

**SCHOOL BASED SUPERVISION AND ITS CONTRIBUTION TO
STUDENTS' ACADEMIC ACHIEVEMENTS IN THE SECONDARY
SCHOOLS OF HARARI REGIONAL STATE, ETHIOPIA**

M. A. Thesis

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Academic Achievements in the Secondary Schools of Harari Regional
State, Ethiopia**

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MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

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DEDICATION

I dedicate this thesis manuscript to my beloved family members.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have 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 given recognition through citation.

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BIOGRAPHICAL SKETCH OF THE AUTHOR

The author was born on July 10, 1958 at a place called Wara Babbo Sibana kabale, Western Wellega Administration zone of Oromiya region. He attended his elementary and secondary education at Enango primary and Junior secondary school and at Ghimbi Comprehensive high school respectively. The author earned his diploma in accounting in 1974 E.C. from Kotobe college of Teacher Education and also got Bachelor Degree in Educational Administration from Addis Ababa University in 1984 E.C. The author has 18 years of teaching experience, 8 years serving as deputy principal of Harar TTI, which now is called Harar CTE and 4 years as registrar of the college.

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ACRONYMS AND ABBREVIATIONS

ANOVA	Analysis of Variance
CSA	Central Statistical Authority
df	degree of freedom
E.C	Ethiopian Calendar
EFA	Education for All
ESDP	Educational Sector Development Program
GNP	Gross National Products
FGD	Focused group Discussions
GTP	Growth and Transformation Plan
MOE	Ministry of Education
PEFA	Public Expenditure and Financial Accountability
SBS	School Based Supervision
SPSS	Statistical Package for Social Sciences
STF	Saskatchewan Teachers' Federation
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations International Children's Education Fund
VAL-ED	Vanderbilt Assessment of Leadership in Education
WFP	World Food Program

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SCHOOL BASED SUPERVISION AND ITS CONTRIBUTION IN ENHANCING STUDENTS' ACADEMIC ACHIEVEMENT IN THE SECONDARY SCHOOLS OF HARARI REGIONAL STATE

SHIFERAW ALEMAYEHU KENEA

ABSTRACT

This study sought to find out the contribution of school based supervision on students' academic achievement in four public secondary schools of the Harari region. Three research questions were formulated to assess the extent of supervisory roles rendered by supervisors, principals and vice principals to teachers and identify the challenges faced by school based supervision. All the principals (N= 8), vice principals (N= 8), head teachers/department heads (N=48) and in built supervisors were sampled by using availability and purposive sampling techniques whereas teachers (N=91) were selected by stratified random sampling. The design adopted was the descriptive survey and the analysis of the data collected using a 20-Likert type of adapted questionnaire which involved the use of tables to display frequencies and percentages, Mean Scores, Standard Deviation, was obtained by the SPSS. The qualitative data were obtained through the use of semi-structured interviews that incorporated open-ended questions. Focus Group Discussion interviews were conducted with eleven survey respondents selected from each school. Participants' responses were analyzed according to the research questions and recurring themes. The findings revealed that in all the schools well authentic types of supervisory approaches were not practiced. Supervisory activities lack participatory decision making procedures. Results indicated that in many instances principals, given many non instructional duties, did not have the time to undertake continuous and meaningful supervision. The study found that principals and supervisors in public secondary schools practice certain tasks of instructional leadership more than others. Teacher respondents expressed the desire to grow professionally and improve their instruction in order to provide quality education for better achievement of their students. From the survey result, it is possible to deduce that teachers and staff should give due attentions to what was being done in schools; and get adequate awareness about the roles of supervision. It was found that all schools are lacking the right types of supervisory manuals and the necessary budget and resources. The survey revealed that supervisors are not with the necessary experience and training that could help them contribute for teacher's skills development and enhancement of students' achievement. It was found that there is a gap between the roles of SBS and the instructional processes in the schools and that was manifested by higher number of student failures in Grades 9 and 10. Based on the findings, a number of implications were derived for theory, practice, and further research. Educational authorities should give due attentions to training to boost experiences, knowledge and skills to supervisors and the teaching staff, and to allot budget, equipments and other facilities.

Keywords: Curriculum, Harar, Principals, School based supervision, Student achievement, Supervisors, Teachers.

1. INTRODUCTION

1.1. Background of the Study

The increasing prevalence of antimicrobial resistance (AMR) has become a great concern to the medical community and threatens the success and continuation of clinical medicine as we know it. This threat decreases the ability to successfully treat numerous infectious diseases while simultaneously increasing health risks for vulnerable patients. Medical procedures, such as hip replacements, organ transplants, chemotherapy, hemodialysis and care for preterm infants may become too risky or impossible due to untreatable community-acquired (“nosocomial”) infections. Common infectious diseases may once again result in death (1).

There has been a marked increase in the number of species that have acquired resistance to antibiotics, as well as an increase in the kinds of antibiotics. Thus, antibiotic resistance should be a major concern for us all: doctors report (2007) a growing number of illnesses that no longer respond to antibiotic treatment, resulting in prolonged illness or death with resistant strains of an illness (2). This increased public health threat caused the World Health Organization (WHO) to declare AMR to be one of the three greatest threats to human health as reported for World Health Day 2011 (3). In 2004, when the *Priority Medicines for Europe and the World* report was published, AMR was given great attention (4).

AMR was chosen as the subject for the World Health Day 2011 under the theme “No action today - no cure tomorrow” (5). During this day, a six-point policy package was launched to reaffirm that a multifaceted approach is needed to deal with this complex issue. On 8 March, 2012, WHO launched a new book “The evolving threat of antimicrobial resistance - Options for action”. It examines the experiences with interventions which address the growing threat of antimicrobial resistance, describes the lessons learnt along the way and highlights the gaps still remaining. It draws attention to areas where knowledge is lacking and where urgent action is still needed. A specific objective is therefore to encourage policy-makers and oversee teachers with the hope of seeking their cooperation in order that they may be

successful in the task of teaching and classroom management Nwagwu et al. (2004). With modern education in Ethiopia, nearly a century ago, the concept of School Based Supervision (SBS) has been understood as an integral part of the educational process (MoE, 2002a). In that regard, leaders are the core agents accounted for the effective implementation of supervisory activities.

SBS in part is directly related to assessing, monitoring and evaluating the overall achievements of institutions and is a joint endeavor carried out by several stakeholders, namely, school principals, teachers, students and assigned “Supervisors” (MoE, 2002a).

As one practical task in schools, SBS is helping relationship in the teaching learning process whereby experienced teachers, school leaders and concerned others assist one another especially to the less experienced. The rationale of this assistance will thus be to guide, create awareness and readying school community to increased achievements of designed goals (Beach & Reinhartz, 2000; MoE ,2002b).

Effective instructional leadership is vital to the success of a school. Research and practice confirm that there is slim chance of creating and sustaining high-quality learning environments without a skilled and committed leader to help shape teaching and learning. That’s especially true in the case of most of our challenging schools. For a person to render SBS he or she is required to have quite several leadership skills, abilities, experiences, traits and attributes. Among other things, awareness about the principles and guidelines of standard SBS, such as human relation/interpersonal skills, coordinating abilities, managerial, motivational, technical , research and evaluative skills (Beach & Reinhartz , 2000).

Last, but not least, this study was geared towards investigating SBS frequently practiced approaches and the extent to which it affects students’ achievement in Secondary Schools in the Harari Regional State. That is, the study attempts to identify the roles played by SBS, the extent to which it affects students’ achievement and seeks to look at the feelings or opinions and values of the school community towards supervisory activities.

1.1. Statement of the Problem

In spite of the frequent national and regional efforts made to improve the educational achievements of students in Educational Sector Development Programs (ESDP I- IV), there

are still several challenges in Ethiopian schools. One of the top problems is the increased number of school drop outs, attrition, detention and low educational standards often manifested by current graduates; unattainability of the Education For All (EFA) goals and the Problems with the Growth and Transformation Plan (GTP) (2010/11-2014/15).

There is a knowledge gap in educational research studies on teacher-focused leadership styles that have had an effect on students' achievement. To help close this gap, the variables of this study attempted to identify the principal's leadership styles, as perceived by their teachers, the status of schools as improving or non-improving, and the school's student overall achievement described most often as leaders effectiveness (MoE, 1994 ; Gashaw, 2008 in Berhane , 2014).

Of course, school leaders and supervisors are not the only accountable causes for all of the above factors. i.e., educational wastage, low quality, lowered standards, poor achievement, etc. Informal discussion among people in the community and related research findings (Oduro, 2008; Opare, 1999) suggest that poor pupil performance in public schools, in part, is the result of ineffective supervision of teachers. It is also believed that the meager type of supervisory activities conducted within the Ethiopian public schools is commented to be of very poor quality. That is, for one reason or another, supervision is not playing its pivotal role of improving the overall teaching learning process especially by guiding, giving timely and descriptive feedbacks that would assist ways to overcome supervisees weaknesses and effectively linking teachers with the curriculum materials and the required activities at hand (MoE, 1994 ; Gashaw, 2008).

Even though it needs some researches, it can be assumed that effective supervision is not carried out upon teachers. The lesser number of supervisors, the minimum or no special higher professional trainings/courses required in either pre service or in service teachers' trainings on supervision is not well studied. The attitudes and perceptions of educators (teachers, students and the community) towards supervisors is thought to be the other factor of due importance (Baffour-Awuah , 2011).

Researchers cited elsewhere in Kedir (2011) have posited the Ethiopian supervisory practices face many constraints. Among others, teachers having negative attitudes towards supervisory practices; supervisors not applying the principles and techniques they learned; supervisors'

lack of skills in human relations while working with teachers and lack of the necessary facilities for supervisors are contributory factors for the existing problems of supervision at school level.

Along this line, the nature and quality of instructional supervision within a school is presumed to have contribution on the expertise, practice and job satisfaction of teachers and, by extension ultimately, on student outcomes such as achievement. In this regard, this study coincides in context with that done by Panigrahi (2012). Berhane (2014) has also mentioned, in current SBS practices, opportunities that help to improve teaching and learning process were inadequate, training programs were not relevant to real professional development of teachers, there was no properly designed systematic follow up and support systems which have direct or indirect effect on students' achievements.

Thus, the researcher initiated to conduct this study based on the research findings related to the past supervisory activities that hinder or negatively affect the practices of SBS in promoting students' achievement. In the study the researcher tried to answer the working relationships among schools - school leaders – supervisors – teachers – students and their joint efforts on academic achievement. In doing so, the researcher has raised the following basic research questions.

1.2. Research Questions

This study has the following research questions.

1. How does SBS contribute to enhance students' academic achievement in the Public Secondary Schools in the Harari Regional State?
2. What are the challenges encountered in implementing SBS in terms of supporting students' academic achievement?
3. What roles do supervisors play in maximizing teachers' performance in order to increase their students' achievement?

1.3. Objectives of the Study

The general objective of this study is to identify the contribution of SBS and its affect on students' achievement and see the ways in which instructional supervisions are implemented in secondary schools.

The Specific Objectives of this study are:

1. To identify the roles supervisors play in increasing students' academic performance.
2. To find out the setbacks of school based supervisions that negatively affects students' academic achievement.
3. To identify the relationship between supervisory activities and students' academic achievement.

1.4. Significance of the Study

The findings of this study were thought to be significant to teachers, supervisors, principals, students, parents and all stakeholders engaged in the teaching learning process. It offers a few guidelines on how to conduct SBS in order to increase students' achievements in line with the designed objectives and goals. At the same time it helps to signify the specific roles to be played by students, teachers, supervisors and principals. Hopefully it would help to the policy makers to improve techniques and procedures which effectuated school based supervision to increase students' academic achievements. In a way, the findings supports as a guideline - head teachers, school leaders and supervisors to render their roles in the teaching learning process. The findings of the study can be used as a stepping stone or an additional reference for researchers who are interested to work in this area.

1.5. Delimitations of the Study

The scope of this study is limited to the Harari Regional State. The Harari State is located in the south eastern part of Ethiopia at about 520 kms from the capital city Addis Ababa. There are four public secondary schools (Grades 9 & 10) in the Harari Regional State. For that reason, the type of sampling to be used to select the target schools is availability sampling. The major concern of the study was to identify the effects of School Based Supervision on students' academic achievement the independent (investigatory) variable is the "effect" of School Based Supervision (SBS) while the non-investigatory (dependent) variable is students' academic achievement. For that reason, the study used – availability sampling; and stratified simple random sampling. For the sake of triangulation, the types of data gathering tools to be used in this study was delimited to questionnaires adapted from '*Ethiopian National*

Professional Standards Framework for School Supervisors.'' Ministry of Education (2012); VAL-ED to assess school leaders' effectiveness; Focus Group Discussion (FGD) and Document analysis. Finally, the scope of the study was bound to both quantitative and qualitative (mixed) techniques of data analysis.

This study is limited to Public secondary schools in the city of Harar, so the results cannot be generalized to all schools in the country. In addition, this study focuses only on public schools in the zone. Therefore, the results are not to be generalized to private schools. One limitation in this study relates to participants answers to the survey which might be affected by their immediate circumstances and viewpoints at the time of data collection. However, this is a common limitation in all survey studies.

1.6. Limitation of the study

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1.7. Operational Definition of Terms

Supervision - is a helping relationship focused on – enhancing professional guidance and support offered to raise learners' achievement; help relationship in which the seniors and well experienced members assist and train the less experienced teachers; share ability to evaluate job performance of employees and educational personnel; and enable effective utilization of resources and school personnel.

School Based Supervision- refers to the type of support given to teachers at school level to improve in their professional expertise, subject matter knowledge and teaching techniques for the betterment of students' academic achievement. It can be interchangeably used with the term instructional supervision.

Secondary Schools - In the current Ethiopian educational system, it refers to high schools from grades 9 to 10. In this study, they refer to public owned schools that are either known as high or secondary schools.

Students ‘Academic Achievement- is a concept that describes what students have learned or achieved from classroom instruction based upon the set objectives and/or syllabus or the curriculum.

1.8. Organization of the Study

At its completion, this study has five major components. Following the front matter/preliminaries is the introduction chapter. The first chapter, introduction includes the background, the statement, research questions, the significance and the delimitation and definition of key terms of the study. The second chapter is review of related literature. This chapter attempts to relate the study problem with previous research studies by focusing on theoretical frameworks on concepts, purposes, techniques and principles of Instructional supervision. It also discusses the challenges of SBS and the effects of SBS on students’ achievement. Chapter three deals with the design and methodology of the study. It consists, description of the study area, the research design, sampling size and Procedures, techniques of data gathering, methods of data analysis. Chapter four is about discussion of the result of the study. And the final section has presented the summary, conclusion and recommendations followed by references and appendices.

2. REVIEW OF RELATED LITERATURE

In this section, attempts were made to review literature related to study problem. It described the concept of supervision, types or alternative approaches in our schools; global, national and regional development of supervision; roles expected from educational leaders, principals, “supervisors” and teachers in boosting school effectiveness, and students’ academic achievement.

2.1. Concepts of Supervision

According to Nwaogu (1980), supervision is the process of helping, guiding, advising and stimulating growth in a subordinate in order to improve on the quality of work. Supervision is therefore any program which helps teachers achieve both qualitative and quantitative instructional delivery. From the foregoing analysis, it could easily be deduced that supervision is an indispensable variable in the teaching learning process, as well as the overall school and educational objectives.

In educational settings, it is thought as an active and supportive endeavor that serves the transfer of experience, knowledge, skills and attributes from one generation to the other. In playing these roles, it has several forms that are hoped to determine the type, nature and kind of assistance to be offered (Firtz & Miller, 2003).

To other scholars especially to those in the US who conceptualize supervision as a helping relationship like in a counseling education and training context, supervision is an intervention that is provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior person(s), monitoring the quality of professional services offered to the clients she, he, or they see, and serving as a gatekeeper for those who are to enter the particular profession (Bernard and Goodyear (2009) cited in Creaner, 2013).

It shall also be noted that educational supervision focuses on changing the behaviour of staff for an improved performance. In most cases, it is internally arranged by the school head and at times assisted by other agencies and stakeholders. Supervision pays more attention to

personnel and instructional delivery more than the pupils in the school (Bernard and Goodyear, 2009 cited in Creaner, 2013).

It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction Drysdale and Mulford (2005) cited in Dlamini (2007) further described supervision as the ability to effectively guide and evaluate the job performance of the workers. From this point of view it can be realized that to support, guide assist, motivate, offer help and enhance effectiveness among colleagues needs some kind of training.

2.1.1. Global perspectives of supervision

In global perspectives, educational Supervision is viewed to exist ever since time immemorial probably during the earlier days of Greco Roman civilizations. Schools are the mission centers where the actual learning process takes place for the intended transfer of skills, ability, beliefs, knowledge and attitude for the building of all rounded citizens. Supervision in general, is conceived as part of functions of direction. In academic setting, supervision is the process of bringing about improvement in instruction by working people who are working with students; it is a means of stimulating growth and means of helping teachers to help themselves and be professionally competent individuals (UNESCO, 2006).

According to MoE (2002a), the term inspection is differently viewed as indicative of more control, monitoring and evaluation of academic policies, directives and planned programs and strategies as per job description at each educational level. That is, it is more of administrative supervision. Ojelabi (1981) in Onasanya, (n.d.) stated that the following are the major types of inspection in administrative supervisory duties: Visits for Approval for opening Schools- Such visits are paid to new schools to find out whether they satisfy the condition necessary to obtain approval for opening. Investigation on Financial Mismanagement when there is a misappropriation of funds, professional misconduct and during teachers and students unrest. It can last for two or three days. Report of findings is normally sent to the Ministry of Education for further actions. Subject Inspection – in the Nigerian context, this type of inspection is conducted under two circumstances.

In the beginning, if a school failed in certain subjects during the inspection for recognition and the school applies to the Ministry of Education for a re-inspection of the failed subjects during the earlier inspection.

On the other hand, if a school wishes to register its final year student for final examinations in certain subject which were not inspected during the inspection for recognition. Application for such inspection is usually granted and the inspection takes place before registration for such exam. If the school applies and passes the inspection, it is allowed to register students for subjects Onasanya (n.d.).

2.1.2. Supervision in the Ethiopian context

2.1.2.1. Brief history of educational supervision in Ethiopia

According to MoE (2002a), in the Ethiopian schools, educational inspection for the first time started in 1934 E.C. By then the Ministry was headed by the British national named Lt. Command John Miller and assisted by two Ethiopians. The then Central Inspection Office was established in 1937 E.C to keep the record of the students, teachers, and classrooms and to write report. When educational activities became complex and beyond the capacity of the former three inspectors because of the increasing number of students and the opening of new schools, training of inspectors was started in Addis Ababa training school in 1943 E.C. From 1934-1946 E.C the school was able to train a total of 24 inspectors and assigned to inspect educational programs and financial accounts.

As the number of students increased and schools expanded, in 1948 E.C, the training program of educational inspectors was reopened in Kokebe Tsebah School. Both school directors and inspectors continued to be trained for seven years and from 1948-1954 E.C a total of 124 inspectors were graduated. In 1955 E.C the inspection program was changed to supervision to improve the teaching-learning process and supporting of teachers (MoE, 2002 cited in Berhane, 2014). Furthermore, their roles, from 1962-1965 E.C the trained supervisors were expected to serve in a regular education, sport, adult education and educational mass media program supervisors.

In 1973 E.C, the then socialist regime of the Derg is known to would have shifted conceptually and structurally from supervision to inspection. As a result, the main goal of the program was monitoring and evaluation of the policy, directives, planned programs and strategies as the pre job description at each level of the education system. In 1986 E.C the inspection was replaced by supervision and new offices have been established at federal, regional and Woreda level (MoE, 1987 E.C cited in Berhane, 2014).

According to Million (2010) there are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of the intended objectives. These are, out of school supervision and school based supervision. Out of school supervision is given by the Ministry of Education, Regional Education Bureau, Woreda Education Office and Cluster Resource Centers. SBS however is conducted by school leaders.

2.1.2.2. Supervision at school level

At school level, supervision is conducted on the day-to-day and continuous process of learning; the function of the supervision at the school level should also be a continuous responsibility. Quite often, attempts to review literature on effective schools have been made by a number of scholars. Clark and Lotto (1984) identified fifty-three variables related to effective schools. They categorized these variables into eight groups: (i) Program leadership direction (ii) Goals and standards of performance (iii) Characteristics of school learners (iv) Technical tasks of administration (v) School climate expectations (vi) Acquisition and allocation of funds and resources (vii) Staff personnel development, and (viii) Community relations. While it is evident that head teachers perform similar tasks, it is important to realize that what matters most is the quality of the tasks being executed to the overall well being of a school (Hersch, 1982 in Clark and Lotto, 1984). On the other hand, the researchers have also identified eight broad factors, which determine effective schools. These include clear academic goals, order and discipline, high expectation, teachers' efficacy, pervasive caring public, reward and incentives, community support and administrative leadership.

Within the school system, the supervisors are the school principal and vice-principal, and the department heads (senior teachers). Thus, the educational programs supervision manual of

Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MoE, 2002).

The roles of school principal in supervision

Accordingly, school principals are trained or empowered as instructional leaders, whose responsibilities would be: Facilitation and creating conducive environment in the school for running supervisory activities; Provisions of the necessary resources; Offer technical and/or professional assistance and guidance to teachers to enable them to realize instructional objectives; Conduct supervision classes whenever necessary; Promote the entire process by coordinating evaluation of teaching-learning process and the outcome through initiation of performance appraisals of staff members and eventually including local community at large; coordinating the staff members and other professional educators to review and strengthen supervisory activities (MoE, 2002b).

The roles of REB assigned supervisor

According to MoE (2012) the National Professional Standards Framework for school Supervisors comprises different units of competences outlining what school supervisors should know and be able to do. The units of competences are interconnected and interdependent. School supervisors are meant to support the development of the vision and strategic plans of schools. They have to understand, lead, mediate and serve the best interests of the community which resonate through the strategic vision, school culture, traditions and positive ethos they seek to promote across the school.

The document of the ministry states that School supervisors regularly required reviewing their practice and implementing change in their leadership and management approaches to suit the situation. They need to manage themselves well and use ethical practices and social skills to deal with conflict effectively; and be able to build trust across the school community and to create a positive learning atmosphere for students and staff and within the community in which they work. School supervisors need to understand the practice and theory of contemporary leadership and apply that knowledge in school improvement. They must have relevant knowledge of national policies, practices and initiatives as well as relevant federal and regional state legislation and agreements. School supervisors are able to promote, support

and create conducive environment for effective learning and teaching activities at schools. They should be able to create and maintain safe, inclusive and challenging learning environments and promote fair and equitable behavior management system (MoE, 2012).

The Roles of deputy principals in supervision

In practice, academic assistant principals are the core persons accountable to run the teaching learning process. In most of the cases, the school deputy principals are often assisted by the head persons in the team work of appraising the teaching staff.

The deputy principal is expected to handle the following responsibilities- first he/she gives an overall instructional leadership to staff members; second, checks preparations of lesson plans of teachers and conduct classroom supervision and ensure the practical implementations of lesson plans ; and finally ensures that the curriculum of the school addresses the needs of the local community (MoE, 2002a).

The Roles of department heads/ senior teachers in supervision

Senior teachers are expected to be with vital knowledge, ability and skills of the detailed activities in schools. That is, with respect to particular subject areas of their specialization as well as the general educational system acquired through long services/experience; within this frame work, the department heads/senior teachers are expected to have competence to supervise educational activities.

Therefore, the supervisory functions to be undertaken by the department heads/senior teachers are- identifying any instructional limitations of teachers in the classrooms and indicate solutions; realizing whether there are lack of abilities to manage students in the classroom teaching learning in their respective departments; identifying the student evaluation skill gaps of teachers; facilitating the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; advising teachers to use active learning in the classroom; to facilitate experience sharing programs; to coordinate evaluation of the departments' curriculum and organize workshops, conferences, seminars, etc, And tackling identified problems of the curriculum and; finally encouraging staff

members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MoE, 2002a).

2.2. Purpose of Supervision

Wanzare and Da Costa (2000) stated that the overarching purpose of supervision is to enhance teachers' professional growth by providing them with feedback regarding effective classroom practices. Supervisors can enhance these purposes by using a variety of supervisory strategies with different teachers just as effective teachers must employ a rich methodology to reach all their students.

There is a clear understanding that teachers have different backgrounds and experiences, different abilities in abstract thinking, and different levels of concern for others (Wiles & Bondi, 1996 ; Glickman et al.,1998; Beach & Reinhartz, 2000). Thus, effective supervisors must employ a framework that most appropriately matches the strategies to the context and the unique characteristics of the teacher. Matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work. Concise matching of supervisory approaches to individual needs and preferences is impossible, but more informed matching decisions can be made by considering different styles in supervision (Sergiovanni & Starrat,t 1998).

They have also stated that the reasons for conducting supervision will vary depending on the area supervisors' focus on. Supervision can be directed at two possible areas that relate to the classroom teachers. Supervision can be directed at the management of the environment in which the teacher is operating. When this aspect is the focus of supervision, the purposes may include the following: checking on the availability of teaching-learning materials; advising on the appropriateness of the teaching-learning materials in use- assessing staff levels and advising on the school climate; assessing the availability and quality of advising and support services available to the teacher.

When the focus shifts to the teacher as a professional operating in the classroom, some of the reasons for conducting supervision would be: providing feedback on teacher performance, identifying needs for staff development, identifying potential for promotion, conducting quality assurance checks, ensuring teacher motivation and morale, and Providing professional

support and guidance to the teacher. The ultimate objective of supervision is to improve the quality of teaching and learning Sergiovanni & Starratt (1998).

2.3. Instructional Supervision

According to Glickman, (1992), instructional supervision is the action that enables teachers to improve the quality of instructions for students and an act that improves relationships and meets both personal and organizational needs. Sergiovanni and Starratt , (2002) also describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for student's academic success. In view to provide real meaning to instructional supervision Sergiovanni and Starratt (2002) advocate for teachers involvement in instructional supervision, while Hoy and Miskel (1991) considered it as an opportunity for competent teachers to explore the ways for professional developments.

Several studies have examined duties of supervisors in schools and the need for effective supervision. For example, Koko (1998) cited in Dlamini (2007) found that effective supervision is measured by the ability to effectively prepare and train staff on the job. Staff development should be the concern of supervisors, to keep teachers abreast with the latest technologies. Keregero and Mthupha (1997) concluded that supervisors should motivate staff, recognize the success of teachers, and provide positive reinforcement. Nkambule (1998) cited in Dlamini (2007) found that years of teaching experience was a predictor of effective supervision. However, Obilade (1992) cited in Dlamini (2007) reported that, no significant difference was found between experienced supervisors and less experienced supervisors.

As Wiles and Bondi (1996), viewed that supervisors do more than merely observe teachers in the classroom; they engage in a wide range of activities that focus on the instructional lives of teachers. These activities include linking professional development to the efforts of supervision. Activities could include promoting peer coaching, action research, the development of teaching portfolios, study groups, critical friends, and other initiatives that make sense for the context of the school site.

2.3.1. Techniques of instructional supervision

All supervision plans needs to be organized based on the desired objectives using alternative options with teachers playing key roles in deciding which options best address their needs at a

given time. The organizing theme for their options is professional authority. To these end, one of the most recent models of supervision advocated more is reflective supervision Renihan (2002). Among the approaches utilized by this model are collaborative supervision, self-reflection, and inquiry-based supervision (otherwise called action research (Tracy, 1998). To carry out reflective practices and related aspects of professional growth, teachers require appropriate opportunities, supports, and resources Saskatchewan Teachers' Federation (STF), (2002).

The success of a school depends on supervision, which according to Glickman et al. (1998) in Brennen (2000), "is the function in schools that draws together the discrete elements of instructional effectiveness into whole-school action". This whole-school action must, therefore, involve the principal who is expected to take the lead in providing the kind of collegial atmosphere which makes for good governance and ultimately, good teacher instruction.

The principal, as facilitator, must be seen as the enlightened manager who believes in teachers and is willing to employ capable personnel who are serious about supervision and who will provide expert guidance in this area. The vision of any school is to provide effective instruction for students. To ensure that this takes place on a consistent basis, supervisors must work with teachers, in a non-threatening way, to move instruction from what it is (ineffective), to what it should be (effective), working with teachers in a collaborative way, and providing expert direct assistance to teachers (with the view to improving instruction), use.

2.3.1.1. Clinical supervision

Clinical supervision is a systematic, sequential, and cyclic supervisory process that involves the interaction between the supervisors and teachers. Goldhammer et al. (1993) stated that clinical supervision means that there is a face-to-face relationship of supervisors with teachers, though in the past it has been conducted at a distance, with little or no direct teacher contact. Methods of clinical supervision can include group supervision between several supervisors and a teacher, or a supervisor and several teachers Pajak (2002). One of the first advocates of clinical supervision, Cogan (1973) defined clinical supervision as: The rationale and practice designed to improve the teacher's classroom performance. It takes its principal

data from the events of the classroom. The analysis of these data and relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teachers' classroom behaviour. Tanner & Tanner (1987) provided a structure of clinical supervision that includes pre-observation conference, classroom observation, analysis and strategy, supervision conference, and post conference analysis.

Based on this structure, there are many phases in clinical supervision. The first is the planning conference or pre-conference, involving the supervisor and teacher. This phase focuses on: the reason and purpose for the observation; the focus of the observation; the method and form of observation to be used; the time of observation, and the time for post-conference. The second phase of the clinical supervision cycle is the actual observation of the teacher in the classroom. During this time, data is collected based on what the supervisor decided he/she should observe. Once the data is collected, analyses and interpretations are made. The third phase, which also involves deciding what approaches are to be used in phase 4; this the results of the observation session and formulating plans which will aid in improving future teacher is, post-conferencing. The fourth phase focuses on reviewing instruction. In addition, this exercise is intended to train the teacher in self-supervision techniques. In the final stage of the cycle, post-conferencing critique takes place. Both the supervisor and teacher analyze the first four phases of clinical supervision, and make adjustments where necessary, before the cycle begins again. This conference, though not necessarily a formal one, examines questions such as, what was valuable in what we did? What changes in strategies can be made?

To sum up, clinical supervision is a process that includes the ideas and voice of the teacher as he or she strives to meet his or her own educational goals in teaching and centres on self- and collegial evaluation, including input from students.

2.3.1.2. Collaborative supervision

Collegiality and collaboration are very important in modern schools. Fullan and Hargreaves (1996) observed that teachers in schools with collaborative cultures have greater confidence and commitment to improvement and professional growth. "Interns, beginning teachers, and individuals who are new to a school or teaching assignment may require a considerable

amount of support from their more experienced colleagues” STF, (2002). These colleagues have a professional and ethical responsibility to lend appropriate types of support upon request.

Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are also given to the supervision process in which learning, growing, and changing are the mutual focus for supervisors and teachers Beach & Reinhartz, (2000). Such approaches are developed for teachers and supervisors “to be better equipped to change the culture of teaching from a hierarchical, isolating atmosphere to collaborative culture that promotes learning and growth for everyone involved” Arredondo (1995).

Collaborative approaches are based on a process of “critical friend” Costa & Kallic (1993). A critical friend provides an assessment feedback to an individual – a student, a teacher, or an administrator - or to a group. A critical friend is a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person’s work as a friend. “A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward” and is an advocate for the success of that work. Reflective practices lie at the core of all collaborative approaches to supervision.

2.3.1.3. Self-Reflection

The context for education is ever changing. As a result, teaching should never be viewed as a static profession (STF, 2002). In response to changing circumstances, teachers have a professional responsibility, collectively and individually, to reflect on what is happening and why, as well, as the effectiveness of their current teaching practices. Thus, teachers can participate in collective reflection practices, such as peer coaching, cognitive coaching, or mentoring, as well as self-assessment reflective practices. Each teacher “has a responsibility to exercise her or his professional judgment in modifying and refining these practices so that students’ best interests will continue to be served” (STF, 2002).

Depending on teachers’ perceptions and values, a program of self-directed development Glatthorn (1990) can be the most effective for some teachers. Self-directed approaches are ideal for teachers who prefer to work alone or who, because of scheduling or other

difficulties, are unable to work cooperatively with other teachers. Sergiovanni and Starratt (1998) considered this option to be efficient in use of time, less costly, and less demanding in its reliance on others.

Reiman and Thies-Sprinthall (1998) noted that, the most important dimension of self-assessment is the ability to reflect on one's experience as a teacher. In order to improve instructionally, teachers learn to analyze their own classroom behaviour. Although an administrator or supervisor may facilitate the process, assessment of classroom performance begins with teachers who are developmentally ready. Teachers, therefore, need to have self-analysis skills to examine the various aspects of their instructional delivery system (Beach & Reinhartz, 2000).

2.3.1.4. Developmental Supervision

Another process of supervisory practice is referred to as developmental supervision Glickman et al., (1998). "Developmental supervision encompasses a number of tasks and skills that promote instructional dialogue and learning and teacher professional growth and development" Reiman & Thies-Sprinthall (1998). This model views teachers as individuals who are at various levels of professional growth and development. The supervisors are seen appropriately employing different leadership styles with different teachers and according to different circumstances. Within this framework, supervisors (as they interact with teachers) seek to foster thinking skills, which help in the analysis of classroom instruction and make teachers more aware of the many options for change (Beach & Reinhartz , 2000).

For Glickman et al., (1998), "instructional improvement takes place when teachers improve their decision making about students, learning content, and teaching", which is largely a process of adult learning through supervision. Developmental supervision is built on the premises that human development is the purpose of education. This model presupposes that as supervisors work with the teachers, they need to match their assistance to teachers' conceptual levels, and they also need to allow teachers to take charge of their own improvement. In addition, supervisors must be knowledgeable about and responsive to the development stages and life transitions of teachers.

2.3.1.5. Inquiry Based Supervision

It is a supervisory strategy, which brings teachers to work collaboratively to solve problems as in the form of action research. Therefore, the teacher is expected to work closely with the inbuilt supervisory in identifying problems and developing a strategy for its solution and in sharing the findings and conclusions. Emphasizing this, Loeper (1969) point out that” supervision and action research are the indispensable guardians of teachers growth”. Hence, it is suggested that if supervision is to help solve instructional problems, and improve the teachers’ professional skill in dealing with these problems-inquiry-based supervision is a preferable approach to employ together with the other approaches of supervision (Wakgari , unpublished doc.).

2.3.2. Principles of Instructional Supervision

In principle, instructional supervision follows sincerity, sympathy, open-mindedness, objectivity, creativity, inspiration, intellectuality, proportion and balance and respect for others (Tarrant & Newton, 1992).

In general, since supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers, it should be conducted frequently to maximize teachers’ competency and also should be collaborative activity. The basic principles of supervision, according to the MoE (1987 E.C) are:

Supervision is cooperative: To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize the problems and simultaneously do jointly for the improvement of quality education provision. This is also a continuous process.

Supervision is creative: Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.

Supervision should be democratic: Freedom should be given for every member to try and give his or her ideas freely. The supervisor is expected to consider various factors while doing his/her activities.

Supervision is attitudinal: To create favorable environment, supervisor is expected not only to give advice but also accept comments from teachers. He/she is expected to be responsible and ready to accept change.

Supervision is evaluative and a planned activity: Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, school administrators and parents to get information and should observe situations in the school.

2.3.3. Qualities of a Supervisor

The most important indicator for the quality of education is the quality of the teaching and learning taking place in the classroom. However, this cannot be materialized without having regular supervision of teachers' activities (MoE, A successful supervisor has a positive attitude). When the supervisors' attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the heads of the school and staff members alike prefer working with someone who has a positive attitude (Samuel, 2006).

According to Stadan (2000) a good school-based supervision supervisor should be approachable, good listener, very patient, and should be a strong leader. Moreover, supervisors also should have ability to motivate people as well as create a feeling of trust in others. The qualities mentioned above are used as a mechanism for achieving harmonious relationships between supervisors and those for whom they are responsible and for providing adequate communication systems between supervisors and teachers and between school departments and functions.

. A supervisor must be frank, honest and should be able to give proper advice to raise the standard of teaching and learning in schools. He must be strong willed, consistent and fair in dealing with other people. Adesina (1981) posited that supervisor should possess experience, have helpful attitude, genuinely enthusiastic about their job, and have zeal and vigor required to deal with problems occurring in schools.

2.3.3.1. Personal Attributes and skills

Improvement is a process of change and change needs leaders in order to occur in the proper way. *The Instructional Supervisor's Guide* (Ministry of Education 1998) asserts that a major characteristic of school supervision is that it is a “leadership process”. Instructional leadership was found as an underlying characteristic of effective schools (Glickman, et al. 1998; Sergiovanni & Starratt, 1993). Beach and Reinhartz identified the following qualities for the instructional leader:

1. A vision that guides the organization
2. Trust and the use of the interpersonal skills to work with others.
3. An ability to communicate.
4. Personal integrity and responsibility.
5. Diagnose, select procedures, and take risks.
6. Unite efforts with purpose. (Beach & Reinhartz 2000, in Abdulkareem , 2001).

Findings indicated the following major desired skills and attributes of internal instructional supervisors: (a) ability to lead by example; (b) high integrity; (c) knowledge about delegation; (d) knowledge about public relations; (e) supervisory skills; and (f) competence in teaching subjects. In addition, head teachers, as instructional supervisors, should be qualified and experienced teachers (Glickman et al., 2009;). According to Wanzare (2012), instructional supervision embraces all activities that are directed specifically toward establishment, maintenance, and improvement of teaching and learning process in schools. Additional research conducted by Wanzare , (2013), on education officers and headteachers in Kenya, also identified the following qualities for the instructional leader:

2.3.3.2 Ability to lead by example

According to Wanzare (2013), instructional supervisors should have the ability to lead by example by doing what they are supposed to do; practicing what they preach; giving people clear guidance; modeling the same behaviors they would expect in teachers; ensuring that their followers understand what is expected of them; and providing useful feedback and follow-up support. Individuals serving as instructional supervisors, especially head teachers, should be of high integrity and the right people for the job.

Internal supervisors of teaching and learning must be of high integrity and high caliber, who understand the social context in which supervision takes place. Without such qualities, their supervisory roles would not be regarded as credible by teachers Wanzare (2013), we should be extremely careful in identifying instructional supervisors.

2.3.3.3. Knowledge about delegation

Another attribute of instructional supervisors that received a great deal of attention from five of the interviewees was concerned with knowledge about delegation of duties and responsibilities. Commenting on this attribute, one education officer suggested that, "For heads of schools to be effective internal instructional supervisors, must be knowledgeable about delegation and public relations. Success of a school depends on teamwork involving sharing of duties, especially on areas of curriculum and instruction". instructional supervisors shall have the ability to foster teamwork that builds strong relationships among staff members and a strong knowledge base in public relations. As instructional supervisors it needs to promote team spirit, a sense of cohesiveness, and collegiality among staff. In this way, people can share duties and responsibilities very well (Wanzare, 2013) .

2.3.3.4. Supervisory skills

Instructional supervisors should possess appropriate supervisory skills. In recognition of centrality of school-based supervisors in facilitating teaching and learning, in built supervisors, particularly head teachers, need to be effective in promoting teacher performance and student learning, they must be equipped with supervisory skills. That is, it is such instructional supervisors who are likely to impact positively on teacher professional growth. Another attribute of internal instructional supervisors concerned with competence in their teaching subjects. Four teachers and two education officers specifically suggested that those appointed as head teachers should be well conversant with their subject areas to assist teachers effectively in those areas. It is also advised to have internal supervisors who know their teaching subjects thoroughly. They must also be competent and committed teachers in their respective areas of specialization so that they can offer meaningful advisory services, especially to new teachers (Wanzare, 2012).

2.3.3.5 Qualification and experience in teaching

According to Wanzare (2013), a final attribute of instructional supervisors proposed by some interviewees was concerned with qualification and teaching experience. As internal supervisors, they should be qualified teachers with adequate classroom teaching experience to promote instructional awareness and prompt change in teachers. For successful supervision of teaching and learning, the head of the school should be teacher number one and be able to demonstrate that he has adequate experience in the teaching profession. If this is achieved, teachers are likely to feel comfortable inviting the head teacher into their lessons; they will accept his visits to their classes.

2.4. The roles of School Based Supervision on Students' Achievement

In school based supervision, instructional supervision is an aspect of checking and evaluating educational inputs and outputs. In this process the act of teaching and learning is supervised to see if it is achieving the desired objectives. During this supervision, a subject is examined in relation to teaching methods applied, instructional materials available for use and the teacher himself in terms of qualification and training. By it the standard in each subject area is examined. At the same time academic inspection should follow the under-mentioned guidelines which takes care of input variables (Teacher), process variable (Teaching) and output variables (Achievement)(Nnabuo, 2004). Iheonunekwu (2003) cited in Babalola and Ayeni (2009) also state that each element in the input-process-output framework of education enterprise should be of an acceptable quality to ensure high quality in education. When the process of delivering the educational service is monitored, checked, encouraged and improved for efficiency and effectiveness, the end product would be of high quality. At this point, how learning is organized and checked, the content and quality of what is taught, the number of teaching hours and contact hours ascertained, assessment and graduation procedures are determined. After this input and process, the output is now evaluated to ascertain attainment and standards which determine their relevance and fitness have been realized.

Oghuvbu (2001) also stated that common determinants of effective supervision as: teachers and students working rigidly according to school time table, following school regulations, neat and decent environment, proper student management and disciplined students. In addition, there should be delegation of duties by school heads, and positive, cordial, social

and professional relationship among teachers. He suggests that there should exist well-prepared current records and research findings in the school which the supervisor can use to guide teachers' classroom practices.

In the SBS process plan and carrying out a range of professional growth opportunities designed to meet teacher's professional growth and educational goals and objectives at different levels. In doing that, beginning and experienced teachers have their own preferences and choices for various supervisory approaches such as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans (Beach & Reinhartz, 2000).

In this regard, school leaders' influence on student achievement is largely indirect. The emergent picture is that principals' indirect effects on their learning institution form complex but important impacts on student achievement because of their interactions with teachers and their efforts in shaping and managing the educational environment (Holloway, 2013).

Leaders will have an impact on their students when they focus their improvement efforts on those teacher emotions or dispositions known to have direct effects on teaching and learning in the classroom. Collective teacher efficacy, teacher commitment, organizational citizenship behavior, and teacher trust in others are among the variables on the Emotional path with the greatest potential to improve student achievement (Sun and Leithwood, 2015).

Relevant here is the view that in SBS an effective school is one that promotes high levels of student achievement for all students in the school where achievement in most studies is focused on the academic attainment of students Murphy (1990). It is no surprise, therefore, that up to recent times, academic emphasis and frequent monitoring of student academic progress has been viewed as important correlates of an effective school Al Waner (2005). It can be deduced that Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms. If the teacher is ineffective, students under the teacher's tutelage will show inadequate progress academically regardless of how similar or different they are regarding their academic achievement (Wright, 1997).

2.5. Challenges in School Based Supervision Practices

Goals of education can only be achieved with well organized school system that would ensure all aspects of school life that are well articulated and effectively coordinated. There is need for check and balance by regular effective supervision or inspection (Ochuba, 2008).

It was researched that there are several potential difficulties that affect the effectiveness of school based supervision. This includes various skills, obstacles, related staff morale, staff turnover, and staff diversity (Caruso & Fauueet, 1986, cited in Kedir, 2011).

Furthermore, a research that was conducted by Gashaw (2008) in Berhane (2014) on the practices of instructional supervision shows that the current instructional supervision practices has exposed to multiple problems such as; lack of adequate professional support to newly deployed teachers; less frequent classroom visits to enrich teachers instructionally and peer coaching by instructional supervisor; focus of supervisors on administrative matters than on academic issues (supporting and helping teachers); and less mutual professional trust between supervisors and teachers (Berhane , 2014).

The major challenges which may affect the roles of school based supervision are lack of training, inadequacy of resource, loose collaboration among teachers and work load of supervisors are discussed as follows:

2.5.1. Lack of Training

Supervisors have to be trained on current instruction, professional, curriculum development areas and instructional leadership areas to influence their supervisees for instructional improvement. Carron & Degruwe (1997) believe that whatever pattern of requirement & promotion procedures supervisors need regular training but they are seldom provided with pre services or in-service trainings. Supervisors have to keep themselves up- to-date in order to play their supervisory roles effectively.

In similar manners ILO (1980) suggests that, training helps supervisors to improve their performance by teaching the basic knowledge & techniques demanded by the job & by improving the personal skills needed to do it and develop the supervisor's capacity to accept & fulfill new responsibilities arising from technical & other changes which might affect his/her role.

2.5.2 Inadequacy of Resource

It is difficult to think about effective supervisory practices without financial, human & material resources as inadequacy of resource hampers the supervisory practices. In line with this idea MoE (1994) listed the major problems of supervision in relation to the Ethiopian context as: shortage of time, ineffective transport system, inefficient fund, and lack of qualified supervisory personnel who facilitates the teaching learning process.

2.5.3. Lack of Collaboration

Educational researchers like, Blase and Blasé (1999) Dufour (2004) Sergiovanni and Starrat (2007) suggest that supervisors should provide time and opportunities for teachers to collaborate with one another for the purpose of improving their instructional strategies and skills. Dufour describes collaboration as a systematic process in which teachers work together to analyze and implement their classroom practices to improve instruction. He suggests that formal teams must have time to meet during the week day and throughout the school year. Sergiovanni on his part describes that Promoting collaboration among teachers is an important way that helps schools towards the improvement of the teaching and learning process. Blase and Blasé also argue that collaboration results in teacher motivation, self esteem, efficacy and reflective behavior such as risk taking, instructional variety and innovation.

According to Glickman (1990), in collaboration both the supervisor and teacher mutually negotiate the plan of action and views of both parties are included in the final plan of action for instructional improvement. Sergiovanni and Starrat (2007) also argue that the existence of high level collaboration among teachers, and between teachers and principals and students is characterized by mutual respect, shared work value, cooperation and specific conversation about teaching and learning. The importance of collaboration in the improvement of teaching practices is also discussed by Glathorn (1998) cited in Adamu (2014) as follows: Collaboration includes professional dialogue, curriculum development, peer observation and feedback and action research. The author emphasized that in collaboration teachers get the opportunity to plan, design, conduct research, evaluate and prepare teaching materials together. Besides, teachers engage in frequent, continuous, and increasingly concrete discussions about their teaching practices, frequently observe one another and provide useful critiques on their teaching practices.

2.5.4. Work Load

School supervisors are administrators, managers and instructional supervisors by virtue of their position. However, they may give priority to their administrative duties and may not have sufficient time to carry out supervisory activities. To confirm this, (De Grauwe, 2007) states that when a choice is to be made between administrative and pedagogical duties, the latter suffers. De Grauwe contends that supervisors may focus on administrative rather than pedagogy, because they have much power over administrative decisions. The author conceives that this situation is worse in developing countries than developed ones, because the latter can afford to employ several staff and as a result, the work load of each officer becomes less heavy and responsibilities become much clearer.

In her research (Bays, 2001) also found that, principals perform duties in areas of management, administration and supervision. As they are seen moving from one type of activity to the other throughout the day, she described the separation of the functions as an ‘artificial’ activity for the principals she observed. According to her, administrative and management issues took much of the principals’ time and energies. As a result, they hinder the principals from providing direct supervision to teacher.

2.5.5. Teachers Perception

Instructional supervision aims at improving the quality of education by improving the teachers’ effectiveness. As Fraser cited in Lilian (2007) cited in Berhane (2014), the improvement of the teaching-learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. To sum up, teachers perception of supervision is a key factor in instruction that had direct and indirect impact on teachers’ effectiveness. Since the objective of supervision is to improve teachers’ competence, it is important to consider teachers’ perception of supervision.

2.5.6. Lack of adequate training.

School based supervisors’ need continuous and sufficient training to discharge their duties and responsibilities effectively. In this context, there is no training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing

their job. The supervisors working in our schools are merely educational professionals who were trained in educational leadership, educational planning and management and none are trained to be supervisors.

2.5.7. Inseparable views to supervision and inspection

Even though these concepts are quite different, most school teachers view them inseparably. Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. Supervision is essentially the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals Ogunsaju (1983) in Onasanya.(n.d.). Supervision in school therefore is a vital process and combination of activities which is concerned with the teaching and improvement of the teaching in the school framework. Differences between Inspection and Supervision- Inspection could be described as the critical examination and evaluation of a school as a place of learning and rather considered by many as fault finding endeavor (Ojelabi, 1981 in Onasanya, (n.d.)).

3. RESEARCH METHODOLOGY

3.1. Description of the Study Area

This study was conducted in Harar, an old historic state located about 520 kilometers to the East of Addis Abeba. Harar is an eastern city in Ethiopia and is the capital of the modern Harari ethno-political divisions (or *Kilil*), one of the nine regional states structuring the Ethiopian federal government (FDRE, Constitution, (1994). Based on the 2007 Census result of the Central Statistical Agency of Ethiopia (CSA), Harari region has a total population of 183,344, of whom 92,258 were men and 91,086 women; 99,321 or 54.17% of the population were urban inhabitants. For the entire region 46,169 households were counted, which results in an average for the region of 3.9 persons to a household, with urban households having on average 3.4 and rural households 4.6 people. Ethnic groups in the region include the Oromo (56.41%), Amhara (22.77%), Harari (8.65%), Gurage (4.34%), and Argoba (1.26%). The religious composition was that 69% were Muslims, 27.1% were Orthodox Christians, 3.4% Protestants, 0.3% Catholics, and 0.2% followers of other religions. There are four public secondary schools and 27 second cycle primary schools; in the Harari state the adult literacy for men was 78.4% and for women 54.9%; and the Regional infant mortality rate was 66 infant deaths per 1,000 live births, which is less than the nationwide average of 77; at least half of these deaths occurred in the infants' first month of life. The CSA estimated in 2005 that farmers in Harari had a total 31,730 head of cattle (representing less than 0.1% of Ethiopia's total cattle), 3,440 sheep (less than 0.1%), 26,910 goats (0.21%), 6,320 asses (0.25%), 31,430 poultry of all species (0.1%), and 670 beehives (less than 0.1%) (Abdulwasi, 2009; CSA, 2007 & 2004; Harari Regional Government, 2010; WFP-Ethiopia, 2009).

The city has five urban woredas and 19 semi-urban peasant associations. For centuries, Harar has been a major commercial center, linked by the trade routes with the rest of Ethiopia, the entire horn of Africa, the Arabian Peninsula and through its ports to the outside world (UNESCO 2006). According to the (UNESCO, 2006), the city is considered as “the fourth holy city of Islam” with 82 mosques, three of which date from the 10th century, and 102 shrines.

3.2. Research Design

The research design used in this study is a descriptive survey design. The design used a quantitative research method which is a method that gathers and analyzes numerical data to describe the SBS practices used, perceptions of teachers regarding principals' instructional leadership practices and the relationship between SBS practices and students' achievement. Quantitative research is "a type of educational research in which the researcher decides what to study; asks specific, narrow questions; collects quantifiable data from participants; analyzes these numbers using statistics; and conducts the inquiry in an unbiased, objective manner" (Fischler, n.d). The study used questionnaire and structured interviews that commonly used by social surveys (Miller and Brewer cited in Bell,2004). This research design helped answer the three research questions. In the first question, the ways in which the current SBS practices enhance students' academic achievement in the Public Secondary Schools in the Harari Regional State were identified. For the second question, the efforts supervisors exert in maximizing teachers' performance to increase their students' achievement were sought. For the third question, the challenges encountered in implementing SBS in terms of supporting students' academic achievement were statistically analyzed.

3.3. Sample Size and Sampling Procedures

3.3.1. Population

There are four first cycle public secondary schools in the Harari Regional State. Since the area of the region is small, the researcher included all of these four secondary schools. Thus, available sampling technique and stratified random techniques were used to consider respondents and target schools.

3.3.2. Sample

The teacher population of the four public secondary schools was 213 males and females. Out of the teacher population 139/213 or 65% were randomly selected by using the formula: $n = \frac{N}{1 + N(e)^2}$ (Watson, 2001). That was done in order to give equal chance for being selected as

sample respondents. All (100%) four Principals, four Deputy Principals and four supervisors were taken from each school.

3.3.3. Sampling Technique

The study used available sampling for the selection of schools, principals, vice principals and REB supervisors. That was mainly due to the researcher's conviction to address all targets in the region. The target samples of teachers and department heads were selected by using stratified random sampling as is indicated in the following table 1.

Table1: List of participants and the sampling technique used for selection

N o	Name of School	Principal		Vice-Principal		Department Heads		Teachers		School inbuilt Supervisor	
		P	S	P	S	P	S	P	S	P	S
1	Abadir Sec. School	1	1	1	1	12	12	41	27	1	1
2	Hamaresa Sec. School	1	1	1	1	12	12	29	19	1	1
3.	Harar Sec. School	1	1	1	1	12	12	106	69	1	1
4.	Shakib Sec. School	1	1	1	1	12	12	37	24	1	1
5	Total	4	4	4	4	48	48	213	139	4	4
6	% of Sample size	100%		100%		100%		65%		100%	
7	Sample Technique	Available Sampling		Available Sampling		Available Sampling		Stratified Random Sampling		Available Sampling	

Key: P= Population; S= Sample;

The sampling technique is used the formula: $n = \frac{N}{[1+N(e)^2]}$ (Watson, 2001).

Where: N= Total population; n= Sample size; e = 0.05 (error).

Table 2: Socio-demography of Teachers and Department Heads

Variable	Value	Frequency	Percent	Cumulative Percent
Sex	Male	98	70.5	70.5
	Female	41	29.5	100.0
	Total	139	100.0	
Primary Responsibility	Teaching	91	65.5	65.5
	Department head and Teaching	48	34.5	100.0
	Total	139	100.0	
Educational Qualification	Degree	139	100.0	100.0
Field of Specialization	Afaan Oromo	9	6.5	6.5

	Amharic	12	8.6	15.1
	Applied	2	1.4	16.5
	Biology	22	15.8	32.4
	Chemistry	15	10.8	43.2
	Civics & Ethical Ed.	10	7.2	50.4
	English	15	10.8	61.2
	Environmental Sc	4	2.9	64.0
	Geography	9	6.5	70.5
	Harari Lang.	2	1.4	71.9
	History	9	6.5	78.4
	Mathematics	14	10.1	88.5
	not defined	6	4.3	92.8
	Physics	9	6.5	99.3
	Sport	1	.7	100.0
	Total	139	100.0	
Teaching Experience in Years	0-5	59	42.4	42.4
	6-10	24	17.3	59.7
	11-15	8	5.8	65.5
	16-20	11	7.9	73.4
	21-25	12	8.6	82.0
	26-30	11	7.9	89.9
	30 and above	14	10.1	100.0
	Total	139	100.0	

3.4. Data Gathering Instruments

3.4.1. Questionnaire

Questionnaire with close and open ended questions were adapted as a primary tool of data collection. The questionnaires with 24 question items were used to address school department heads/members of the school curriculum committee (48), subject teachers (91), Principals and vice principals (8) and in built school supervisors (8) separately. Accordingly, the 5 point Likert type scale items was adapted to all groups of respondents as close ended questions. It also include open ended items in order respondents could write their feelings and additional views as needed. As mentioned earlier, Questionnaires adapted from ‘‘*Ethiopian National Professional Standards Framework for School Supervisors.*’’ (VAL-ED to assess school leaders’ effectiveness, 2009; MoE, 2012). The first three questions of the items were about demographic characteristics of the respondents. The close ended questions were based on the

Likert type five scaled questions (refer Appendices A to C) teachers and head teachers; principals and vice principals; and in built supervisors were made to give their responses: on three focal areas. These were, a) the extents of the supervisory roles rendered for teachers to enhance students achievements; b) Principals' and Vice-principals' effort in maximizing teachers' performance; and c) identify the major challenges encountered in the process of School Based Supervision. On the opened questions however, respondents were asked to write and give additional rational suggestions on whether they believe in the contribution of SBS for the best of students learning; state if they have any additional points as their challenges, the roles and support played by in-built supervisors in maximizing students' achievement and on whether or not teachers are encouraged to make self evaluations for helping the instructional process.

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3.4.2. Focus Group Discussion

For the focus group discussion phase of the study, data were collected from school curriculum committee, which consists of school principals, deputy principals, department heads, and inbuilt supervisors of the four secondary schools. The focus groups was chosen because it is less time consuming than conducting numerous individual interviews, and it facilitates the collection of a large amount of data from many respondents simultaneously (Daymon & Holloway , 2002). It is a popular method of obtaining information and opinions. It can

provide insight into issues that cannot be covered through surveys or interviews. Focus group is a good method to get people involved in this assessment process by having it provide input on a topic. The method also increases the quality and richness of the data as group members are stimulated by the perceptions and ideas of others within the social environment in which the group is situated (Daymon & Holloway, 2002).

3.4.3. Documents

Documentary sources that provide background information about students' achievement is another source of data. Since SBS's effectiveness is assessed in terms of students' academic achievement, Student's records, such as Ethiopian General School Leaving Certificate Examination (EGSCE) results of four years were reviewed.

3.5 Procedures of the Study

The researcher obtained a letter from Haramaya University for facilitating the task of the researcher in Harari Regional state. This letter was important of great importance to contact the target schools, facilitate tasks, and get easy access to participants. After having approval from the authorities the researcher distributed questionnaires to teachers, principals, deputy principals, supervisors and teachers in four public secondary schools in Harar. The process of distribution of questionnaires to all targeted schools in the research sample and collection took one month.

3.6. Method of Data Analysis

Depending upon the major and specific objectives of the proposed study, the contribution of SBS on students' achievement and school leaders' effectiveness, the data gathered by different tools were discussed and analyzed by using both quantitative and qualitative (mixed) ways. The researcher read through the transcribed data thoroughly to get a clear picture of it so as to be able to segment it into coherent themes (Daymon & Holloway, 2002). This also enabled the researcher to identify data segments that are critical in addressing the specific research questions.

The data from questionnaire and focus groups were segmented and coded in line with the number of issues that are introduced to show the contribution of SBS on students' achievement in secondary school of Harari Regional state. Data from both sources were

segmented into positive factors and negative factors' contribution on students' achievement. The numbered points were then grouped into main the themes. The main themes emerged on the views of respondents on the issues that are established to identify SBS effect in enhancing students' academic achievement were analyzed consequently. And then, all the codes were put on a master sheet and the frequencies were noted to help rank the themes and issues according to their importance. That was done by using the SPSS version 20.

Then, based on the F-test the categories were compared among themselves to show emerging patterns of relationships between SBS practiced in schools and students' achievements. The relationships analysis included cause-effect, association and rationale for the relationships. At the end the findings were presented by using result indicating tables supported by respective discussions.

3.7. Ethical Considerations

Distributing the questionnaires followed official processes which started by obtaining the approvals from the authorized parties (zone superintendent and school leaders). The questionnaire cover briefed the research purpose to the participants and explained the questionnaire. Participants were aware that their participation in filling the questionnaire was voluntary and at any time they could refuse participation. They were told that there would not be any negative impact on them. Moreover, they were told that all disclosed information would be kept confidential and all identities would be kept anonymous.

4. RESULTS AND DISCUSSION

The purpose of this study was to identify the role of SBS on students' achievement and see the ways in which instructional supervisions are implemented in secondary schools in four public first cycle secondary schools (Grades 9 & 10) in the Harari Regional State. The respondents of the study comprised of 4 principals, 4 vice principals 48 Department heads, 91 teachers; and 4 in built supervisor which were selected and represented from the universal population.

4.1. Results

Three different types of close and open ended questionnaires were taken by slight adaptations based on the guidelines Standardized scale VAL-ED (*User's Guide (2009)*) for assessing leaders' effectiveness and '*Ethiopian National Professional Standards Framework for School Supervisors*' (MoE, 2012). Analysis of the open ended questions, a guide for Focused Group Discussions (FGD) and document analysis on students EGSCCE results were used to address respondents respectively. This section presents the findings analyzed by quantitative and qualitative statistical methods and by using the SPSS version 20 in accordance to the three basic research questions of the study. The term "supervisor" in this study is used to refer to in-built lead teachers who are often delegated from among lead teachers by the curriculum committee of the school. It does also refer to the principal and his/her assistants since all the aforementioned are members of the schools' leadership.

Studying the effect of leadership on student results in general and the roles of supervision in particular is said to be a difficult but smart task for educators. Leithwood *et al.* (2004) have discussed that available evidence about the size and nature of the effects of successful leadership and supervision on student learning justifies two important claims: 1) leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. This evidence supports the present widespread interest in improving leadership/supervision as a key to the successful implementation of large-scale reform; and 2) Leadership/supervisions' effects are usually largest where and when they are needed most. Many other factors may contribute to such turnarounds, but leadership/supervision is the catalyst.

As stated above, point to the value of changing, or adding to, the leadership capacities of underperforming schools as part of their improvement efforts or as part of school reconstitution.

One should have this in mind in all his/her efforts in the area of inquiring the effects of SBS and students' achievement. It is the deep conviction of the researcher that the data gathering tools and the procedures and data analysis used in this study would hereby comply with the above issues.

4.1.1. How does SBS contribute to enhance students' academic achievement in the Public Secondary Schools in the Harari Regional State?

The above research question was asked to inquire the role of supervisors and their contributions in maximizing teachers' performance in order to increase their students' achievement. To consider this question response given to close ended question items in Appendix A were used.

In total, 139 respondents - namely (91) teachers and (48) department heads were asked to describe their reactions on the extent of Supervisory roles rendered to teachers in their respective schools.

The finding in Table 3 below was presented by the descriptive statistics on respondents' numbers, Mean and Standard Deviation (SD) and Standard Error of the mean (SEM).

Table 3. The extent of supervisory roles rendered to teachers

Item questions on the extent of supervisory roles rendered to teachers	Res	Mean
1.Work collaboratively and committed	Teacher	3.32
	Dept H	3.20
2.Utilize competent, qualified & advanced experience sharing	T	3.20
	DH	3.10
3.Implement clinical (face to face) instructional supervision	T	3.19
	DH	3.02
4.Organize teachers for peer (collegial) supervision	T	2.98
	DH	3.02
5.Work with teachers to use & interpret observation data	T	3.21
	DH	3.23
6.Encourage and design focused interventions to enhance student learning in targeted areas.	T	2.98
	DH	3.13
7.Encouraged to analyze, individually and collectively, student work and use	T	3.13

the data to address learning need	DH	3.35
8.Create conducive environment for the self actualization of staff to support higher students' learning achievements	T	3.00
	DH	3.17
9.Organize the observation data into clear discipline for feed- back to the teacher in order to bring change in effective classroom teaching	T	3.08
	DH	3.10
10.Encouraging teachers to make continuous reflection and inquiry for the betterment of classroom instruction	T	2.93
	DH	3.02

As shown in Table 3 above, teachers have rated themselves higher in the first three items: in item 1 the supervisory roles rendered to teachers has made them to work collaboratively and committed to their work (M=3.32); in item 2 supervisory roles had helped to utilize competent, qualified & advanced experience sharing (M=3.20) and thirdly in item 3 that stated it had enabled to implement clinical (face to face) instructional supervision (M=3.19) while the ratings of department heads for all the 3 items is lower (M= 3.20), (M=3.10), and (M=3.02).

Since, these items were rated based on the Likert type items with scores SA=5; Agree=4; Undecided=3; Disagree=2 and Strongly Disagree=1, the above ratings are calculated from a score of 5.00 points.

However, as seen in Table 3 above, in the remaining 7 question items department heads have rated themselves in relatively higher mean scores. Item nos. 6, 7, and 8 need worth nothing.

Among other things, Department Heads rated themselves by the item question 6 that indicated supervisory roles rendered had encouraged and helped them design focused interventions to enhance student learning in targeted areas (M=3.13) for item 7 the supervisory roles had encouraged to analyze, individually and collectively, student work and use the data to address learning need (M=3.35) and in item 8 the supervisory role had created conducive environment for the self actualization of staff to support higher students' learning achievements are some of the items in which Department Heads rated themselves higher in the mean scores (M=3.17).

A one way ANOVA, *F test* was conducted to test the relationship between SBS and student achievement. For so doing, it was assumed that the groups represent different levels of a single theoretical variable since all respondents were selected from 4 different 1st cycle public

Secondary Schools (grades 9 & 10) in Harar. This is called a *one-way ANOVA*. The teachers sample mean and Department Heads *sample* mean were compared. The level of significance was set at .05. Just like was stated by Weiss (2006) this study used one way ANOVA since it relies on *Tests of Between-Subjects Effects*.

For example in the ten items whose Descriptive statistics was discussed earlier, the F ratio of item one, i.e., difference exists in the roles of supervisors in making teachers work collaboratively and making teachers committed to their work. The SS variance squared or (SD), the Mean Score computed for between groups at ($df=1$, 137) respectively ; at Significance level =0.05; Computed between group (critical value of $F=.001$).

Table 4. ANOVA Table for extent of supervisory roles rendered to teachers

Source	Df	SS	MS	F
Between Groups	1	.001	.001	.001
Within Groups	137	158.07	1.154	

(F at $df = 1, 137$) at alpha 0.05 the observed $P = 3.06$

Since the computed value of F i.e., 0.001 is less than the observed F value $P=3.06$ the H_0 is accepted. In other words since the computed (critical value) of F i.e., 0.001 is lesser than the observed $P =3.06$, at $df (1,137)$ respectively at 0.05 significance level, we accept the existence of difference or there is significant difference in the supervisory efforts exerted on teachers in making them work collaboratively and committed to their work.

In similar manners, from the SPSS results presented in the following Table 5 about the Sum of squares (SS), *df*, mean square (MS), and F test result (ANOVA) of responses of teachers and Head teachers about extent of supervisory roles rendered to them and its effect on students' performance, the following summary of inferences are given.

Table 5. The extent of supervisory roles rendered to teacher and head teacher

The extent of supervisory roles rendered to teachers		SS	df	MS	F	P value
1.Work collaboratively and committed	BG	.001	1	.001	.001	.974
	WG	158.07	137	1.154		
2.Utilize competent, qualified & advanced experience .sharing	BG	.276	1	.276	.186	.667
	WG	202.92	137	1.481		
3.Implement clinical (face to face) instructional supervision	BG	.866	1	.866	.628	.429
	WG	188.80	137	1.378		
4.Organize teachers for peer (collegial) supervision	BG	.058	1	.058	.047	.828
	WG	166.94	137	1.219		
5.Work with teachers to use & interpret observation data	BG	.013	1	.013	.010	.921
	WG	179.51	137	1.310		
6.Encourage and design focused interventions to enhance student learning in targeted areas.	BG	.679	1	.679	.592	.443
	WG	157.21	137	1.147		
7.Encouraged to analyze, individually and collectively, student work and use the data to address learning need	BG	1.553	1	1.553	1.64	.202
	WG	129.40	137	.945		
8.Create conducive environment for the self actualization of staff to support higher students' learning achievements	BG	.873	1	.873	.838	.362
	WG	142.67	137	1.041		
9.Organize the observation data into clear discipline for feed- back to the teacher in order to bring change in effective classroom teaching	BG	.023	1	.023	.019	.891
	WG	170.94	137	1.248		
10.Encouraging teachers to make continuous reflection and inquiry for the betterment of classroom instruction	BG	.237	1	.237	.221	.639
	WG	146.58	137	1.070		

Notes the abbreviations denote BG - between group and WG- within groups

Summary of Inferences on the table: Since the computed F ratio or critical values in the above Table 5 for the 10 questions are Q1=0.001, Q2=0.186, Q3=0.628, Q4=0.047, Q5=0.010, Q6=0.592, Q7=1.64, Q8=0.838, Q9=0.019, and Q10= 0.221 respectively. There is no stance to deny or reject the claims that there exist differences between the groups of teachers and department heads.

As indicated earlier, there is no significant relationship since the computed P values are greater than the observed P values. Accordingly, at (df= 1, 137) the observed P was found to be P=3.06. The computed F ratios or value for all the 10 questions in the above table are all less than the observed P=3.06.

4.1.2. What are the challenges encountered in implementing SBS in terms of supporting students' academic achievement?

To give answers to the research question sought on identifying the type and presence of challenges, teachers, head teachers, principals, vice principals and supervisors were asked to give their ratings by using Likert type items with five scaled items.

Result on challenges encountered by Teachers and Head

The other research questions of this study were aimed at identifying the presence of challenges in the process of implementing SBS. To attain this objective, five scaled Likert type statements related to challenges were given for all respondents, namely teachers, head teachers, principals, vice- principals, and in built supervisors. In this section, self ratings of respondents were presented. As shown in Tables 5 below, result of the teachers and head teachers' counts (number of respondents) and the percentage computations were presented. Each question is followed by five scaled items ranging from Strongly Disagree (1) to Strongly Agree (5)

Table 6. Cross-tabulation of challenges of Teachers and Department Heads

			SD	D	M	A	SA	Total
1 There is a clear sense of co-operation and common understanding towards supervision activities among teachers.	Teachers	Count	8	21	32	22	8	91
		% of Total	5.8%	15.1%	23.0%	15.8%	5.8%	65.5%
	Department head	Count	5	8	19	13	3	48
		% of Total	3.6%	5.8%	13.7%	9.4%	2.2%	34.5%
Total		Count	13	29	51	35	11	139
		% of Total	9.4%	20.9%	36.7%	25.2%	7.9%	100.0%
2 Supervisors do have high experience on the practice of school based supervision	Teachers	Count	6	31	22	21	11	91
		% of Total	4.3%	22.3%	15.8%	15.1%	7.9%	65.5%
	Department head	Count	7	12	11	10	8	48
		% of Total	5.0%	8.6%	7.9%	7.2%	5.8%	34.5%
Total		Count	13	43	33	31	19	139
		% of Total	9.4%	30.9%	23.7%	22.3%	13.7%	100.0%
3 Supervisors have not taken relevant trainings	Teachers	Count	3	24	24	23	17	91
		% of Total	2.2%	17.3%	17.3%	16.5%	12.2%	65.5%
	Department head	Count	2	10	15	12	9	48
		% of Total	1.4%	7.2%	10.8%	8.6%	6.5%	34.5%
Total		Count	3	24	39	35	26	139
		% of Total	2.2%	17.3%	28.1%	25.2%	18.7%	100.0%
4 The supervisors do not spent much time with classroom activities and administrative tasks	Teachers	Count	10	20	27	30	4	91
		% of Total	7.2%	14.4%	19.4%	21.6%	2.9%	65.5%
	Department head	Count	5	11	14	14	4	48
		% of Total	3.6%	7.9%	10.1%	10.1%	2.9%	34.5%
Total		Count	15	31	41	44	8	139
		% of Total	10.8 %	22.3%	29.5%	31.7%	5.8%	100.0%
5 Teachers are resistant against the supervisory activities	Teachers	Count	4	25	20	32	10	91
		% of Total	2.9%	18.0%	14.4%	23.0%	7.2%	65.5%
	Department head	Count	5	11	5	22	5	48
			3.6%	7.9%	3.6%	15.8%	3.6%	34.5%
Total		Count	9	36	25	54	15	139
		% of Total	6.5%	25.9%	18.0%	38.8%	10.8%	100.0%
6 Teachers perceive supervisors as a fault finder rather than assisting them	Teachers	Count	8	19	25	29	10	91
		% of Total	5.8%	13.7%	18.0%	20.9%	7.2%	65.5%
	Department head	Count	4	8	23	8	5	48
		% of Total	2.9%	5.8%	16.5%	5.8%	3.6%	34.5%
Total		Count	12	27	48	37	15	139
		% of Total	8.6%	19.4%	34.5%	26.6%	10.8%	100.0%

Supervisors' experiences were the next area that was sought to be asked. With regard to the

response obtained 56 (40.3%) of the respondents were either strongly disagreed or disagreed the statement said “supervisors do have high experience on the practice of school based supervision” while 33(23.7%) are undecided/Moderate; and 31(22.3 %) agreed. This showed that many of the respondents rejected the existence of high experience among supervisors.

To the third item asked to check whether Supervisors have not taken relevant training it was found that 27(19.5%) strongly disagreed or disagreed their not taking the training; 39(28.1%) were uncertain to decide while 61 (43.9%) of respondents agreed or strongly agreed that means more of the respondents accepted or approved lack of relevant training among supervisors.

For the fourth item, 46 (33.1%) of the respondents either strongly disagreed or disagreed with ideas that said supervisors do not spent much of their time on classroom activities and administrative tasks; 41(29.1%) were found to be uncertain while 52 (37.5%) of respondents agreed or strongly agreed that supervisors do not spent much of their time on classroom activities and administrative tasks.

To the fifth item that was asked to check whether “Teachers are resistant against supervisory activities” about 45 (32.4%) respondents strongly disagreed or disagreed and 25(18.0%) were undecided while the rest 69 (49.6%) of respondents agreed or strongly agreed. That means larger number of teachers and department heads approved the presence teachers’ resistance against the supervisory activities.

As shown in item 6 of Table 6 below respondents were made to self- rate themselves and indicate their notions on how “Teachers perceive supervisors as a fault finder rather than assisting them”. Accordingly, it was found that 39 (28.0%) of the respondents strongly disagreed or disagreed; 48(34.5%) were uncertain and the rest 52 (37.5%) of them indicated their agreement, i.e. they accepted the idea that said teachers perceive supervisors as fault finders rather than assisting them.

Table 6. Cross-tabulation of challenges of Teachers and Department Heads

			SD	D	M	A	SA	Total
7 There is lack of relevant supervision manual in the school	Teachers	Count	3	17	44	19	8	91
		% of Total	2.2%	12.2 %	31.7%	13.7 %	5.8%	65.5%
	Department head	Count	3	5	18	16	6	48
		% of Total	2.2%	3.6%	12.9%	11.5 %	4.3%	34.5%
Total		Count	6	22	62	35	14	139
		% of Total	4.3%	15.8 %	44.6%	25.2 %	10.1%	100.0 %
8 There is insufficient allocated budget for the supervisory program in the school.	Teachers	Count	3	16	17	26	29	91
		% of Total	2.2%	11.5 %	12.2 %	18.7%	20.9 %	65.5%
	Department head	Count	5	4	11	15	13	48
		% of Total	3.6%	2.9%	7.9%	10.8%	9.4%	34.5%
Total		Count	8	20	28	41	42	139
		% of Total	5.8%	14.4 %	20.1 %	29.5%	30.2 %	100.0 %
9 There is lack of follow up of the activities of teachers by the supervisors.	Teachers	Count	3	8	26	37	17	91
		% of Total	2.2%	5.8%	18.7 %	26.6%	12.2 %	65.5%
	Department head	Count	3	5	9	23	8	48
		% of Total	2.2%	3.6%	6.5%	16.5%	5.8%	34.5%
Total		Count	6	13	35	60	25	139
		% of Total	4.3%	9.4%	25.2 %	43.2%	18.0 %	100.0 %
10 No trust and positive communication exists between the supervisor and the teacher	Teachers	Count	5	17	23	30	16	91
		% of Total	3.6%	12.2 %	16.5 %	21.6%	11.5 %	65.5%
	Department head	Count	3	12	10	14	9	48
		% of Total	2.2%	8.6%	7.2%	10.1%	6.5%	34.5%
Total		Count	8	29	33	44	25	139
		% of Total	5.8%	20.9 %	23.7 %	31.7%	18.0 %	100.0 %

The result of item eight in table 6 above, lack of sufficient allocated budget for SBS was reported to be moderate by 28(20.1%); Agree by 41(29.5%) and Strongly Agreed by 42(30.2%) of respondents. That means most of respondents approved “lack of sufficient allocated budget for SBS” as a challenge.

SBS needs consistent feedback and follow up of teachers' ongoing activities. Having this in mind, in item nine of table respondents were made to express their responses on lack of follow up and feedback to teachers. Accordingly, 35 (25.2%) indicated moderate; 60 (43.2%) Agreed and 25 (18.0%) Strongly agreed that lack of follow up on the part of supervisors on teachers activities are the existing challenges.

The final question in table 6 was asked to assess whether respondents indicate their ratings on "No trust and positive communication exists between the supervisor and the teacher". As shown in the table, 37 (26.7%) indicated strongly disagree or disagree; 33 (23.7%) Indicated moderate; 44 (31.7%) agreed and 25 (18.0%) strongly agreed.

Result on challenges encountered by School Principals and Deputy School Principals

Similar to the above discussions, self ratings of school principals and deputy school principals were presented. As shown in Tables 7 below, result of the school principals and deputy school principals' counts (number of respondents) and the percentage computations were presented. Each question is followed by five scaled items ranging from Strongly Disagree (1) to Strongly Agree (5). As noted in the tables 7:

Table 7. Cross-tabulation of challenges of School Principals and Deputy Principals

Primary Responsibility			SD	D	M	A	SA	Total
1. There is a clear sense of co-operation and common understanding towards supervision activities among teachers.	School Principal	Count	1	2	1	-	0	4
		% of Total	12.5%	25.0%	12.5%	-	0.0%	50.00%
	Deputy School Principal	Count	0	0	1	-	3	4
		% of Total	0.0%	0.0%	12.5%	-	37.5%	50.0%
	Total	Count	1	2	2	-	3	8
		% of Total	12.5%	25%	25.0%	-	37.5%	100%
2. Supervisors do have high experience on the practice of school based	School Principal	Count	1	3	0	0	-	4
		% of Total	12.5%	37.5%	0.0%	0.0%	-	50.0%
		Count	0	0	3	1	-	4

supervision	Deputy School Principal	% of Total	0.0%	0.0%	37.5%	12.5%	-	50.0%
	Total	Count	1	3	3	1	-	8
		% of Total	12.5%	37.5%	37.5%	12.5%	-	100%
3. Supervisors have not taken relevant trainings	School Principal	Count	-	3	1	0	-	4
		% of Total	-	37.5%	12.5%	0.0%	-	50.0%
	Deputy School Principal	Count	-	0	2	2	-	4
		% of Total	-	0.0%	25.0%	25.0%	-	50.0%
	Total	Count	-	3	3	2	-	8
6 Teachers perceive supervisors as a fault finder rather than assisting them	School Principal	Count	0	3	-	1	0	4
		% of Total	0.0%	37.5%	-	12.5%	0.0%	50.0%
	Deputy School Principal	Count	2	0	-	1	1	4
		% of Total	25.0%	0.0%	-	12.5%	12.5%	50.0%
	Total	Count	2	3	-	2	1	8
		% of Total	25.0%	37.5%	-	25.0%	12.5%	100.0%
7. There is lack of relevant supervision manual in the school	School Principal	Count	-	1	1	2	-	4
		% of Total	-	12.5%	12.5%	25.0%	-	50.0%
	Deputy School Principal	Count	-	0	1	3	-	4
		% of Total	-	0.0%	12.5%	37.5%	-	50.0%
	Total	Count	-	1	2	5	-	8
8. There is insufficient allocated budget for the supervisory program in the school	School Principal	Count	1	1	0	2	0	4
		% of Total	12.5%	12.5%	0.0%	25.0%	0.0%	50.0%
	Deputy School Principal	Count	0	1	1	0	2	4
		% of Total	0.0%	12.5%	12.5%	0.0%	25.0%	50.0%
	Total	Count	1	2	1	2	2	8
9. There is lack of follow up of the activities of teachers by the supervisors.	School Principal	Count	-	0	3	1	0	4
		% of Total	-	0.0%	37.5%	12.5%	0.0%	50.0%
	Deputy School Principal	Count	-	1	1	0	2	4
		% of Total	-	12.5%	12.5%	0.0%	25.0%	50.0%
	Total	Count	-	1	4	1	2	8
10. No trust and positive communication exists between the supervisor and the teacher	School Principal	Count	-	3	1	0	0	4
		% of Total	-	37.5%	12.5%	0.0%	0.0%	50.0%
	Deputy School Principal	Count	-	0	2	1	1	4
		% of Total	-	0.0%	25.0%	12.5%	12.5%	50.0%
	Total	Count	-	3	3	1	1	8
		% of Total	-	37.5%	37.5%	12.5%	12.5%	100.0%

There is a clear sense of co-operation and common understanding towards supervision activities among teachers. Out of 8 respondents 3 (37.5%) were either strongly disagreed or disagreed and 3 (37.5%) of the respondents were strongly agreed; while the rest 2 (25.0%) are

moderate (agreed/disagreed). Thus, the result showed that respondents almost equally accepted or rejected the existence of clear co-operation and common understanding towards supervision activities.

Supervisors' experiences were the next area that was sought to be asked. With regard to the response obtained 4 (50.0%) of the respondents were either strongly disagreed or disagreed the statement said "supervisors do have high experience on the practice of school based supervision" while 3 (37.5%) are undecided/Moderate; and 1(12.5 %) agreed. This showed that many of the respondents rejected the existence of high experience among supervisors.

To the third item asked to check whether Supervisors have taken relevant training it was found that 3 (37.5%) disagreed that they are not taking the training; 3 (37.5%) were uncertain/moderate to decide while 2(25.0%) of respondents agreed. That means more of the respondents rejected lack of relevant training among supervisors.

For the fourth item, 2 (25.0%) of the respondents either strongly disagreed or disagreed with ideas that said supervisors do not spent much of their time on classroom activities and administrative tasks; 2 (25.0%) were found to be uncertain while 4 (50.0%) of respondents agreed or strongly agreed that supervisors do not spent much of their time in classroom activities and administrative tasks.

To the fifth item that was asked to check are resistant against supervisory activities" about 2 (25.0%) respondents strongly disagreed or disagreed and 3 (37.5%) were undecided while the rest 3 (37.5%) of respondents agreed or strongly agreed. That means larger number of principals and deputy principals approved the presence of teachers' resistance against the supervisory activities.

As shown in item six of Table 7 respondents were made to self-rate themselves and indicate their notions on how "Teachers perceive supervisors as a fault finder rather as assisting them". Accordingly, it was found that 5 (62.5%) of the respondents strongly disagreed or disagreed and the rest 3 (37.5%) of them indicated either agreement or strongly agree, i.e. they rejected the idea that said supervisors are fault finders.

For item seven, asked “lack of relevant supervision manual in the school” was indicated to be disagreed by 1 (12.5%), Moderate 2 (25.0%) and 5 (62.5%) of respondents agreed to be a challenge.

The result of item eight in table 7 , lack of sufficient allocated budget for SBS was reported to be moderate by 1 (12.5%); Agree by 2 (25.5%) and Strongly Agreed by 2 (25.5%) of respondents. The rest 3 (37.5%) of respondents either strongly disagree or disagree. That means most of respondents approved “lack of sufficient allocated budget for SBS” as a challenge.

In item nine of table 7, respondents were asked to express their responses on lack of follow up and feedback to teachers. Accordingly, 4 (50.0%) indicated moderate; 1 (12.5%) Agreed and 2 (25.0%) strongly agreed that lack of follow up on the part of supervisors on teachers activities is one of the existing challenges.

The final question in table 7, to assess whether respondents indicate their ratings on “No trust and positive communication exists between the supervisor and the teacher.” As shown in the table, 3 (37.5%) indicated strongly disagree or disagree; 3 37.5%) Indicated moderate; 2 (25.0%) agreed or strongly agreed.

Inbuilt Supervisors’ Responses on Challenges

The other group of respondents used to self rate their reactions towards existing challenges sought to be in the implementation of SBS was inbuilt supervisors. Table 8 below shows cross tabulations of the primary responsibilities of respondents, the head count and total percentage of four respondents to the five scaled Likert type scales to ten items on challenges. The scale values range from SD=1 to SA=5.

Table 8. Cross-tabulation of challenges of supervisors

		SD	D	M	A	SA	Total
1. There is a clear sense of co-operation and common understanding towards supervision activities among teachers	Count	1	1	2	-	-	4
	% of Total	25.0 %	25.0%	50.0 %	-	-	100.0 %
2. Supervisors do have high experience on the practice of school based supervision	Count	2	1	-	1	-	4
	% of Total	50.0 %	25.0%	-	25.0 %	-	100.0 %
3. Supervisors have not taken relevant trainings	Count	-	1	-	2	1	4
	% of Total	-	25.0%	-	50.0 %	25.0%	100.0 %
4. The supervisors do spent much time with classroom activities and administrative tasks	Count	-	-	1	3	-	4
	% of Total	-	-	25.0 %	75.0 %	-	100.0 %
5. Teachers are resistant against the supervisory activities	Count	1	-	-	2	1	4
	% of Total	25.0 %	-	-	50.0 %	25.0%	100.0 %
6. Teachers perceive supervisors as a fault finder rather than assisting them.	Count	-	2	1	-	1	4
	% of Total	-	50.0%	25.0 %	-	25.0%	100.0 %
7. There is lack of relevant supervision manual in the school	Count	-	1	-	2	1	4
	% of Total	-	25.0%	-	50.0 %	25.0%	100.0 %
8. There is insufficient allocated budget for the supervisory program in the school	Count	1	1	-	1	1	4
	% of Total	25.0 %	25.0%	-	25.0 %	25.0%	100.0 %
9. There is lack of follow up of the activities of teachers by the supervisors.	Count	-	1	-	2	1	4
	% of Total	-	25.0%	-	50.0 %	25.0%	100.0 %
10. No trust and positive communication exists between the supervisor and the teacher	Count	-	3	1	-	-	4
	% of Total	-	75.0%	25.0 %	-	-	100.0 %

As shown above, out of 4 respondents 1 (25%) strongly disagreed, 1 (25%) disagreed while 2(50%) were moderate that there is *“not a clear sense of co-operation and common understanding towards supervision activities among teachers”*. Since the scale value of moderate is 3 it can be inferred that the statistical midpoint of the distribution lies there. Hence, in simple mathematical analogy, it is feasible to consider 75% of the respondents disconfirmed the above statement, i.e. they disagree to it.

Next to this, (50 %) of respondents Strongly Agreed and 1 (25%) Disagreed and only 1 (25%) Agreed that supervisors do have high experience on SBS activities. In this case, the result

shown here opposes the results in tables 7 and 8 earlier. Consecutively, 2 (50%) Agreed and 1 (25%) of respondents admitted that School based supervisors lack or haven't taken relevant training; 3 (75%) Agreed and 1 (25%) moderately agreed that supervising teachers are overloaded with academic and/or administrative activities in schools. However, this also opposed to the result obtained from teachers and school principals.

It was also revealed that, 2 (50%) Agreed and 1 (25%) of respondents Strongly Agreed that teachers are change resistant on SBS matters: 2 (50%) Disagreed and 1 (25%) were moderate in their response that “*teachers perceive supervisors as fault finders*”: 2 (50%) Agreed and 1 (25%) Strongly Agreed that the unavailability of supervision manuals in the schools under consideration: very surprisingly, half (50%) of the respondents denied the presence of allotted budget to SBS and the other half confirmed that there is some allotted budget: 1 (25%) Strongly Agreed and 2 (50%) of respondents agreed by supervisors' lack of practicing follow ups about teachers day to day activities and 3 (75%) Disagreed and 1 (25%) were moderate that there is no trust and lack of communication between teachers and supervisors.

ANOVA Test Findings and Discussion of challenges

In the following table, similar questionnaire items were given to teachers and departments, principals & deputy principals and supervisors. The results shown were their independent views.

Table 9. SPSS computed ANOVA test on the existing challenges in SBS

Items		Department Head & Teachers			Principal & Vice-Principals			Inbuilt Supervisor		
		df	F	P-v	df	F	P-v	df	F	P-v
1 There is no clear sense of co-operation and common understanding towards supervision activities among teachers.	BG	1	.003	.96	1	15.0	.008	1	6.25	.130
	WG	137			6			2		
2 Supervisors do have high experience on the practice of school based supervision	BG	1	.000	1.0	1	18.0	.005	1	.571	.529
	WG	137			6			2		
3 Supervisors have not taken relevant trainings	BG	1	.032	.86	1	10.7	.017	1	.036	.868
	WG	137			6			2		
4 The supervisors do spent much time with classroom activities and administrative tasks	BG	1	1.13	.29	1	1.26	.304	1	.250	.667
	WG	137			6			2		
	BG	1	.094	.76	1	8.73	.025	1	1.00	.423

5 Teachers are resistant against the supervisory activities	WG	137			6			2		
6 Teachers perceive supervisors as a fault finder rather than assisting them.	BG	1	.319	.57	1	.048	.834	1	16.0	.057
	WG	137			6			2		
7. There is lack of relevant supervision manual in the school	BG	1	1.41	.24	1	.857	.390	1	1.56	.338
	WG	137			6			2		
8 There is insufficient allocated budget for the supervisory program in the school	BG	1	.299	.59	1	.889	.382	1	2.28	.270
	WG	137			6			2		
9 There is lack of follow up of the activities of teachers by the supervisors.	BG	1	.055	.82	1	.400	.550	1	.036	.868
	WG	137			6			2		
10 No trust and positive communication exists between the supervisor and the teacher	BG	1	.198	.66	1	7.71	.032	1	.250	.667
	WG	137			6			2		

Note: BG = Between Groups; WG = Within Groups; P-v = P-value.

The above table shows the SPSS output or ANOVA results computed to show the degree of relationship between (teachers, principals-and vice principals, and inbuilt supervisors) on the responses on challenges during implementing supervisory roles in the schools. As indicated earlier, the ANOVA table 9 above was interpreted by using the F distribution table which were used for interpretation Fisher and Yates (1974), Dougherty (2002). The first task is to obtain F-ratio. This has (x, y or v_1 / v_2) degrees of freedom associated with it. The second is to go along x columns, and down y rows. The point of intersection is your critical F-ratio. Finally, if the obtained value of F is equal to or larger than this critical F-value, then its result is significant at that level of probability Fisher and Yates (1974), Dougherty (2002). For clarity, let's see the computed results of the three groups of respondents:

Teachers and Department Head

As it is seen under their responses at df (1,137), the F ratio were computed for ten questions related to challenges. Accordingly, these computed F ratios were compared to table of critical values of the F distribution also known as P values. The observed F critical value at df (1,137) was found to be $F=3.84$ [Fisher and Yates (1974), Dougherty (2002)]. The result showed that all the computed F values for the above questions namely (For Q1 computed $F=0.003$; Q2 $F=.000$; Q3 $F=0.032$; Q4 $F=1.126$; Q5 $F=0.094$; Q6 $F=0.319$; Q 7 $F=1.410$; Q8 $F=0.299$; Q9 $F=0.055$; and Q10 $F=0.198$ respectively, were less than the Observed $F=3.84$. None of the computed F critical values were greater or equal to the observed F values. Unlike the result obtained from the above tables 7 and 8 that considered some of the items as challenges, the

result of the survey obtained here showed that to a greater degree, teacher respondents significantly disconfirm or reject the existence of the indicated challenges in rendering supervisory roles in their respective schools. That is a fascinating finding that looks forward for some measures that need to be taken ahead. The result is indicative of inconvenience among teacher respondents.

Principal and Vice-Principals

As can be seen in Table 9 above, eight (8) Principals and Vice principals were the respondents whose results were Computed F values for the ten questions at $df (1,6)$. The computed F values for the 10 questions were: (Q1 $F=15.00$; Q2 $F=18$; Q3 $F=10.71$; Q4 $F=1.263$; Q5 $F=8.727$; Q6 $F=0.048$; Q7 $F=0.857$; Q8 $F=0.889$; Q9 $F=0.400$; Q10 $F=7.714$ respectively).

As discussed earlier, the interpretation is based on the comparison of the critical F-ratio and the computed F value of each question item. The F critical value at $df (1,6)$ was found to be $F= 5.99$. Depending upon the analysis of Fisher and Yates (1974), Dougherty (2002) if your obtained value of F is equal to or larger than this critical F-value, then the result indicates that it is significant at that level of probability used.

It can be seen from the table then that the computed F values that were found to be greater or equal to $F=5.99$ were: (Q1 $F=15.00$; Q2 $F=18$; Q3 $F=10.71$; Q5 $F=8.727$; and Q10 $F=7.714$. In other words, these items were positively confirmed by large number of respondents. In other words, discussions of the results indicate as follows:

Q1. There is no clear sense of co-operation and common understanding towards supervision activities among teachers. Since the computed F values for this item is $F=15.00$ is greater than F Critical ($F=5.99$) the finding entails that to a significant degree there is no clear sense of cooperation and common understanding towards supervision among teachers. In other words, the statement was confirmed by significant number of respondents.

As can be seen from the responses to these questions it can be realized that significant amount of respondents indicated that: Supervisors don't have high experience on the practice of school based supervision ($F=18.00$); Supervisors have not taken relevant trainings ($F=10.71$);

Teachers are resistant against the supervisory activities ($F=8.727$); No trust and positive communication exists between the supervisor and the teacher ($F=7.714$)

The result obtained for the remaining five questions were - Q 4 $F=1.263$; Q8 $F=0.889$; Q7 $F=0.857$; Q9 $F=0.400$ and Q6 $F=0.048$. Since all of these results are less than the observed F critical values $F=5.99$ at df (1,6) at 0.05 significance level, the following discussion can be made.

Significant number of respondents disagree that: The supervisors do spent much time with classroom activities and administrative tasks; There is insufficient allocated budget for the supervisory program in the school; There is lack of relevant supervision manual in the school; There is lack of follow up of the activities of teachers by the supervisors; Teachers perceive supervisors as a fault finder rather than assisting them.

Inbuilt Supervisors

The third category of respondents in Table 9 above was that of inbuilt supervisors. As shown in the table the Computed F values at df (1,2) with 0.05 significant level were found to be : (Q6 $F= 16.00$; Q1 $F=6.25$; Q8 $F=2.286$; Q7 $F= 1.562$; Q 5 $F=1.00$; Q2 $F=571$;Q4 $F=0.250$; Q10 $F=0.250$; Q3 $F=0.036$ & Q9 $F=0.036$ respectively.

Following the comparisons used by Fisher and Yates (1974), Dougherty (2002), the F Critical ratio or observed value at df (1,2) at 5% significant level was $F= 18.51$. Since all the obtained or computed were all less than the observed or F critical values. That is, greater number of school inbuilt supervisors disagreed with the statements they were asked to give their self ratings. Again, this is a fascinating result that calls attention of educationists to their future professional endeavors.

What are the implications of the above findings?

In the results presented above, in tables 7, 8 and 9 respondents Disagreement, Moderate degree of agreement and/or Agreement were presented since the results obtained in the extremes were with lesser degree of focus. Hence, from the findings of the survey it is possible to deduce that: To a third count of respondents-(75%), SBS has lack of clear sense of

cooperation and understanding among school teachers on Supervisory activities. In built supervisors are thought to lack experiences necessary to perform SBS activities. The major reasons attributed to these are more likely to be their “not taking relevant trainings” and being not spent much of their time in academic and administrative duties in schools.

The other felt challenges were teachers’ resistance to change on supervisory activities and their faulty perceptions of considering supervisors as “fault finders” and not supportive agents.

Very surprisingly, it was indicated by significant number of respondents that SBS lacks relevant supervision manual and has no kind of allotted sufficient budgets to undergo supervisory activities.

It was also indicated especially by teachers and department heads that there is a high degree of lack of trust and communication among teachers and supervisors. This goes with the ineffective condition that is manifested by lack of follow up of teachers by supervisors. Besides that, in the same way, the FGD revealed that parent teacher associations (PTAs) are not working together as they should be; students are not provided with appropriate Guidance-Counselling services in all schools ; Students are claimed not to be taught well in their elementary and middle school years; Lack of up-to-date reference and supplementary text books in all the schools; the visit of REB’s supervisors to the schools is very limited and ; In all schools, there is no trend in which the teaching staff and educational administrators jointly identify the existing instructional &/or supervisory problems and try to practically solve them; School administrators and supervisors don’t give due attentions to the rest of teachers except those with chronic absenteeism other disciplinary problems and it was indicated that there are no opportunities, initiation or willingness to conduct action researches on relevant topics on part of teachers or administrators

A greater majority of respondents (75%) deny the non-presence of clear sense of cooperation and understanding among teachers with respect of SBS activities

Almost half of respondents confirmed strongly that Supervisors lack SBS experiences and practices. To greater number of respondents – supervisors are without relevant training; the majority of supervisors spend their working time on either academic or administrative duties. More than half of respondents insist that teachers are change resistant on SBS activities.

Greater number of respondents claimed that supervisors were not considered as fault finders. By giving due considerations to these results, concerned authorities must look ahead in capacitating supervisors in additional relevant trainings, enable them acquire the necessary knowledge and activities.

A significant majority of respondents insist that schools don't have supervision manuals with which to operate SBS; to half of the respondent's school SBS has no allotted budget; supervisors do not have the practice of following up teachers activities; the majority of respondents claimed that there is a kind of trust and communication between teachers and supervisors.

In the qualitative survey (FGD), it was found that: 1) supervisors/principals meet teachers on supervisory activities only once in a year during school observation. 2) The daily and/or weekly plans by teachers were not checked resolutely and regularly. 3) Majority of subject teachers hand course plans written for previous years by simply changing the dates. 4) Instructional plans are not scrutinized enough for having appropriate learning objectives, presentations, assessment strategies. 5) The perception of subject teachers towards in built supervisors is unfavourable. For that reason there is significantly low tendency of collaborative work between them. 6). to identify capable/high achieving students from low income families and offer them at least with instructional materials such as stationeries, school uniforms and other necessities

4.1.3. What roles do supervisors play in maximizing teachers' performance in order to increase their students' achievement?

In the same manner, the cross tabulations for the frequencies, the questions and responses given by school principals and vice principals is presented. The number of these respondents is eight (four principals and four vice principals).

Just as it was done for teachers and department heads, another set of questionnaire items were used to address school principals and vice principals (Refer Appendix B).

Descriptive Statistics of Principals and vice-principals

Table 10. Supervisory roles rendered to teachers

The current practices of instructional Supervisory roles rendered to teachers			Primary Responsibility		Total
			SP	DSP	
1. Facilitating Conditions for Teachers to develop theoretical understanding of the skills and knowledge.	SD	Num. of Resp.	0	1	1
		% of Total	0.0%	12.5%	12.5%
	M	Num. of Resp.	0	1	1
		% of Total	0.0%	12.5%	12.5%
	A	Num. of Resp.	3	0	3
		% of Total	37.5%	0.0%	37.5%
	SA	Num. of Resp.	1	2	3
		% of Total	12.5%	25.0%	37.5%
2. Conducting classroom observation regularly to ensure the application of lesson plan.	D	Num. of Resp.	0	1	1
		% of Total	0.0%	12.5%	12.5%
	M	Num. of Resp.	3	1	4
		% of Total	37.5%	12.5%	50.0%
	SA	Num. of Resp.	1	2	3
		% of Total	12.5%	25.0%	37.5%
3. Organizing training programs at school level for the sake of teachers' professional development.	M	Num. of Resp.	3	1	4
		% of Total	37.5%	12.5%	50.0%
	A	Num. of Resp.	1	1	2
		% of Total	12.5%	12.5%	25.0%
	SA	Num. of Resp.	0	2	2
		% of Total	0.0%	25.0%	25.0%

		% of Total	0.0%	25.0%	25.0%
4. Inspecting Students' Progress Reports.	M	Num. of Resp.	0	1	1
		% of Total	0.0%	12.5%	12.5%
	A	Num. of Resp.	1	2	3
		% of Total	12.5%	25.0%	37.5%
	SA	Num. of Resp.	3	1	4
		% of Total	37.5%	12.5%	50.0%
5. Creating a conducive environment to facilitate supervisory activities in the school.	M	Num. of Resp.	2	0	2
		% of Total	25.0%	0.0%	25.0%
	A	Num. of Resp.	0	3	3
		% of Total	0.0%	37.5%	37.5%
	SA	Num. of Resp.	2	1	3
		% of Total	25.0%	12.5%	37.5%
6. Coordinating regular programs with the school community to evaluate the teaching learning process and outcomes.	M	Num. of Resp.	0	2	2
		% of Total	0.0%	25.0%	25.0%
	A	Num. of Resp.	3	1	4
		% of Total	37.5%	12.5%	50.0%
	SA	Num. of Resp.	1	1	2
		% of Total	12.5%	12.5%	25.0%
7. Ensuring whether assignments are given weekly, marked and corrected for feed-back.	M	Num. of Resp.	2	1	3
		% of Total	25.0%	12.5%	37.5%
	A	Num. of Resp.	2	1	3

	S	% of Total	25.0 %	12.5%	37.5 %
		Num. of Resp.	0	2	2
		% of Total	0.0%	25.0%	25.0 %
8. Inspecting teachers' reports on plan and records of work covered at the end of every week.	A	Num. of Resp.	3	2	5
		% of Total	37.5 %	25.0%	62.5 %
	SA	Num. of Resp.	1	2	3
		% of Total	12.5 %	25.0%	37.5 %
9. Organizing teachers to conduct peer observation/collegial supervision among themselves.	M	Num. of Resp.	1	0	1
		% of Total	12.5 %	0.0%	12.5 %
	A	Num. of Resp.	3	4	7
		% of Total	37.5 %	50.0%	87.5 %
10. Building of the confidence of teachers and upgrade their pedagogical skills and competence.	M	Num. of Resp.	1	1	2
		% of Total	12.5 %	12.5%	25.0 %
	A	Num. of Resp.	2	0	2
		% of Total	25.0 %	0.0%	25.0 %
	SA	Num. of Resp.	1	3	4
		% of Total	12.5 %	37.5%	50.0 %
Total		Num. of Resp.	4	4	8
		% of Total	50.0 %	50.0%	100%

Table 10 above, shows the frequency and percentage of principal and vice principals and their responses to a list of questions they were presented by APPENDIX B. It must be noted that each question is followed by a scaled responses (SD=1 to SA=5) and not responded items are excluded by the SPSS.

As seen in the Table above, for example for the first question principals and vice principals were asked to give their responses on the current effect of SBS roles to enhance students academic achievements. Accordingly, three (37.5%) of principals &/or three (37.5%) of vice principals agree and/or strongly agree that through facilitating conditions for teachers to develop theoretical understanding of the skills and knowledge. That is, since both scales of agreement and strong agreement are to the right of the dividing lines (the average), the finding confirmed that 75% or six out of eight respondents insist that presence of significant effect of supervisory roles.

To the second question, Conducting classroom observation regularly to ensure the application of lesson plan was indicated to have moderate effect by four (50%) of principals/vice principals strongly agreed to effect by 3 (37.5%) of the respondents.

Organizing training programs at school level for the sake of teachers' professional development was found to be Moderate by 4 (50.0%) , Agreed 2 (25.0%) and strongly agreed by 2 (25.0%)

Inspecting Students' Progress Reports was indicated to have moderate by 1by (12.5%), agreed 3 (37.5%) and strongly Agreed by 4 (50.0%)

Creating a conducive environment to facilitate supervisory activities in the school was indicated to moderate agreement by 2 (25.0%), agreed by 3 (37.5%) and strong degree of agreement by 3 (37.5%).

Coordinating regular programs with the school community to evaluate the teaching learning process and outcomes – moderate 2 (25.0%), Agree 4 (50.0%) and strongly Agree 2 (25.0%)

Ensuring whether assignments are given weekly, marked and corrected for feed-back moderate 3 (37.5%), Agree 3 (37.5%) and strongly Agree by 2 (25.0%)

Inspecting teachers' reports on plan and records of work covered at the end of every week- Agree 5 (62.5%) and Strongly Agree by 3 (37.5%)

Organizing teachers to conduct peer observation/collegial supervision among themselves Agree 1 (12.5%) and Strongly Agree 7 (87.5%). Building of the confidence of teachers and upgrade their pedagogical skills and competence- Moderate 2 (25.0%), Agree 2 (25.0%) and Strongly Agree 4 (50.0%)

In sum, from the result indicated above, it is possible to infer that the school principals and vice principals do have firm positive stands for the extent of Instructional Supervisory roles rendered to teachers and they showed that by Agreeing and/or strongly agreeing to almost all of the listed issues. This finding shows the minimum efforts being made by principals and deputy principals.

Table 11. Principals' & Vice-principals' effort in maximizing teachers' performance

Principals' & Vice-principals' effort in maximizing teachers' performance		SS	df	MS	F	P value
1. Facilitating Conditions for Teachers	BG	1.125	1	1.125	.574	.477
	WG	11.750	6	1.958		
2. Conducting classroom observation regularly to ensure the application of lesson plan	BG	.125	1	.125	.077	.791
	WG	9.750	6	1.625		
3. Organizing training programs at school level for the sake of teachers' professional development	BG	2.000	1	2.000	3.43	.114
	WG	3.500	6	.583		
4. Inspecting Students' Progress Reports	BG	1.125	1	1.125	2.46	.168
	WG	2.750	6	.458		
5. Creating a conducive environment to facilitate supervisory activities in the school	BG	.125	1	.125	.158	.705
	WG	4.750	6	.792		
6. Coordinating regular programs with the school community to evaluate the teaching learning process and outcomes.	BG	.500	1	.500	.857	.390
	WG	3.500	6	.583		
7. Ensuring whether assignments are given weekly, marked and corrected for feed-back	BG	1.125	1	1.125	1.80	.228
	WG	3.750	6	.625		
8. Inspecting teachers' reports on plan and records of work covered at the end of every week	BG	.125	1	.125	.429	.537
	WG	1.750	6	.292		
9. Organizing teachers to conduct peer observation/collegial supervision among themselves	BG	.125	1	.125	1.00	.356
	WG	.750	6	.125		
10. Building of the confidence of teachers and upgrade their pedagogical skills and competence-	BG	.500	1	.500	.600	.488
	WG	5.000	6	.833		

Note: BG = Between Groups; WG = Within Groups; SS = Sum Square; MS = Mean Square.

Accordingly, at ($df= 1, 6$); the observed P was found to be $P= 4.28$. The computed F ratios or value for all the 10 questions in the above table are all lesser than the observed $P=4.28$. The observed or critical value of F which is also known as F ratio ($F=4.28$) is greater than all of the computed F values in Table 11 above. This means that the choice of significance level plays a role in determining how large an observed difference among group means will be required before those group means are pronounced different (Weiss, 2006). Based on this premise, it is therefore feasible to:

To state in another way, (*df* 1, 6), at significance level (0.05), the F ratio ($F=4.28$) was found to be greater than all of the computed F values. That result leads to accepting the presence of differences between the means of the distributions.

Results of responses of in built School supervisors on the effects of supervisory roles rendered

Just as it was done for Principals and Vice-principals, another set of questionnaire items were used to address in built School supervisors. The ANOVA result was computed for 4 in-built supervisors ($n=4$) one from each of the four target schools on 10 question items on Appendix C. The table showed the sum of squares, degree of freedom, mean square and Computed F-test ratio and p-value as computed by the SPSS.

Table 12. In built supervisors contributions on supervisory roles rendered

Efforts made by in-built supervisors		SS	df	MS	F	Pv
1. Making effort to organize the observation data into clear discipline for feed- back to the teacher in order to bring change in effective classroom teaching.	BG	.333	1	.333	.143	.742
	WG	4.667	2	2.333		
2. Implementing of face-to-face interaction /clinical supervision for teachers to improve classroom performance	BG	.000	1	.000	.000	1.00
	WG	2.000	2	1.00		
3. Facilitating conditions for teachers to develop theoretical understanding of the skills and knowledge they need to learn.	BG	.000	1	.000	.143	1.00
	WG	2.000	2	1.000		
4. Identifying specific training need to render professional training for teachers' skill development.	BG	.750	1	.750	.250	.667
	WG	6.000	2	3.000		
5. Encouraging teachers to make continuous reflection and inquiry for the betterment of classroom instruction.	BG	4.083	1	4.083	3.06	.222
	WG	2.667	2	1.333		
6. Giving concern to maximize students' academic achievement and find solutions for any instructional limitations of teachers in the classroom	BG	.083	1	.083	.250	.667
	WG	.667	2	.333		
7. Reviewing learning strategies, operational effectiveness, identify gaps and provide feedback,	BG	.000	1	.000	.000	1.00
	WG	2.000	2	1.000		
8. Organizing teachers to conduct peer observation /collegial supervision among themselves.	BG	.083	1	.083	.250	.667
	WG	.667	2	.333		
9. Setting meaningful and realistic professional goals that to be measured in terms of improving student performance.	BG	.333	1	.333	.143	.742
	WG	4.667	2	2.333		
10. Supervisor and the teacher collaboratively use and interpret the data obtained after class observation.	BG	.333	1	.333	1.00	.423
	WG	.667	2	.333		

Note: BG = Between Groups; WG = Within Groups; SS = Sum Square; MS = Mean Square.

Discussion of result on Table 12

As indicated earlier, the computed F-test was used to assert whether there is significance difference between the groups that consisted four supervisors. Accordingly, at ($df=1, 2$) and

the observed P critical value was found to be $P = 10.13$ and none of the computed P values of the F-test in the above table are greater than $P = 3.063$ as the result for item question 5 showed. Since the computed value of F for all the ten items are less than the observed F value $P = 10.13$ at $(df=1,2)$ respectively, we accept the existence of difference or there is significant difference in the supervisory efforts exerted on teachers in utilizing the classroom observation data for feedback ($F=0.143$); identifying specific training needs for skill development ($F=0.25$); encouraging teachers to make reflections ($F=3.063$); Organizing teachers to conduct peer /collegial supervision among themselves ($F=0.25$); setting meaningful and realistic goals to affect students' achievement ($F=0.143$); teachers and supervisors collaborative use and interpretation of observation data ($F=1.00$). As stated above, all the computed F values or p values were less than observed F or P value ($F=10.13$).

From the above result it possible to deduce that there is a significant mean difference between the self ratings made by in-built supervisors on the above items in table 12 above. In another terms, inbuilt supervisors rated themselves as doing well in rendering supervisory roles to teachers in the schools.

It is evident that based on the general premises entailed by the research questions of this study the following discussion can be drawn.

4.1.4. Document Analysis – EGSE results of previous 4 years for 4 schools and Discussions

Students' achievement can be influenced by several factors. Some of these factors are directly related to the teaching learning process that is often manifested by their learning styles and personality. Other factors such as poverty, environmental hazards, and socio economic and cultural conditions have significant effects.

According to Felder and his colleague, students have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices. The more thoroughly instructors understand the differences, the better chance they have of meeting the diverse learning needs of all of their students. Three categories of diversity that have been shown to have important implications for teaching and learning are differences in students' learning styles (characteristic ways of taking in and processing information), approaches to learning (surface, deep, and strategic),

and intellectual development levels (attitudes about the nature of knowledge and how it should be acquired and evaluated (Felder and Brent , 2005).

Studies have shown that greater learning may occur when teaching styles match learning styles than when they are mismatched (Felder and Silverman, 988; Schmeck, 1988) but the point of identifying learning styles is not to label individual students and tailor instruction to fit their preferences.

In dealing with student failures and promotions it is quite logical to understand about some conditions in which people learn best. Earlier researches by Brant (1998) have revealed these conditions along attending to students differences. To Brandt some of the conditions: a) since students come with different backgrounds and interests they learn best when what they learn is personally meaningful. b) Due to the differences in their rate and pace of learning what they learn best must be challenging and when they accept the challenge. c) Appropriateness to their developmental levels assists some students to think in the concrete, some in the abstract, some to think dependently and others independently. d) All students don't learn in similar ways, rather they have their own ways, choices and feeling to control things. e) students use what they know to construct new knowledge. f) Students' vary in the amount of collaboration and differing opportunities for social interactions. g) They learn best when they get helpful feedback from which they benefit. h) They learn best when they acquire and get strategies. i) Best learning comes by experiencing a positive emotional climate. j) The intended learning is supported by the environment Brant (1998). Teachers and educators must give due attentions to these conditions under which students' learn.

This study has tried to review Grade 9 and the GSCE results of four consecutive years (2005 to 2008 E.C.) in the four public secondary schools in the Harari Region. As shown in Table 13 below, the number of students registered at the beginning of the school year, those promoted & Failed in each Academic Year is given.

Table 13: List of students registered, promoted & failed

Academic Year(E.C)	Grade Level	Number of Students Registered	Number and percentage of Students Promoted	Number percentage of Students Failed
2005	9	2468	1350 (54.70 %)	664 (26.90%)
	10	985	737 (74.82%)	132 (13.40%)
2006	9	2236	1318 (58.94%)	606 (27.10%)
	10	1104	617 (55.88%)	212 (19.20%)
2007	9	2331	1359 (58.30%)	722 (30.97%)
	10	1366	971 (71.08%)	188 (13.76%)
2008	9	2507	1530 (61.03%)	602 (24.01%)
	10	1536	1241 (80.79%)	219 (14.26%)

A. The condition of dropouts, withdrawals or incomplete students during (2005 to 2008 E.C)

To describe it in quantitative terms, in all the four schools out of the students registered at the start of the academic year, the following table shows the number of students who were either dropped out, withdrawn, incomplete in courses.

Table 14. List of dropouts, withdrawals or incomplete students

Academic Year(E.C)	Grade Level	Number and percentage of dropouts, withdrawals or incomplete
2005	9	454 (18.39%)
	10	116(11.77%)
2006	9	312 (13.36%)
	10	275(24.91%)
2007	9	250(10.73%)
	10	207(15.15%)
2008	9	375(14.96%)
	10	76 (4.95%)

As shown in the above table 14, the number of students who are either drop outs, withdrawals or incomplete in one or more of the courses was computed from the total number of students registered at the beginning of the year. In both grade levels and in all the years there were a significant number of drop outs. It was not a simple thing to have about (24.91%), (18.39%), (15.15%), (14.96%), (13.36%), (11.77%), (10.73%) and (4.95%) of students out of the total students registered. This finding implies that Educationists and regional policy makers should give urgent attentions to the stunning conditions of dropouts.

Though studying about dropouts and/or withdrawals is not the objective of this research concerned educators must open their ears and eyes to such critical educational issues. It is evident that this finding would indicate the necessity of extensive research in the future.

B. Description of failures in the schools under study

Table 15. List of Failed in each Academic Year

Academic Year(E.C)	Grade Level	Number of Students who sat for final exam	Number of Students Failed	Percentage of failed students
2005	9	2,014	664	32.97
	10	869	132	15.19
2006	9	1924	606	31.50
	10	829	212	25.27
2007	9	2,081	722	34.69
	10	1,159	188	16.22
2008	9	2,132	602	28.24
	10	1,460	219	15

As indicated earlier, Students failure was caused by numerous factors. In this study, percentage of failures was computed out of students who sat on the final exams of that specific academic year.

In the Grade 10 category, the percentage of failures ranges from 15% in 2008 E.C to 25.27% in 2006. What does this finding imply? As a matter of fact regular students who failed are not allowed to sit for the GSCE on regular basis. Hence, once failed they will be dismissed. The finding shows a gap between students and the school system and more extensively to policies and the types of assistance rendered to students.

In the Grade 9 category the condition of failure is much worse. As shown in the table 16 above 32.97% in 2005 E.C, 31.50% for the year 2006, 34.69% in 2007 and 28.24% in 2008 were registered to be failed. Again this finding could serve as a red light in the schools. Teachers, head teachers, supervisors, principals and their vices, and all stake holders in the education sector should see to it. Probably, the schools and supportive educationists should have to make closer look to ways in which children learn best. Conduct action researches on the causes of students' underachievement and all other factors contributing to it.

C. Conditions of promoted students in the schools under consideration

Table 16. List of Promoted in each Academic Year from each Grade Level

Academic Year(E.C)	Grade Level	Number of Students who sat for final exam	Number of Students Promoted	Percentage of promoted students	Percentage of failed students
2005	9	2,014	1350	67.03	32.97
	10	869	737	84.81	15.19
2006	9	1924	1318	68.50	31.50
	10	829	617	74.43	25.27
2007	9	2,081	1359	65.31	34.69
	10	1,159	971	83.78	16.22
2008	9	2,132	1530	71.76	28.24
	10	1,460	1241	87.95	15

In Table 16 above, the number of promoted students should be understood in terms of two things: 1) Grade 9 students are said promoted based on the average passing criteria set for them by the academic staff meetings of their respective schools. 2) Promotion of student in Grade 10 is referred to the criteria set by the MoE based on the national GSCE results. Accordingly, it includes the students GPA is eligible to join Preparatory Schools and those with less GPAs allowed as entrants to Teachers Education Institutions (TEIs), Technical and Vocational Trainings (TVETs) and other governmental and private colleges such as nursing colleges and Business colleges etc.

From the percentage of promoted students in the above table for Grade 10 - (87.95% for 2008; 84.81% for 2005; 83.78% for 2007 and 74.43% for the academic year 2006). As shown in the table, about 25% of the students were not able to join either preparatory schools or other training institutions indicated earlier. That means, the victim students who are all in their late teens were kicked out of the educational system. This result shows a strong warning light to policy makers and educational experts. The reasons behind it must be researched and timely measures need to be taken.

The once promoted in the Grade 9 category are - 67.03 % for 2005; 68.50 % for 2006; 65.31% for 2007 and 71.76% for the year 2008 respectively. What do these findings imply?

In categorical terms, educational institutions whose $\frac{3}{4}$ of their students were not promoted are best indicators of wastage and additional scrutiny.

This finding is extremely opposite to what was said by teachers, head teachers, supervisors, principals and vice principals about the significant contributions of supervisory activities in enhancing students' achievement. It is the conviction of the researcher that the average age of the students in grades 9 and 10 in the secondary schools 16 or 17 years. Hence, pushing about half of learning youngsters to the army of the unemployed has detrimental effect on the socio-economic condition of the nation and the community in general and parents in particular. Again, this finding is a call to policy makers, curriculum designers, supervisors and educators at various echelons.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section contains summary, conclusion and recommendations forwarded.

5.1. Summary of the Findings

The purpose of this study was to analyze the supervisory practices of SBS and the roles it has contributed to students' achievement in public secondary schools in the Harari region. To this end, descriptive case study design was used and qualitative method was employed. Sources of primary data were principals, deputy principals, teachers, head teachers, inbuilt supervisors and REB supervisor under study. A total of 169 respondents were sources of primary data. In addition, secondary data were obtained from relevant EGSCE (Ethiopian General School Leaving Certificate Examination) result documents filed in each school under study. Availability and purposive sampling techniques were used to select the respondents. The data obtained from respondents is summarized thematically in the subsequent paragraphs.

Understanding the concept of School Based supervision

The regional education bureau did not conduct awareness generation and support to improve the supervisory activities in order to facilitate the teaching learning process in general and student achievements in particular.

Planning Integrated and uniform SBS

The research showed that all the schools don't have any manual or guidelines to be used to undergo comprehensive supervisory activities in schools. SBS is claimed to be carried out at haphazard. As a result, it was confirmed that the supervision directives, manuals and guidelines of the MoE were not kept by the assigning bodies while selecting and assigning the supervisors to the position. There are no national or regional manual to be followed. It is also known that in built supervisors and facilitators did not develop their work plan.

Budgeting school based supervisory activities

It was found that sufficient budget was not separately allocated for supervisory activities. The supervisors use stationary materials for other reserved for other school programs.

Training

The study indicated that both initial and refresher training were not provided for inbuilt supervisors, principals, deputy principals and facilitators of supervision at REB and at offices of wereda education levels. There is also a gap in training technical team and stakeholders.

Implementing basic supervisory activities

The research showed that there is no integration in implementing supervisory activities among stakeholders in school leadership, teachers, in built supervision. Hence, the education office holds the responsibility of running the program. As to the organization of the functions of school based supervision; the finding revealed that short trainings, seminars, workshops and other capacity building programs were not geared towards teachers' capacity building.

Lack of merit based assignment of Supervisors

The evidence gathered in the study reveals that School based supervisors were not assigned to their roles through competitions or on the basis of merit. Secondly, all the supervisors were not qualified in educational leadership or in any area related to supervision.

School Principals' observed strengths and failures on roles and responsibilities of school based supervisors

Despite their failures showed by the study about school based supervisors i.e. vice principals, department heads and senior teachers of the sampled secondary schools play their respective supervisory roles adequately. The gathered data revealed that vice principals were competent in giving overall instructional leadership to staff members and in evaluating lesson plans of teachers and ensuring their implementation in classrooms. The study also showed that department heads play their supervisory roles by coordinating supervisory activities in their respective departments, conducting induction to newly deployed teachers and organizing model teachings and experience sharing among teachers. Furthermore, the study revealed that the senior teachers are also competent in consulting teachers for improved practices and assisting teachers in tackling the instructional problems they face.

The study revealed that the school principals in the sampled secondary schools failed to create conducive learning environment to facilitate supervisory activities by organizing all necessary resources, give professional assistance and guidance to teachers to enable them to realize

instructional objectives and organize the curriculum and supervision committee in the school and evaluate their performance.

The study also revealed that they were not efficient in ensuring whether or not the school curriculum addresses the needs of the community.

Monitoring and evaluation of School based supervision

It was found that monitoring and evaluation of SBS was not done by the technical team of any level (wereda, regional or national) on planned basis. The supervisors were also deficient in providing opportunities of collaboration for the teachers by engaging them in mutual professional dialogues and in making teachers observe one another's classes to provide useful feedbacks to each other for improved instructional practices

Challenges to the implementation effective supervision

The research indicated that there are a number of challenges to effective supervisory activities. Among other things the absence of coordinated efforts, lack of mobilization, inadequate funding, lack of training, absence of monitoring and evaluation, insufficient provision of the program, shortage of manuals, guidelines, learning materials to improve stakeholders' awareness about effective supervisory activities.

Concerning the utilization of supervisory leadership skills , the study revealed that the supervisors were deficient in: helping teachers to integrate educational activities, supporting teachers to see how the different parts of a school system fit together and depend on each other, helping teachers for the existence of cooperative human effort for instructional improvement, supporting teachers continuously for instructional improvement, assisting teachers to use different methods and procedures to address specific classroom tasks, and giving technical support to teachers in solving the instructional problems they face.

As to how teachers view supervision it was found that majority of the teachers do not view supervision as a means for promoting their professional growth. Rather they perceive it as an instrument for controlling their activities and as it is merely classroom observation for the purpose of rating their performance.

Furthermore, more engagement of the supervisors in administrative duties, their managerial responsibilities, having many teaching loads, lack of budget and the unavailability of

guidelines, manuals and checklists of supervision were found to be the factors affected the roles of supervision in the secondary schools.

5.2. Conclusions

The implementation of School Based supervision plays a great role in the improvement of the teaching learning process by giving continuous professional support to teachers, which in turn results in improved students learning and achievement. However, lack of adequate budget and support from concerned stakeholders negatively affected the practice of SBS in the Harari Region. Based on the above major findings of the study, the following conclusions were arrived at:

Understanding the concept of School Based Supervision

The regional education bureau did not conduct awareness generation, advocacy and support to improve the supervisory activities in order to facilitate the teaching learning process in general and student achievements in particular

This is due to absence of coordinated efforts among stakeholders; utilization of resource became challenge to conduct massive awareness generation and the facilitation of supervisory activities at federal, regional, woreda and school level.

Planning Integrated and uniform SBS

The research revealed that the manual and guideline of School based supervision was not comprehensively prepared. Besides the lack of the directives supervisors and facilitators did not develop annual work plan. This is because the REB coordinators did not give due attention to supervision even though it is a basic component of the teaching learning process.

Budgeting school based supervisory activities

It was found that there is no fixed budget allocated to implement supervisory activities at school level properly. This may be due to lack of coordination and low attention rendered to school based supervision. It was evident that the necessary budget shall be allocated for effective implementation of supervisory activities.

Training

The study indicated that training was not provided to School based supervisors, principals, deputy principals and REB supervision facilitators. The absence of initial as well as on going on the job training was due to the limitation of financial resource and knowledge gap on the benefits and outcomes of training.

Implementing basic supervisory activities

The research demonstrated that there is no way relevant types of supervisory activities such as collegial, informal, self directed and inquiry based supervisions were not practiced by the school based supervisors. The finding of the study showed that the common and frequently type of supervision in the schools, only clinical supervision was used. It was indicated that:

Lack of merit based assignment of Supervisors

Other than the absence of either national, regional or local guidelines and manuals of supervisory activities supervisors were assigned without official undertakings of recruiting employees. They were assigned without competitions and are not merit based. Almost all the supervisors were not qualified in educational leadership or in any area related to supervision. The probable cause for this is low attention given by educational leaders about the roles and contribution supervision plays on teaching learning process.

School Principals' observed strengths and failures on roles and responsibilities of school based supervisors

The study revealed that vice principals were effective in giving overall instructional leadership to staff, evaluating weekly/daily lesson plan of teachers and in ensuring their implementation. Heads teachers concern were found to render roles of coordinating supervisory activities in their respective departments, conducting induction to newly deployed teachers and organizing model teachings and experience sharing among teachers.

The involvement of inbuilt supervisors and head teachers in teaching and in routine administrative tasks; supervisors' inability in helping teachers to integrate educational activities, joint and cooperative human effort for instructional improvement, their lack in supporting teachers continuously for instructional improvement and problem solving activities and the unfavorable view of teachers towards supervisors were the reported challenges in schools. Teachers were indicated to have negative perception about supervision. They view

supervisors as controllers rather than their aids. These challenges might be caused by several factors such as inadequate training of supervisors, assign supervisors on familiarity rather than merits, not fixing budgets to undertake supervisory activities at regional, wereda and school levels.

Monitoring and evaluation of School based supervision

Supervisory activities require integrated and joint efforts of principals, vice principals, school in built supervisors and all stakeholders in the educational process. The roles and responsibilities of supervision require planned and coordinated monitoring and evaluation. This emanates from lack of integration which resulted from poor dedication of leaders and experts of the REB , wereda and school did not receive technical support.

Challenges to the implementation of effective supervision

The research found out that the absence of integration, poor funding, lack of training, not having national local, regional or manuals that provide fundamental principles of supervision, absence of monitoring and evaluation, inefficient provision of the program, lack of consistent on the job training were among the challenges to effective school based supervision. The reason for this was that the REB was not operating effectively and lacked dedicated experts to lead the program.

5.3. Recommendations

The higher school leaders are devoted to such activities like SBS, the greater the success of the teaching learning program. Improved student achievement is the best indicator of such success. Therefore, based on the major findings and the conclusion drawn, the following recommendations were made.

Awareness Creation

Concerned authorities in the Harari regional state are advised to make intensified and sustained efforts in creating awareness and shall give due attentions to training to boost experiences, knowledge and skills to supervisors and the teaching staff. Create common fertile ground. Stakeholders must be brought to the position that supervision is not merely classroom observation and are advised not to rely on a single option of supervision i.e. clinical supervision to develop teachers' professional competence. As a result, using different options of supervision demand a change of role of both the teachers and the supervisors in such a way

that teachers will choose the option that they believe makes sense to them and take the responsibility of making it operational. Therefore, supervisors are advised to encourage teachers to be supervisors of their own, their colleagues and engage themselves in action research (either alone or in groups) and make them systematic problem solvers of their own practices. Make the focal points of the researches such factors identifying diverse issues instructional process, on students' achievement, drop outs, withdrawals failures and come up with practical solutions.

Planning Integrated and uniform SBS

The REB, woreda and schools should prepare comprehensive foreseeable future to develop subsequent to situational analysis of the program. While preparing the plan, concerned stakeholders shall lay due emphasis on implementing effective supervisory activities that is guided by national and regional educational directives. In built supervisors, principals and vice principals should see to establish an organized and coordinated supervisory system that provide opportunities to learners to access relevant learning program to enable them to participate competently in social, economic and political development of the country. To form steering committees in each school and revitalize the joint works of teachers and supervisors/principals by bringing improved students' achievement ahead. To facilitate conditions in which staff professional development is promoted, through experience sharing, capacity building workshops and educational discussions should be seen in practice.

Budgeting Integrated SBS program

The REB must allocate sufficient budget for SBS so as to gain the intended result from the program. Before budget allocation is made, the woreda education office shall discuss with concerned stakeholders including woreda administration and reach on consensus. When there is a scarcity of resource, searching additional inputs from non-governmental organizations and other development partners is essential. Provide schools with up to date guidelines on supervision, allot budget, equipments and other facilities.

Lack of merit based assignment of Supervisors

Revise the current trends of selecting and assigning supervisors of schools on the basis of such criteria like merit and relevant training to the post. Consider effective and efficient

implementation of the directives demands the availability of human resource that fulfils the prerequisite criteria.

Implementing basic supervisory activities

Facilitate opportunities to exercise supervisory activities such as collegial, informal, self directed and inquiry based supervisions were not practiced by the school based supervisors.

On failures of the roles and responsibilities of school based supervisors

There should be a better balance of instructional expenditures and allotted resources including trained professionals, manpower, equipments, materials and finance. To redesign conditions under which students, parents, teachers and schools can work closely for the attainment of their objectives and goals. To reduce or avoid the workload of the school based supervisors which hindered them from playing their supervisory roles, it is recommended that the wereda education office has to assign enough number of teachers to the schools so that the supervisors may have fewer periods to teach and get sufficient time for supervision.

Alleviating challenges to the implementation effective supervision practices

The REB, woreda and schools are advised to revitalize the integration in order to appropriately lead the implementation of supervisory activities. This can be affected by regularly monitoring and evaluating the status of program implementation and taking corrective action as urgently as possible. Apart from this, it is a must that the REB needs to establish accountability of partners to improve their commitment in leading the supervisory activities as commitment is key to success of any educational program.

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6. APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS AND DEPARTMENT HEADS

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

SCHOOL BASED SUPERVISION (SBS) AND IT'S EFFECT IN ENHANCING
STUDENTS' ACADEMIC ACHIEVMENTS IN SECONDARY SCHOOLS OF HARARI
REGIONAL STATE

(To be answered by Teachers and department heads)

Part I. General Description

The purpose of this questionnaire is to gather information regarding “The effect of SBS practices to enhance students’ academic achievement. Thus, please put an (X) in the box against the items which describe your opinions.

This study is conducted purely for academic purposes. Your answers will be kept confidential and is used only for research purposes. No need of writing your name and address.

Thanking you in advance for participating in this study.

Part II. Demographic Data

1. Sex (Mark x) Male ☐ ☐ Female
2. What is the primary responsibility of your job?
- Teaching ☐ Department head and teaching ☐
3. Your Educational qualifications:
- Degree ☐ M.A/ M.sc ☐ ☐
4. Your Field of Specialization :(specify) _____
5. Number of years of teaching experience?
- 0 - 5 ☐ 6 - 10 ☐ 11 - 15 ☐ 16 -20 ☐
- 21 - 25 ☐ 26 - 30 ☐ 30 and above ☐

Part III. General Instruction

- 1. Please, put an (X) mark in the box against the items which describe the effect of school based supervision practices to enhance students' academic achievements.**

No.	The extent of Supervisory roles rendered to teachers	Strongly Disagree (1)	Disagree (2)	Moderate (3)	Agree (4)	Strongly Agree (5)
1	Through supervisory support, teachers work collaboratively and are committed to improve students' learning achievements.	1	2	3	4	5
2	Supervisors utilize competent, qualified and advanced teachers for sharing experience with teachers who need professional guidance and support.	1	2	3	4	5
3	Supervisors implement face-to-face interaction /clinical supervision with teachers to improve classroom performance.	1	2	3	4	5
4	Supervisors implement face-to-face interaction /clinical supervision with teachers to improve classroom performance	1	2	3	4	5
5	Supervisor and the teacher collaboratively use and interpret the data obtained after class observation.	1	2	3	4	5
6	Supervisors encourage teachers to design focused interventions to strengthen and enhance student learning in targeted areas.	1	2	3	4	5
7	Teachers are encouraged to analyze, individually and collectively, student work and use the data to address learning need	1	2	3	4	5
8	There is a conducive environment for the self actualization of the schools' staff to support higher students' learning achievements.	1	2	3	4	5
9	Supervisors make effort to organize the observation data into clear discipline for feedback to the teacher in order to bring change in effective classroom teaching.	1	2	3	4	5
10	Encouraging teachers to make continuous reflection and inquiry for the betterment of classroom instruction.	1	2	3	4	5

2. The Major Challenges of School Based supervision

	Items	Strongly Disagre (1)	Disagre (2)	Moderate (3)	Agre (4)	Strongly Agree (5)
1	There is a clear sense of co-operation and common understanding towards supervision activities among teachers.	1	2	3	4	5
2	Supervisors do have high experience in the practice of school based supervision	1	2	3	4	5
3	Supervisors have not undergone relevant trainings	1	2	3	4	5
4	The supervisors spent much time with classroom activities and administrative tasks	1	2	3	4	5
5	Teachers are resistant to the supervisory activities	1	2	3	4	5
6	Teachers perceive supervisors as fault finders rather than some one cwho isassisting them.	1	2	3	4	5
7	There is lack of relevant supervision manual in the school	1	2	3	4	5
8	There is insufficient allocated budget for the supervisory program in the school.	1	2	3	4	5
9	There is lack of follow up of the activities of teachers by the supervisors.	1	2	3	4	5
10	No trust and positive communication exists between the supervisor and the teacher	1	2	3	4	5

2. Open ended Questions

DIRECTION: Write your comments and suggestions in the space provided blow.

1. Do you think that school teachers do consider supervisors as change agents to improve students' learning achievement? If your answer is no why?

2. Do school supervisors evaluate and analyze current educational practice to support and improve learning practice in order to maximize students' academic achievement?

3. Do your supervisor encourage individuals (teachers) to make self-evaluation and identify areas for improvement of classroom learning activities ? If yes, how? If no why?

Thanks for your co-operation!

APPENDIX B
QUESTIONNAIRE FOR PRINCIPALS AND DEPUTY PRINCIPALS
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE

SCHOOL BASED SUPERVISION (SBS) AND IT'S EFFECT IN ENHANCING
STUDENTS' ACADEMIC ACHIEVMENTS IN SECONDARY SCHOOLS OF HARARI
REGIONAL STATE

(To be answered by Principals and Deputy Principals)

Part I. General Description

The purpose of this questionnaire is to gather information regarding “*The Roles played by Principals and vise Principals in School Based Supervision in enhancing students’ academic achievement.*” Thus, please, put an (X) in the box against the items which describe your opinions.

This study is conducted purely for academic purposes. Your answers will be kept confidential and is used only for the research purposes. No need of writing your name and address.

Thank you in advance for participating in this study. Please complete the survey below; upon completion please place the survey to your office.

Part II. Demographic Data

1. Sex (Mark x) Male ☐ Female ☐
2. What is the primary responsibility of your job?
School Principal ☐ School Deputy Principal ☐
3. Your Educational qualifications:
Degree ☐ M.A/ M.sc ☐ Others ☐
4. Your Field of specialization (Please, specify) _____
5. Number of years of experience:
a. in the teaching _____ years. b. in current position _____ years?

Part III. General Instruction

1. Please, circle or put an (X) mark in the box against the items which describe extent to which supervisors exert their efforts in maximizing teachers' performance in order to increase their students' achievements.

No.	The extent of Instructional Supervisory roles rendered to teachers	Strongly disagree (1)	Disagree (2)	Moderate (3)	Agree (4)	Strongly agree (5)
1	Facilitating conditions for teachers to develop theoretical understanding of the skills and knowledge.	1	2	3	4	5
2	Conducting classroom observation regularly to ensure the application of lesson plans.	1	2	3	4	5
3	Organizing training programs at school level for the sake of teachers, professional development.	1	2	3	4	5
4	Inspecting Students' Progress Reports.	1	2	3	4	5
5	Creating a conducive environment to facilitate supervisory activities in the school.	1	2	3	4	5
6	Coordinating regular programs with the school community to evaluate the teaching learning process and outcomes.	1	2	3	4	5
7	Ensuring assignments are given weekly, marked and corrected for feed-back.	1	2	3	4	5
8	Inspecting teachers' reports on plan and records of work covered at the end of every week	1	2	3	4	5
9	Organizing teachers to conduct peer observation/collegial supervision among themselves.	1	2	3	4	5
10	Building of the confidence of teachers and upgrade their pedagogical skills and competence.	1	2	3	4	5

2. The Major Challenges of School Based supervision

	Items	Strongly Disagree (1)	Disagree (2)	Moderate (3)	Agree (4)	Strongly Agree (5)
1	There is a clear sense of co-operation and common understanding towards supervision activities among teachers.	1	2	3	4	5
2	Supervisors do have high experience on the practice of school based supervision.	1	2	3	4	5
3	Supervisors have not taken relevant trainings.	1	2	3	4	5
4	The supervisors are overloaded with classroom activities and administrative tasks.	1	2	3	4	5
5	Teachers are resistant against the supervisory activities	1	2	3	4	5
6	Teachers perceive supervisors as a fault finder rather than assisting them.	1	2	3	4	5
7	There is lack of relevant supervision manual in the school	1	2	3	4	5
8	There is insufficient allocated budget for the supervisory program in the school.	1	2	3	4	5
9	There is lack of follow up of the activities of teachers by the supervisors.	1	2	3	4	5
10	No trust and positive communication exists between the supervisor and the teacher.	1	2	3	4	5

2. Open ended Questions

DIRECTION : Write your comments and suggestions on the space provided.

1. Do you believe that School based supervision contributes to the best of students learning ?
If yes, how? If no how?

_____ 2. What additional factors/challenges can you mention which affect the supervisory practice in your school?

_____ 3. Do in-built supervisors evaluate and analyze current educational practice to support and improve learning practice in order to maximize students' academic achievement?

_____ 4. Do supervisors encourage individuals (teachers) to make self-evaluation and identify areas for improvement of classroom learning activities ? If yes, how? If no why?

The end
Thanks for your co operation!

1. Sex (Mark x) Male ☐ ☐ Female
3. What is your primary responsibility of your job?
- Teaching ☐ Supervisor ☐ Both reaching and Supervision ☐
Your Educational Qualification
- Degree ☐ M.A/ M.sc ☐ Others ☐
4. Your Field of specialization (Please, specify) _____
5. If you are a teacher, subject currently you teach _____
6. Number of years of experience:
a. in the teaching years. b. in supervision years?

Part III. General Instruction

1. Please, put an (X) mark in the box against the items which describe extent to which in-built supervisors exert their efforts in maximizing teachers' performance in order to increase their students' achievement.

	Efforts made by in-built supervisory committee	Strongly disagree (1)	Disagree (2)	Moderate (3)	Agree (4)	Strongly agree (5)
1	Making effort to organize the observation data into clear discipline for feed- back to the teacher in order to bring change in effective classroom teaching.	1	2	3	4	5
2	Implementing of face-to-face interaction /clinical supervision for teachers to improve classroom performance	1	2	3	4	5
3	Facilitating conditions for teachers to develop theoretical understanding of the skills and knowledge they need to learn.	1	2	3	4	5
4	Encouraging teachers to make continuous reflection and inquiry for the betterment of classroom instruction.	1	2	3	4	5
5	Identifying specific training need to render professional training for teachers' skill development.	1	2	3	4	5
6	Giving concern to maximize students' academic achievement and find solutions for any instructional limitations of teachers in the classroom	1	2	3	4	5
7	Reviewing learning strategies, operational effectiveness, identify gaps and provide feedback,	1	2	3	4	5
8	Organizing teachers to conduct peer observation /collegial supervision among themselves.	1	2	3	4	5
9	Setting meaningful and realistic professional goals that to be measured in terms of improving student performance.	1	2	3	4	5
10	Supervisor and the teacher collaboratively use and interpret the data obtained after class observation.	1	2	3	4	5

2. The Major Challenges of School Based supervision

	Items	Strongly Disagree (1)	Disagree (2)	Moderate (3)	Agree (4)	Strongly Agree (5)
1	There is a clear sense of co-operation and common understanding towards supervision activities among teachers.	1	2	3	4	5
2	Supervisors do have high experience on the practice of school based supervision	1	2	3	4	5
3	Supervisors have not taken relevant trainings	1	2	3	4	5
4	The supervisors are overloaded with classroom activities and administrative tasks	1	2	3	4	5
5	Teachers are resistant against the supervisory activities	1	2	3	4	5
6	Teachers perceive supervisors as a fault finder rather than assisting them.	1	2	3	4	5
7	There is lack of relevant supervision manual in the school	1	2	3	4	5
8	There is insufficient allocated budget for the supervisory program in the school.	1	2	3	4	5
9	There is lack of follow up of the activities of teachers by the supervisors.	1	2	3	4	5
10	No trust and positive communication exists between the supervisor and the teacher	1	2	3	4	5

2. Open ended Questions

DIRECTION : Write your comments and suggestions on the space provided.

1. Do you believe that School based supervision contributes to the best of students learning ? If yes, how? If no how?

_____.

2. What additional factors/challenges can you mention which affect the supervisory practice in your school? _____.

3. Do in-built supervisors evaluate and analyze current educational practice to support and improve learning practice in order to maximize students' academic achievement? _____.

4. Do your supervisor encourage individuals (teachers) to make self-evaluation and identify areas for improvement of classroom learning activities ? If yes, how? If no why? _____.

The end.

Thanks for your co operation!

APPENDIX D
QUESTIONNAIRE FOR FOCUS GROUP DISCUSSION
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
SCHOOL BASED SUPERVISION (SBS) AND IT'S EFFECT IN ENHANCING
STUDENTS' ACADEMIC ACHIEVMENTS IN SECONDARY SCHOOLS OF HARARI
REGIONAL STATE

Questions for focus group discussion

(To be discussed by School in-built supervision committee)

Part I. General Description

The main purpose of this discussion is to collect relevant data for the study on the school based supervision and it's effect in enhancing students' academic achievements in your secondary school.

The response you provide in the discussion will have constructive paramount and importance for the successful accomplishment of this study .so, you are kindly requested to give your genuine response on the discussion. Your response will be used only for academic purposes.

Thank you in advance for participating in this study.

Part II: please, discuss on the following questions briefly related to the current practices of your school context.

1. What is the current effect of your School Based Supervision practices to enhance students' academic achievement?
2. How can teachers improve their classroom instruction to maximize students' academic achievement?.
3. Did the in-built supervision committee discharge its Supervisory roles effectively in supporting class room instruction?
4. What factors do you think promote the current students' academic achievement of your School.?
5. What are the roles of school principal to bring change on students learning?
6. What do you consider to be the barriers that challenge the effectiveness of current students' academic achievements?

APPENDIX E

Table 1. Participants in the Education Focus Group

Name of participant	Roles and Duties	School /institutions they represent
1. Dawit Negese	Principal	Harar Secondary school
2. Abera	Vice Principal	Abadir Secondary
3. Kidan Debesay	Vice Principal	Shekib Abdulahi Secondary school
4. Seyum Abebe	Dept Head	Harar Secondary school
5. Alelign Beyene	Vice Principal	Hamaressa secondary
6. Misbha Mohammed	Principal	Shekib Abdulahi
7. Tesfaye Tefera	In built supervisor	Harar Secondary school
8. Temasgen seyum	Dept Head	Shekib Abdulahi Secondary school
9. Tariku Abdisa	In built Supervisor	Hamaressa secondary
10. Meles Lata	In built Supervisor	Shekib Abdulahi
11. Badhsa Gamada	Supervisor Expert Bureau	Harari Regional Educ