed that there is no statistically significant difference between the teachers and vice principals in their level of disagreement. This implies that vice-principals were not motivated to have their school-based supervisors arrange teacher training for continuous professional development. From this, one can conclude that the majority of respondents disagreed with the stated activity.

In light of the above idea, the interview of three principals held with practice implies that school-based supervisors were not using short-term training to enhance teachers' professional development due to different constraints.

In this regard, in the interview, the principal's one and two said that: *“As far as teacher training and continuous professional development are concerned, inbuilt supervisors always request budgets for their per diem and related facilities. But in our school, there was a lack of budget for such activities due to low income and an inadequate block grant budget to facilitate short-term training as required. Similarly, the response collected from the interviewed principal also said that there were no organized training programs given for school-based supervisory practices in our schools.” P1 and P2.*

In the same way, the interview with Woreda Education Office supervision coordinators revealed that due to financial constraints and a lack of vehicles, they could not offer relevant training programs and sufficient support for supervisors at the school level. Also, three supervision coordinators declared that the equal status in educational level of woreda supervisors with secondary school-based supervisors and teachers also made them lack confidence to assist teachers.

Furthermore, responses from six groups of FGD revealed that school-based supervision does not focus on teacher professional growth to enhance instructional practice in schools and does not bring about the desired change in learning achievement for the students.

Regarding the notion mentioned above According to Tariku (2018), school-based supervision organizes professional development for teachers as a planned process that improves the caliber of learning for students. This can be accomplished through a range of techniques, including conferences, workshops, seminars, meetings, study groups, action research, and projects, as well as visits to other classrooms and schools. The ultimate goal will be accomplished when a teaching staff through the aforementioned activities is competent. Nonetheless, it is evident from the average mean score and interviewee accounts that the research area's school-based supervisors were ineffective in supporting teachers' professional development through brief training. According to the literature in secondary schools in the study area, school-based supervision did not render the teaching staff competent as a result of these and other limitations.

With regard to items 6 of Table 5, respondents were rated as undecided regarding how supervisors monitor students' achievement progress. Accordingly, respondents teachers and vice

principals agreed ( $X = 3.15$ ,  $SD = 1.15$ , and  $X = 3.44$ ,  $SD = .882$ ) respectively. This indicates that the overall  $X = 3.29$  and  $SD = 1.016$  show that the majority of respondents are undecided on the issue of whether supervisors monitor students' academic progress. Furthermore, the t-test result ( $t\text{-value} = -.742$  and  $p = .386$ ,  $p > 0.05$ ) revealed that school-based supervisors monitor students' achievement progress. There is no statistically significant difference between the teachers and vice-principals. This implies that in the study area, teachers' work was not to monitor students' achievement progress.

With regard to item 7 of Table 5, respondents were rated as undisciplined regarding what school-based supervisors discuss with teachers before observing class. Accordingly, respondents were teachers and vice principals undisciplined, with  $X = 3.19$ ,  $SD = 1.15$ , and  $X = 3.33$ ,  $SD = 1.00$ , respectively. This indicates that the overall  $X = 3.26$  and  $SD = 1.075$  show that the majority of respondents are undecided on the issue that supervisors discuss with teachers before observing class. Furthermore, the t-test result ( $t\text{-value} = -.360$  and  $p = .455$ ,  $p > 0.05$ ) revealed that school-based supervisors discuss with teachers before observing class. There is no statistically significant difference between the teachers and vice principals. This indicates that school-based supervisors did not discuss this with teachers before observing class.

With regard to item 8 of Table 5, respondents were rated on their agreement and disagreement regarding the supervisor's timely feedback for all. Accordingly, respondents teachers and vice principals agreed ( $X = 3.49$ ,  $SD = 1.057$ , and  $X = 3.33$ ,  $SD = .707$ ), respectively. This indicates that the overall  $X = 3.41$  and  $SD = 0.882$  show that the majority of respondents are undisciplined on the issue of the supervisor's timely feedback for all. Moreover, the independent t-test result ( $t\text{-value} = .450$  and  $p = .121$ ,  $p > 0.05$ ) revealed that there is no statistically significant difference between teachers and vice principals in their level of indiscipline. This indicates that in the study area, both teachers were not happy with their school-based supervisors support and advice for timely feedback.

As indicated in Table 5 Items 9, the respondents were rated their undivided teachers and vice principals, which shows supervisors work cooperatively with staff. Accordingly, respondents were teachers and vice principals, with  $X = 3.25$ ,  $SD = 1.16$ , and  $X = 3.22$ ,  $SD = 1.302$ , respectively. This indicates that the overall  $X = 3.23$  and  $SD = 1.23$  show that the majority of respondents are undecided on the issue that school-based supervisors work cooperatively with staff. Furthermore, the t-test result ( $t\text{-value} = .086$  and  $p = .582$ ,  $p > 0.05$ ) revealed that there is no statistically significant difference between teachers and vice principals in their level of indiscipline. This implies that teachers and supervisors did not work cooperatively with staff.

With regard to item 10 of Table 5, respondents were rated as undisciplined regarding whether supervisors create an opportunity to take advice from teachers. Accordingly, respondents were teachers and vice principals undisciplined, with  $X = 3.304$ ,  $SD = 1.161$ , and  $X = 3.22$ ,  $SD = 1.093$ , respectively. This indicates that the overall  $X = 3.262$  and  $SD = 1.127$  show that the majority of respondents are undecided on the issue of whether school-based supervisors create an opportunity to take advice from teachers. Moreover, the t-test result ( $t\text{-value} = .205$  and  $p = .746$ ,  $p > 0.05$ ) also revealed that there is no statistically significant difference between the two groups. This implies that supervisors in their schools did not create an opportunity to take advice from teachers in the study area.

As indicated in Table 5, Item 11, school-based supervisors followed the day-to-day activities of teachers, and vice principals undisciplined school-based supervisors. Accordingly, respondents were teachers and vice principals undisciplined, with  $X = 3.076$ ,  $SD = 1.268$ , and  $X = 2.67$ ,  $SD = 1.00$ , respectively. This indicates that the overall  $X = 2.873$  and  $SD = 1.134$  show that the majority of respondents are undecided on the issue of school-based supervisors following the day-to-day activities of teachers. Finally, the t-test result ( $t\text{-value} = .942$  and  $p = .227$ ,  $p > 0.05$ ) revealed that supervisors follow the day-to-day activities of teachers, indicating that there is no significant difference between teachers and vice principals. This indicates that in the study area, school-based supervisors did not follow the day-to-day activities of teachers to improve teaching and learning processes.

Similarly, the principals three and four interviewed on this issue said that *“school-based supervision did not follow the day-to-day activities of teachers to improve the teaching learning process in our school. In addition, the principal two supported the above idea and replied, We have great problems that we are unable to plan and implement the activities of school-based supervisors well before and after the day-today activities of teachers to improve the teaching and learning process; these might lead teachers to have negative implications for school-based supervisors.” P3 and P4.*

Regarding document analysis on the implication of respondents about school-based supervision, the researcher planned to review woreda annual reports, school supervision documents, and teacher feedback. On this basis, the researcher saw different documents, like school-based supervision recorded minutes, classroom observation opinions, and woreda recorded documents relating to school-based supervision, and also saw the following: Lack of supervisors monitor students’ achievement progress; shortage of time school-based supervisors discuss with teachers before observing class; lack of supervisor’s timely feedback; inadequate supervisors work cooperatively with staff; insufficient supervisors create an opportunity to take advice from teachers; and supervisors follow the day-to-day activities of teachers.

Furthermore, responses from six groups of FGD revealed that there were no plans to implement the impacts of supervision on teaching practice, classroom observation, and the use a variety of teaching strategies. Staff aware of the significance of school-based supervision for quality education, and school-based supervision improved pupils learning outcomes and performance. School-based supervision is an opportunity for teachers to discuss teaching and learning challenges, better collaboration between school supervisors and teachers, and being well-oriented teachers about the practice of school-based supervision.

#### 4.4. Relationships of school based supervision and the Quality of Education

**Table 6: The relationships of school based supervision and the quality of education.**

No.	Items	RS	No	X	SD	Over all X	Over all SD	t-v	p-v
1.	Supervision improves the teaching practice.	T	105	3.69	1.057	3.56	.969	.691	.538
		VP	9	3.44	.882				
2.	Supervision collaborate school supervisors and teachers.	T	105	3.44	.960	3.44	.843	.010	.246
		VP	9	3.44	.726				
3.	Classroom observation and use a variety of teaching strategies	T	105	3.542	.909	3.436	1.01	.651	.461
		VP	9	3.33	1.11				
4.	Staff aware about the significance of school based supervision for quality education.	T	105	3.54	1.028	3.55	.955	-.036	.468
		VP	9	3.56	.882				
5.	Teachers well oriented about the practice of school based supervision.	T	105	3.38	1.032	3.30	.932	.448	.267
		VP	9	3.22	.833				
6.	School based supervision improves pupils learning outcomes and performance.	T	105	3.514	1.066	3.47	.896	.192	.173
		VP	9	3.44	.726				
7.	School based supervision is an opportunity for teachers to discuss our teaching and learning challenges.	T	105	3.742	1.000	3.651	1.065	.534	.523
		VP	9	3.56	1.130				

**Key: Sources of survey in 2024 G.C**

**Note:** SD=standard deviation, X=mean, t=t-value, p=p-value at  $\alpha=0.05$  and degree of freedom=96 ,Scales;  $\leq 1.49$  =strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Undecided, 3.5 –4.49 = Agree,  $\geq 4.5$  = strongly agree, T=Teachers, VP=vice-principals.

Regarding table 6, item 1 indicated that the relationships of school-based supervision improve the teaching practice agreements ( $X = 3.69$ ,  $SD = .960$ , and  $X = 3.44$ ,  $SD = .882$ ) respectively. Whereas the overall  $X = 3.56$  and  $SD = .969$  show that the majority of respondents agree with the relationship between school-based supervision and the improvement of teaching practice. In addition to the overall  $X$  and  $SD$  score values, it showed that school-based supervision agreed on the improvement of teaching and learning practices. Furthermore, the t-test result ( $t\text{-value} = .691$  and  $p = .538$ ,  $p > 0.05$ ) shows that there is no statistically significant difference between teachers and vice principals in their level of agreement. This implies that both groups of respondents replied that using different techniques by school-based supervisors did not improve the teaching and learning practices.

As a result of Table 6, Items 2 indicated that respondents were school-based supervision collaborators, teachers, and vice principals agreed. However, the teachers and vice principals undecided were ( $X = 3.44$ ,  $SD = 1.057$ , and  $X = 3.44$ ,  $SD = .726$ ) respectively. Furthermore, the overall  $X = 3.44$  and  $SD = .843$  showed that school-based supervision did not collaborate; teachers and vice principals agreed on the given idea. Moreover, the independent t-test result ( $t\text{-value} = 0.10$  and  $p = .246$ ,  $p > 0.05$ ) revealed that there is no statistically significant idea difference between teachers and vice principals in their level of undecided. This indicates that in the study area, school-based supervisors and the impacts of quality education collaborated, but teachers did not.

The principal one interviewee also stated as follows:

*“The level of trust between supervisor and teacher Is a major factor in determining the quality of assistance the Supervisor will be able to provide to the teacher; While most supervisors recognizes the importance of mutual trust and collaboration in building the effective interpersonal relationships with teachers In which cooperation Is high, Mutual goals are generally agreed upon; and positive outcomes can be seen; attempts to foster such trust and encourage collaboration and collegiality have often been frustrating for supervisors.” P1.*

As depicted in Table 6, Items 3 showed that school-based supervisors’ classroom observation and use of a variety of teaching strategies were the most agreed upon by most respondents.

Accordingly, the teachers and vice principals were in agreement ( $X = 3.542$ ,  $SD = .909$ , and  $X = 3.33$ ,  $SD = 1.11$ ), respectively. In contrast, the overall  $X = 3.436$  and  $SD = 1.01$  showed that school-based supervision, classroom observation, and the use of a variety of teaching strategies agreed with the given idea. Furthermore, the t-test result ( $t\text{-value} = .651$  and  $p = .461$ ,  $p > 0.05$ ) revealed that there is no statistically significant difference between the groups. This implies that school-based supervisors were not influenced by quality education.

Regarding table 6, items 4 respondents' awareness on their staff about the significance of school-based supervision for quality education agreement were the ( $X = 3.54$ ,  $SD = 1.028$ , and  $X = 3.56$ ,  $SD = .882$ ) respectively. Whereas, the overall  $X = 3.55$  and  $SD = .955$  show undecided awareness among their staff. Furthermore, the t-test result ( $t\text{-value} = -.036$  and  $p = .468$ ,  $p > 0.05$ ) indicated that there is no statistically significant difference between the groups. This implies that teachers in the study area had no relationship with school staff who were aware of the significance of school-based supervision for quality education.

Regarding table 6, items 5 respondents were well-oriented about the practice of school-based supervision ( $X = 3.38$ ,  $SD = 1.032$ , and  $X = 3.22$ ,  $SD = .833$ ) respectively. In addition, the overall  $X = 3.30$  and  $SD = .932$  revealed that teachers were well-oriented about the practice of school-based supervision. Furthermore, the t-test result ( $t\text{-value} = .448$  and  $p = .267$ ,  $p > 0.05$ ) revealed that there is no statistically significant difference between the groups. This implies that school-based supervisors and influences of quality education were not enough to make teachers well-oriented about the practice of school-based supervision.

Regarding table 6, items 6 concerning school-based supervision improves pupils' learning outcomes and performance. Teachers and vice principals agreed ( $X = 3.514$ ,  $SD = 1.066$ ) and ( $X = 3.44$ ,  $SD = .726$ ) respectively. Besides, the overall mean of  $3.47$  and  $SD$  of  $.896$  indicated that school-based supervision improves pupils' learning outcomes and performance. Furthermore, the t-test result ( $t\text{-value} = .192$  and  $p = .173$ ,  $p > 0.05$ ) revealed that there is no statistically significant difference between teachers and vice principals. This shows that school-based supervisors did not improve pupils' learning outcomes and performance.

Regarding table 6, items 7 indicated that school-based supervision is an opportunity for teachers to discuss our teaching and learning challenges. The agreement between teachers and vice principals was  $X = 3.742$ ,  $SD = 1.00$ , and  $X = 3.56$ ,  $SD = 1.13$ , respectively. Besides, the overall mean of 3.651 and SD of 1.065 indicated that school-based supervision is an opportunity for teachers to discuss our teaching and learning challenges. Furthermore, the t-test result (t-value = .534 and  $p = .523$ ,  $p > 0.05$ ) revealed that there is no statistically significant difference between the groups. This implies that school-based supervisors and teachers were not to discuss teaching and learning to improve quality education.

The principal four and five interviewee also stated as follows:

*“The lack of supervision manuals and in-service training programs for school supervisors has a negative impact on school-based supervision in our school, which is related to the quality of education. Consequently, the school-based supervisors were unable to effectively support other instructors; they were unable to create suitable standards to support teachers or obtain the information required to carry out supervisory tasks in a way that would increase the quality of instruction.”P4andP5.*

According to a document analysis of sampled schools, school-based supervision one of the high-quality educations is used once a year to assess students' annual performance. Therefore, there is no practice to raise students' academic performance. Due to the fact that the majority of pupils in all sampled secondary schools received less than 50% on the 12th national test in the academic years 2014–2015 (Document analysis, March 2024). This suggests that the majority of supervisions in schools are not focused on the academic success of their students or the impact of high-quality education.

#### 4.5. Challenges of school based supervision to enhance quality education

**Table 7 : Challenges of school based supervision to enhance quality education**

No.	Lack of Training related SBS	RS	No	X	SD	Over all X	Over all SD	t-v	p-v
1.1.	Lack of relevant trainings related to instructional supervision for school based supervision.	T	105	3.295	1.159	3.427	1.086	-.652	.553
		VP	9	3.56	1.014				
1.2.	Shortage of experience sharing session by higher level supervisors.	T	105	3.33	1.08	3.33	.973	.000	.499
		VP	9	3.33	.866				
2.	Educational recourse related challenges								
2.1.	Inadequacy of budget for SBS Program.	T	105	3.171	1.172	3.25	.836	-.410	.022
		VP	9	3.33	.500				
2.2.	Shortage of material resource like: instructional supervision manuals and guidelines in the school.	T	105	3.304	1.093	3.432	1.111	-.659	.845
		VP	9	3.56	1.130				
2.3.	Supervisors are overloaded with class and have not enough time to support	T	105	3.114	1.162	3.277	1.146	-.819	.807
		VP	9	3.44	1.130				
2.4.	Shortage of pedagogically well experienced supervisory Personnel.	T	105	3.22	1.209	3.445	1.163	-	.625
		VP	9	3.67	1.118				
3.	Challenges of teachers professional development								
3.1.	SBS organize induction course for beginner teachers in the school.	T	105	3.152	1.133	3.241	1.125	-.460	.781
		VP	9	3.33	1.118				
3.2.	SBS facilitate professional development of teachers through mentoring programs.	T	105	3.038	1.176	3.299	1.206	-	.577
		VP	9	3.56	1.236				
3.3.	Supervisors assist teachers to undertake planning of experience sharing programs in their local context.	T	105	3.047	1.032	3.188	.869	-.813	.389
		VP	9	3.33	.707				
3.4.	Supervisors organize peer coaching technique for Supervision for teachers.	T	105	2.923	1.062	3.126	1.143	-	.521
		VP	9	3.33	1.225				

4.	Lack of improving instruction (teaching- learn Classroom.								
4.1	SBS support improves student's active participation in the classroom.	T	105	3.076	1.106	3.203	.986	-.678	.315
		VP	9	3.33	.866				
4.2	SBS practice helps teachers to develop and use appropriate instructional materials.	T	105	3.238	.966	3.174	.783	.387	.019
		VP	9	3.11	.601				
4.3	SBS support helps teachers to attempt all content in the lessons.	T	105	3.352	1.009	3.121	1.057	1.318	.927
		VP	9	2.89	1.054				
4.4	SBS encourages teachers to use all ranges of appropriate learning methods in the classroom.	T	105	3.381	1.138	3.470	1.187	-.439	.645
		VP	9	3.56	1.236				
4.5	Supervisors support and encourage teachers to conduct research and solve the actual instructional problems.	T	105	3.228	1.171	3.279	1.198	-.257	.930
		VP	9	3.33	1.225				

**Key: Sources of survey in 2024 G.C**

**Note:** SD=standard deviation, X=mean, t=t-value, p=p-value at  $\alpha=0.05$  and degree of freedom=96 Scales;  $\leq 1.49$  = very low,  $1.5 - 2.49$  =low,  $2.5 - 3.49$  = medium,  $3.5 - 4.49$  = high ,  $\geq 4.5$  =very high, T=teachers, VP=vice-principals,N=Number of respondents.

As depicted in item 1.1 of table 7, respondents were asked about their lack of relevant training related to instructional supervision for school-based supervision or with ( $X = 3.295$ ,  $SD = 1.159$ , and  $X = 3.56$ ,  $SD = 1.014$ ), respectively. The overall  $X = 3.427$  and  $SD = 1.086$  show the medium of the total respondents with the point. Therefore, based on the overall score value, the relevant trainings related to instructional supervision were not sufficient for school-based supervision. Furthermore, the t-test result ( $t$ -value =  $-.652$  and  $p = .553$ ,  $p > 0.05$ ) revealed that there is no statistically significant difference between teachers and vice principals in their level of. This implies that teachers did not receive relevant training related to instructional supervision for school-based supervision.

As mentioned by the interviewed principal one said that: *“Lack of relevant trainings related to instructional supervision for school-based supervision, lack of skilled manpower, inadequate number of experts, lack of budget, and lack of in-service training for themselves in turn to assist others were among the hindrances that made the Zonal experts incapable of relevant training school-based supervisors and providing adequate assistance for secondary schools.”P1.*

In Item1.2 of the above table, respondents were asked whether or not there was a there was a shortage of experience sharing sessions by higher-level school-based supervisors ( $X = 3.33$ ,  $SD = 1.08$ , and  $X = 3.33$ ,  $SD = 866$ ), respectively. The overall  $X = 3.33$  and  $SD = .973$  show the medium of the total respondents with the point. Therefore, based on the overall score value of the shortage of experience-sharing sessions by higher-level school-based supervisors to carry out their responsibilities effectively, Moreover, the t-test result ( $t\text{-value} = .000$  and  $p = .499$ ,  $p > 0.05$ ) also revealed that there is no statistically significant difference between the groups. This implies that in the study area, teachers in their school did not experience sharing sessions with higher-level school-based supervisors.

Similarly, the responses collected from the interviewed principal two also confirmed that: *“There were no organized training experiences sharing sessions by higher level given for teachers and a lack of confidence to assist teachers training related school-based supervisors.”P2.*

In the same way, the interview with Woreda Education Office supervision coordinators revealed that due to financial constraints and a lack of vehicles, they could not offer relevant training programs for teachers and insufficient support for supervisors at the school level.

Furthermore, responses from six groups of FGD revealed that there were no experience-sharing trends between higher-level school-based supervisors and teachers. There were no planned sharing sessions by higher-level supervisors and teachers. The response from the Zonal education experts revealed that there were no adjustments made to relevant trainings related to school-based supervision at the Zonal level, but rather facilitating conditions such as selecting participant trainees and acting as a bridge to handover letters to the concerned bodies when the REB organizes training programs.

As can be seen from Table 7 item 2.1, respondents were asked about the about the inadequacy of the budget for the school-based supervision program and whether teachers perceived school-based supervisors as fault finders or not, and got ( $X = 3.171$ ,  $SD = 1.172$ , and  $X = 3.33$ ,  $SD = .500$ ), respectively. The overall  $X = 3.25$  and  $SD = .836$  show the medium of the total respondents with the point. Based on the overall score value, teachers perceived school-based supervisors as fault-finders. Furthermore, the t-test result ( $t\text{-value} = -.410$  and  $p = .22$ ,  $p > 0.05$ ) shows that there is no statistically significant difference between teachers and vice principals in their level of medium. This indicates that teachers did not perceive school-based supervisors in the study area.

As can be seen from Table 7 item 2.2, respondents were asked about a about a shortage of material resources like instructional supervision manuals and guidelines in the school ( $X = 3.304$ ,  $SD = 1.093$ , and  $X = 3.56$ ,  $SD = 1.130$ ), respectively. The overall  $X = 3.43$  and  $SD = 1.111$  show the medium of the total respondents with the point. Based on the overall score value, teachers and vice principals did not perceive a shortage of material resources like instructional supervision manuals and guidelines in the schools. Furthermore, the t-test result ( $t\text{-value} = .659$  and  $p = .845$ ,  $p > 0.05$ ) shows that there is no statistically significant difference between teachers and vice principals in their level of medium. This indicates that teachers and vice- principals did not perceive the instructional supervision manuals and guidelines in the schools.

Similarly, the data gained from interviewing principal three revealed that: *“In our school, there was a shortage of instructional supervision manuals and guidelines that could be used as a framework for school-based supervision.”*P3.

Moreover, the FGD revealed that our school shortage material resource of instructional supervision manuals and guidelines adversely affected the implementation of school-based supervision and quality education. Therefore, it is possible to conclude from the result that a shortage of material resources, such as instructional supervision manuals and guidelines, was among the leading challenges against school-based supervision in secondary schools in the Arsi Zone. Regarding this idea, literature indicates that supportive instructional instruments such as manuals and guide lines are important for supervisors. Without these instruments, they cannot prepare themselves for school visits (UNESCO, 2007).

On table 7 item 2.3, respondents were asked whether or not school-based supervisors are overloaded with class and have not enough time to support all teachers ( $X = 3.114$ ,  $SD = 1.162$ , and  $X = 3.44$ ,  $SD = 1.130$ ), respectively. The overall  $X = 3.277$  and  $SD = 1.146$  show the medium of the total respondents with the point. Based on the overall score value, school-based supervisors were overloaded with class and had not enough time to support all teachers various tasks. Furthermore, the t-test result (t-value =  $-.819$  and  $p = .807$ ,  $p > 0.05$ ) shows that there is no statistically significant difference between teachers and vice principals in their level of medium. This indicates that teachers and vice- principals did not perceive that school-based supervisors are overloaded with class and have not had enough time to support all teachers.

On table 7, item 2.4, respondents were asked about a about a shortage of pedagogically well-experienced supervisory personnel ( $X = 3.22$ ,  $SD = 1.210$ , and  $X = 3.67$ ,  $SD = 1.118$ ), respectively. The overall  $X = 3.44$  and  $SD = 1.163$  show the high agreement of the total respondents with the point. Based on the overall score value, school-based supervisors had a shortage of pedagogically well-experienced supervisory personnel. Furthermore, the t-test result (t-value =  $-1.072$  and  $p = .625$ ,  $p > 0.05$ ) shows that there is no statistically significant difference between teachers and vice principals in their level of medium. This indicates that teachers and vice- principals did not perceive a shortage of pedagogically well-experienced supervisory personnel.

Hence, based on the results of items 2.1 to 2.4 above and the and the data obtained from the interview, it is possible to conclude that a lack of competent and experienced supervisors in secondary schools negatively influences school-based supervisory activities in the study area. The result also revealed that school-based supervisors were overloaded with routine tasks and a shortage of pedagogically well-experienced supervisors who were not well trained to conduct supervision, upgrade their supervisory responsibilities, and support teachers effectively.

The response collected from the interviewed principal four said that: *“There were the absences of in-service training programs for school supervisors, a lack of adequate budget for school-based supervision, and a shortage of pedagogically well-experienced supervisors in our school. As a consequence, the school-based supervisors were inefficient on how to assist other teachers*

*in a proper way; they lacked how to prepare appropriate criteria to help teachers and how to gather necessary information when conducting supervisory activities.”P4.*

Similarly, the interviewee principals five also gave their opinions and said that. *“Teachers in our school were not developing and using supplementary instructional materials. There were no recently prepared teaching aids in the store. This might be because of the following reasons: shortage of resource materials in school to prepare supportive materials for the improvement of quality education; lack of text books; supervisors overloaded with class; lack of pedagogically well-experienced teachers; and the inability of school-based supervisors to motivate and assist teachers’ preparation and utilization of appropriate supplementary instructional materials from locally available materials.”P5.*

Similar to the interview, from a school-based vision checklist analysis, the researcher realized that supervisors did not strictly recommend teachers develop and use teaching aids as essential inputs to enhance learning and teaching. From the overall results obtained, it is possible to conclude that school-based supervisors in secondary schools in the study area were not encouraging teachers to develop and use appropriate supplementary instructional materials; as a result, learning and teaching were not enriched by tangible ways of teaching, which adversely influenced students understanding.

Similarly, when documents were referred from six sampled secondary schools, no manuals, guidelines, properly organized minutes, or written pedagogical and well-experienced supervisory supports were found. Also, other interviewees responded that school-based sperm are focusing on administrative duties rather than pedagogically experienced sperm issues. Because senior teachers and department heads are focusing on their teaching processes, principals and vice principals are focusing on their administrative tasks rather than pedagogical tasks.

On table 7, item 3.1, respondents were asked about the about the challenges of teachers’ professional development and organized an induction course for beginner teachers in the school ( $X = 3.152$ ,  $SD = 1.133$ , and  $X = 3.33$ ,  $SD = 1.118$ ), respectively. The overall  $X = 3.241$  and  $SD = 1.125$  show the high agreement of the total respondents with the point. Based on the overall score value, school-based supervisors organized an induction course for beginner teachers in the

school. Furthermore, the t-test result (t-value = -.460 and  $p = .781$ ,  $p > 0.05$ ) shows that there is no difference because of the statistical level of significance. This reveals the challenges of teachers' professional development and the need to and the need to organize induction courses for beginner teachers in the school.

The document analysis concerning induction courses for beginner teachers was low, and there were records that indicated the role of school-based supervisors in the school-based supervision annual plan and report documents of sample schools.

In the same way, interviewed principal six said that; *“School-based supervisors did not perceive the task of organizing an induction course for beginner teachers as their responsibility. They always argue that it is the responsibility of the responsibility of principals and continuous professional development coordinators to organize induction programs for beginner teachers. In addition, most of them do not have knowledge and skills on the procedures and principles of how to organize, plan, and deliver an induction course because there is a lack of relevant training for school-based supervision practice.”*P6.

Regarding table 7 of item 3.2, a question was raised to the respondents to rate the challenges of teachers' professional development as school-based supervisors of teachers through mentoring programs ( $X = 3.038$ ,  $SD = 1.176$ , and  $X = 3.56$ ,  $SD = 1.236$ ), respectively. The overall  $X = 3.299$  and  $SD = 1.206$ , respectively, show the agreement of the total respondents with the point. Therefore, based on the overall score value, school-based supervisors had no sufficient teachers' professional development through mentoring programs. Furthermore, the t-test was also calculated to check whether the opinion difference exists between the two groups or not. Accordingly, the result (t-value = -.1.262 and  $p = .577$ ,  $p > 0.05$ ) revealed that both teachers and vice- principals have the same response to the given idea. Therefore, the result indicates that teachers had no more professional development of school-based supervisors with others.

As shown in Table 7, Item 3.3, respondents were asked to assist teachers in undertaking joint planning of experience sharing programs in their school context ( $X = 3.047$ ,  $SD = 1.032$ , and  $X = 3.33$ ,  $SD = .707$ ) respectively. The overall  $X = 3.188$  and  $SD = .869$  show the medium of the total respondents with the point. Therefore, based on the overall X and SD score values, there was a

lack of assistance for teachers to undertake joint planning of experience-sharing programs in their schools. Furthermore, the independent sample t-test result (t-value = -.813 and  $p = .389$ ,  $p > 0.05$ ) shows that there is no statistically significant difference between teachers and vice principals in their level of medium. This indicates that supervisors did not assist teachers in undertaking joint planning of experience-sharing programs.

As indicated in Table 7 item 3.4, respondents were asked to organize peer coaching techniques of supervision for teachers with ( $X = 2.923$ ,  $SD = 1.062$ , and  $X = 3.33$ ,  $SD = 1.225$ ), respectively. The overall  $X = 3.126$  and  $SD = 1.143$  show the high of the total respondents with the point. Therefore, based on the overall  $X$  and  $SD$  score values, there was a lack of organized peer coaching techniques for supervision for teachers in their schools. Furthermore, the independent sample t-test result (t-value = -1.097 and  $p = .521$ ,  $p > 0.05$ ) shows that there is no statistically significant difference between teachers and vice principals in their level of medium. This indicated that supervisors did not organize peer coaching techniques of supervision for teachers.

From the results of items 3.1 to 3.4, there was no arrangement for relevant teachers' professional development as school-based supervisors. One of the interviewees from the woreda education offices said that *"A school-based supervisor lacks teachers' professional development; on the other hand, one of the open-ended questionnaires said that some supervisors were weak and had no adequate knowledge to train teachers on the professional development of evaluating students because they got to supervision through only working professionally without getting adequate knowledge and skills on the tasks."*

Regarding document analysis on the challenges of school-based supervision and quality education, the researcher planned to review district annual reports, school supervision documents, and teacher feedback. The documents analyzed support the results found in questionnaires and interviews. There were problems regarding school-based supervisors: lack of skills and knowledge gaps to accomplish supervisory activities; negative views of teachers toward school-based supervision; lack of teachers' professional development; overburden of tasks; and lack of supervisor's ability to organize peer coaching techniques of teachers.

As it can be seen in Table 7 of Item 4.1, regarding the item about how school-based supervisory support improves students' active participation in the classroom, the computed mean score results for teachers and vice principals show agreement with ( $X = 3.076$ ,  $SD = 1.106$ ), and ( $X = 3.33$ ,  $SD = 866$ ), respectively. The overall  $X = 3.203$  and  $SD = .986$  show the high of the total respondents with the point. This implies that school-based supervisory support improves students' active participation in the classroom. Moreover, the independent t-test result ( $t\text{-value} = -.678$  and  $p = .315$ ,  $p > 0.05$ ) revealed that there is no statistically significant difference between teachers and vice principals in their level of medium. This indicated that in the study area, both teachers and vice principals were not improving instructional (teaching and learning) in class.

As indicated in Table 7 item 4.2, respondents lacked improvement in instruction (teaching and learning) with  $X = 3.238$ ,  $SD = .966$ , and  $X = 3.11$ ,  $SD = .601$ , respectively. The overall  $X = 3.174$  and  $SD = .783$  show the high of the total respondents with the point. Therefore, based on the overall  $X$  and  $SD$  score values, there was a lack school-based supervisory practice that helps teachers develop and use appropriate instructional materials. Moreover, the t-test result ( $t\text{-value} = .387$  and  $p = .019$ ,  $p < 0.05$ ) revealed that there is a statistically significant difference between teachers and vice principals in their level of medium. This implies that teachers regularly evaluate themselves in their improving instructional (teaching and learning) processes.

As indicated in Table 7 item 4.3, respondents said school-based supervisory support helps teachers attempt all contents of the lessons ( $X = 3.352$ ,  $SD = 1.009$ , and  $X = 2.89$ ,  $SD = 1.054$ ), respectively. The overall  $X = 3.121$  and  $SD = 1.057$  show the high of the total respondents with the point. Therefore, based on the overall  $X$  and  $SD$  score values, there was a lack school-based supervisory support that helped teachers attempt all the contents of the lessons. Moreover, the independent t-test result ( $t\text{-value} = 1.318$  and  $p = .927$ ,  $p > 0.05$ ) revealed that there is no statistically significant difference between teachers and vice principals in their level of medium. This indicates that in the study area, both teachers and vice principals were not school-based supervisors. Supervisory support helps teachers attempt all the contents of the lessons.

As indicated in Table 7 item 4.4, respondents were asked about their lack of improvement in instruction (teaching and learning) with  $X = 3.381$ ,  $SD = 1.138$ , and  $X = 3.56$ ,  $SD = 1.236$ , respectively. The overall  $X = 3.470$  and  $SD = 1.187$  show the medium of the total respondents

with the point. Therefore, based on the overall X and SD score values, there was a lack school-based supervision, which encourages teachers to use all ranges of active, learning methods in the classroom in their schools. Moreover, the independent t-test result (t-value = -.439 and p =.645,  $p > 0.05$ ) revealed that there is no statistically significant difference between teachers and vice principals in their level of medium. This indicates that in the study area, both teachers and vice principals were not school-based supervisors. School-based supervision encourages teachers to use all ranges of active learning methods in the classroom in their schools.

As indicated in Table 7 item 4.5, respondents were asked about their lack of improvement in instruction (teaching and learning) with  $X = 3.228$ ,  $SD = 1.171$ , and  $X = 3.33$ ,  $SD = 1.225$ , respectively. The overall  $X = 3.279$  and  $SD = 1.198$  show the medium of the total respondents with the point. Therefore, based on the overall X and SD score values, there was a lack of supervisory support and encouragement for teachers to conduct research and solve the actual instructional problems. Moreover, the independent t-test result (t-value = -.257 and  $p =.930$ ,  $p > 0.05$ ) revealed that there is no statistically significant difference between teachers and vice principals in their level of medium. This implies that teachers did not do action research to solve instructional problems.

To support this, when the document analysis was done, there was no action research done in six sampled secondary schools by teachers. This implies that school-based supervision does not make teachers ready to do action research to solve their immediate instructional problems.

Regarding the above table, items 4.1 to 4.5, conducted with interviewees, showed similar results to the data collected through questionnaires. The interviewee of principal one said that: *“The supervision in schools is impeded by multiple factors. These included the following major issues: inadequate support and encouragement for teachers to conduct research and address real instructional problems; a lack of understanding among teachers regarding supervision; a lack of pertinent supervision manuals in the school; a shortage of skilled labor for school-based supervision; and a lack of improvement in instruction (teaching and learning) in the classroom.”P1.*

Furthermore, responses from six groups of FGD revealed that the major challenges of school-based supervision and quality education in secondary schools came across the implementation of multiple school-based supervision strategies: lack of training and support, lack of professional skills for school-based supervision, a lack of improvement in instruction, being overburdened with other tasks, and a lack of educational resources.

## CHAPTER 5

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary of the Findings

This part deals with the summary of the findings of the study, the conclusions reached, and the recommendations forwarded on the basis of the findings. The main purpose of this study was to investigate school-based supervision and its influence on quality education in secondary schools in the in the Arsi Zone. To address this purpose, the following basic research questions were raised:

4. What are the school-based supervision practices that correspond with the expected standards in secondary schools in the Arsi Zone?
5. What are the relationships between school-based supervision and quality education in secondary schools in Arsi the Zone?
6. What are the major challenges that affect school-based supervision to enhance quality education in secondary schools in the Arsi Zone?

To this effect, the study was conducted in six government secondary schools. Consequently, the respondents, 105 teachers and 9 vice principals, were selected as a sample by using simple random sampling techniques, respectively. One Zonal and one Woreda Education Office supervision coordinator, four school principals, and six vice principals were taken as samples through the purposive sampling technique. For the study, primary and secondary data sources were employed. The data was gathered through both quantitative and qualitative tools. Accordingly, 114 copies of a questionnaire were prepared and distributed to teachers and vice principals. On the other hand, to obtain qualitative data, interview sessions were conducted with the Zonal and Woreda Education Office supervision coordinators, as well as principals from the sample schools. Moreover, document analyses were used to obtain qualitative data. The quantitative data gathered through questionnaires were analyzed in frequency, percentage, mean value, standard deviation, and t-test. The p-value test was also utilized to check the statistical significance of whether there was a difference or not between the opinions of the respondents,

assisted by a computer SPSS program version 26. Whereas, the qualitative data gathered through the open-ended questionnaire, interview, and document were analyzed by narration.

### **The findings of the study were summarized as follows**

#### **5.1.1. School-based supervision practices and quality education in secondary schools**

The majority of teachers and vice-principals were unsure about the practices of supervision in schools based on feedback from supervisors, staff development, and opportunities for teachers to share information, solve instructional problems, monitor students' academic achievement, and discuss the matter with teachers. They also followed teachers' day-to-day activities regarding this matter to improve the teaching and learning process. Ultimately, the average mean scores of teachers' responses were 3.27, vice principals' responses were 3.19, and the total average of respondents' responses was 3.32. These figures indicate that supervisors were not supporting teachers' and students' academic achievement. Furthermore, supervision provided by schools does not enforce behavior that adheres to day-to-day activities.

#### **5.1.2. Relationships of school based supervision and Quality Education**

Regarding the issues of improving teaching practices, staff collaboration with school supervisors, classroom observation, staff awareness of quality education, well-oriented teachers who enhance students' learning outcomes, and brainstorming to address challenges in the teaching and learning process, the majority of teachers concur with the relationships between school-based supervision and quality education. Furthermore, the mean scores of teachers' replies overall averaged  $\chi=3.54$ , indicating a greater emphasis on the connections between high-quality education. In regards to the links between quality education and vice principals, the total mean score of  $\chi=3.42$  indicates undecidedness. The average replies from all respondents ( $\chi= 3.48$ ) indicate that there was no significant correlation between the quality of education and the activities related to teaching and learning in schools. Furthermore, the benefits of high-quality education on teaching and learning activities were not the main focus of school-based supervision.

#### **5.1.3.Regarding to challenges of school based supervision and to enhance of quality education**

The primary barriers to implementation in the research region's secondary schools that limit the role of supervisors stationed in schools. The demanding workload at SBS moderates the ability

to oversee; respondents ranked the issue as medium overall (mean  $\chi=3.28$ ). Instructors resist the supervisors' actions, seeing them as fault-finding rather than as a constructive activity. Instructors also lacked knowledge of school-based supervision; the principles and methods of supervision were not functioning well in the school. Consequently, school-based supervision falls short of providing sufficient support for education or executing it in the school.

Furthermore, the majority of respondents developed a medium on the following activities: offering timely and constructive feedback to support teachers in school-based supervision practices; setting up induction training for new teachers; successfully facilitating programs for teachers to share their experiences; helping teachers to foster a culture of collegiality; encouraging teachers to conduct action research; being able to support teachers appropriately on teaching-learning activities; and fulfilling the expected role for the enhancement of teaching-learning situations. As a result, school-based supervision does not adequately support instruction or implement it within the school.

## **5.2. Conclusion**

Based on the finding, the following conclusions were drawn.

- ❖ The results indicate that supervisors in school-based supervision did not assist teachers in developing lesson plans or take part in learning activities. He can draw the conclusion from these that supervisors failed to give teachers the assistance they needed, hold meetings to address issues with education, provide timely feedback, and provide an avenue for teachers to share their best practices with one another. Consequently, the learning process did not advance to the intended degree of instruction.
- ❖ The results demonstrate that there is a lack of adequate support provided by supervisors' classroom observations and use of a variety of teaching strategies, a lack of improved collaboration between supervisors and teachers, and a lack of orientation for teachers regarding the practice of school-based supervision. Additionally, there is a lack of improvement in students' learning outcomes and performance, a lack of opportunities for teachers to discuss challenges related to teaching and learning, and a lack of emphasis on the teaching and learning process. Thus, the correlation between improved school-based supervision and high-quality education did not change in relation to the significance of school-based supervision.

The results of the analysis showed that improving the quality of education in secondary schools in the Arsi zone presents obstacles for school-based supervision. Insufficient training on instructional supervision for school-based supervision; insufficient experience sharing sessions by supervisors at higher levels; inadequate funding for school-based supervision program; lack of material resources; supervisors overworked and unable to provide enough time for support; lack of supervisory personnel with pedagogically sound experience; absence of an induction course for new teachers in the schools. As a result, the supervisors stationed in schools were not effectively able to improve the standard of instruction in the classroom.

### **5.3. Recommendations**

Based on the summary of the finding obtained as the conclusion drawn the following possible recommendation are forwarded.

- According to the findings, school-based supervisors do not consistently conduct classroom observations in a timely manner, and quality education and supervision procedures are insufficient to support teachers in setting up peer-to-peer supervision programs. Owing to this, the researcher suggests that by increasing the frequency of school-based supervision, supervisors and experts from the district and zone education department should closely monitor the execution of teaching and learning activities. The Zone Education Department ought to assist with any conditions that may arise regarding the protocols and frequency of classroom observations. Furthermore, the school should offer pertinent supervision training to department heads, principals, and teachers. Additionally, the district, zone education department, and school-based supervisors should support schools by routinely observing teachers and offering supportive learning environments.
- The results demonstrate that the linkages between high-quality education and school-based supervision did not prioritize the teaching and learning process, instead focusing on the weaknesses of instructors and raising awareness of the importance of fostering positive relationships between supervisors and teachers. As a result, the researcher suggested that in order to establish a positive relationship between school-based supervision and high-quality instruction, all efforts should be made to prepare students for a supportive teaching and learning environment, provide opportunities for teachers

and schools to share their experiences, and foster a cordial working relationship between teachers and supervisors. Convince teachers that supervision is a beneficial activity that will enhance their competency as well as that of the supported staff by determining their unique needs, providing timely feedback and training, encouraging collaborative decision-making within the school community, and so on.

- The study's conclusions showed that the following factors made it difficult for school-based supervision to improve the quality of education: a lack of highly qualified personnel; a lack of improvements in students' learning outcomes and performance; a lack of pertinent training related to instructional supervision; a lack of school funding; a shortage of supervisors with experience in education; supervisors who are overworked and choose to emphasize less participatory approaches. Therefore, the researcher suggested that the MoE, REB, ZED, district education office, and school supervisors support the training program and pay attention to the funds allotted for schools and school supervision; provide pertinent trainings related to instructional supervision and enhance student learning outcomes and performance; enhance the pedagogically experienced supervisory staff; and assign qualified and skilled personnel. Applying protocols and principles of supervision, supervisors should encourage instructors to share their experiences and concentrate on activities that benefit the entire school.
- In order to enhance the quality of education, the results ultimately showed that instructors should have appropriate assistance and should be provided with a great deal of ongoing professional development opportunities. Instead of trying to solve every problem as they describe, they ought to be dedicated to supporting and assisting instructors. In order to ensure the effectiveness of school-based supervision and provide high-quality education, the district education office and schools must work together to support school-based supervisors in enhancing the teaching and learning process.

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## APENDIXES

### APENDIX I

**HAWASSA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLAGE OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**I. Questionnaire to be filled by Teachers and Vice principals**

Dear Madam/Sir, Your assistance and cooperation will be highly appreciated. Thank you in advance. The purpose of this questionnaire is to survey views on **“The school based supervision and its influence on quality education in secondary schools of Arsi Zone, Oromia Region”**. The success of this study to a great extent relies on your genuine responses. Thus, you are kindly requested to be honest in your responses to all items provided in this Questionnaire.

In responding to the questionnaire, Please note the following important points.

1. All the questions raised here are of equal importance to attain the objectives of the study.
2. You are not required to write your name.
3. All your responses will be kept confidential and used only for academic purpose.
4. Provide appropriate responses by putting an “x ” mark to choose one your response and write on space provided when necessary.

**PART I. General information and personal data**

**Please put an “x” in the box that relates to your background information**

1. School Name: \_\_\_\_\_ 2. Current work position: \_\_\_\_\_
3. Gender: A. Male  B. Female
4. Age: A. 20-25yrs  B.26-31yrs  C. 32-45yrs  D.46&Above
5. What is your highest academic qualification?  
A. Diploma  B. Degree  C. Master  D. If other specify \_\_\_\_\_
6. Work experience: A.1-5yrs  B.6-10yrs  C.11-15yrs  D.16-20yrs  E. 21 &above
7. Which grades are you teaching currently?

a. Grade 9th  b. 10th  c. 11th  d. 12th  e. 9th-12th  f. If not teach specify \_\_\_\_\_

8. Field of Study: A) EdPM  B) Language  C) Natural Science   
D) Social Science

9. Your responsibility at school A) Department head  B) Unit Leader  C) Only vice-principals  D) Teaching

**PART- II** Items related to the “**Status/practice of school-based supervision with expected standards**” are indicated below in the table. You are kindly requested to show your level of fillings by making a tick an (“X”) ranging 5 to 1; 5= strongly agree (SA), 4=Agree (A), 3= Undecided (UD), 2= Disagree (DA), 1= strongly disagree (SD).

No	Items	SA	A	UD	DA	SD
		5	4	3	2	1
1.	School-based supervisor spending a lot of time in class room (observing teaching and encouraging high performances.					
2.	School-based supervisor focuses much time on staff (teachers) development.					
3.	School-based supervisor provide opportunities for teachers to share information and work together to plan curriculum and instruction.					
4.	School-based supervisors conducting meeting to solve the instructional problems.					
5.	School-based supervisor arrange various short term trainings for teachers continuous professional development.					
6.	School-based supervisor monitor students’ achievement progress.					
7.	School-based supervisor discuss with teachers before observing class					
8.	School-based supervisor gives feedback on time.					
9.	School-based supervisor work cooperatively with staff.					
10.	School-based supervisor create an opportunity to take advice from teachers.					
11.	School-based supervisor follow day to day activities of teachers					

12. What are the others status or practices of school based supervision and quality education explain briefly? \_\_\_\_\_

**PART- III. “The relationships between School Based supervision and quality education.”**

No.	Items	SA	A	UD	D	SD
		5	4	3	2	1
1.	School-based supervision have contributed to the improvement of teaching practice.					
2.	The practice of school-based supervision made collaboration between school supervisors and teachers.					
3.	Classroom observation have enabled me to understand and use a variety of teaching strategies.					
4.	Staff aware about the significance of school-based supervision for quality education.					
5.	Teachers well oriented about the practice of school based Supervision.					
6.	School-based supervision improves pupils learning outcomes and performance.					
7	School-based supervision is an opportunity for teachers to discuss our teaching and learning challenges.					

8 If you have any other relationships of quality education explain briefly the following \_\_\_\_\_

\_\_\_\_\_.

**PART- IV. “Challenges of school based supervision to enhance quality education”** are indicated below in the table. You are kindly requested to show your level of agreements by making a tick an (“X”) mark. Key: 1= Very low (VL), 2= Low (L), 3= Medium (M), 4= High (H), 5= Very high (VH)

No.	<b>Lack of Training related school-based supervision</b>	5	4	3	2	1
		VH	H	M	L	VL
1.	Lack of relevant trainings, workshops and Seminars related to instructional supervision for school-based supervisors.					
2.	Shortage of experience sharing session by higher level supervisors for school-based supervisors.					
No.	<b>Educational resource related challenges</b>					
1.	Inadequacy of budget for school-based supervision program.					
2.	Shortage of material resource like: instructional supervision manuals and guidelines in the school.					
3.	Supervisors are overloaded with class and have no enough time to support all teachers.					
4.	Shortage of pedagogically well experienced supervisory Personnel.					
No.	<b>challenges of Teachers’ professional development</b>					
1.	School-based supervisors organize induction course for beginner teachers in the school.					
2.	School-based supervisors facilitate professional development of teachers through mentoring programs.					
3.	Supervisors assist teachers to undertake joint planning of experience sharing programs in their local school context.					
4.	Supervisors organize peer coaching techniques of supervision for teachers.					

No.	<b>Lack of improving instruction (teaching and learning) in class</b>					
1.	School-based supervisory support improves student's active participation in the classroom.					
2.	School-based supervisory practice helps teachers to develop and use appropriate instructional materials.					
3.	School-based supervisory support helps teachers to attempt all contents of the lessons.					
4.	School-based supervision encourages teachers to use all ranges of active learning methods in the classroom.					
5.	Supervisors support and encourage teachers to conduct research and solve the actual instructional problems.					

6. If there are any other challenges, please write them briefly \_\_\_\_\_

**APENDIX II**  
**HAWASSA UNIVERSITY**  
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**COLLAGE OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**II. Interview guides conducted with principals**

The purpose of this interview is to collect information on the School-based supervision and its influence on quality education. Thus, your genuine cooperation is giving necessary information to make the study more objective, useful.

**Thank you for your cooperation!**

1. What is your opinion regarding the practice of school-based supervision in your school?
2. In your opinion, what the importance of school based supervision in your school?
3. How often school-based supervisors visit each school?
4. What is the strategies do you use to align with the school-based supervision and overall improvement in quality education in your school?
5. How do you perceive the relationship between effective school-based supervision and quality education focused on continuous improvement in teaching and learning process in your school?
6. What are the challenges you faced during the implementation of supervision in your school?
7. What is the possible solution should be done the challenges of school –based supervision?

**APENDIX III**  
**HAWASSA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLAGE OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**III. Interview for Woreda education office expert or Zone education office expert**

The purpose of this interview is to collect information on the School-based supervision and its influence on quality education. Thus, your genuine cooperation is giving necessary information to make the study more objective, useful.

Thank you for your cooperation!

1. What is your opinion regarding the practice of school-based supervision in secondary schools of your Woreda/zone?
2. In your opinion, what the importance of school based supervision in secondary schools of your Woreda/zone?
3. How often WEO/ZEB supervise each secondary school?
4. What strategies does the WEO/ZEB use to strengthen school –based supervision and improvement in quality education?
5. How do you perceive the relationship between effective school-based supervision and quality education focused on continuous improvement in teaching and learning process in your Woreda/zone?
6. What are the major challenges your Woreda/Zone faced during the implementation of Supervisory activities for school?
7. What is the possible solution should be done the challenges of school based supervision?