



**Contribution of Educational Supervision in Improving Student Academic Achievement of  
Wuchalle Administrative Town in Marye Secondary School**

*By*

**Asnake Worku**

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**Advisor: Ethiopia Ergogo (MSc.)**

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The thesis title “Contribution of Educational Supervision in Improving Student Academic Achievement of Secondary School ofMarye” was done by Asnakech Worku

<b>Advisor: Name</b>	<b>Signature</b>	<b>Date</b>
<b><u>Mr. Ethiopia E. (MA.)</u></b>	_____	____/____/ <b><u>2020</u></b>

Examiners: Name	Signature	Date
_____	_____	____/____/2020
_____	_____	____/____/2020

**December 2020**  
**Wolkite ,University**

## STATEMENT OF DECLARATION

The researcher hereby declares that the thesis on the title, “Contribution of Educational Supervision in Improving Student Academic Achievement of Secondary School of Marye”, is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name: Asnakech Worku                      Signature \_\_\_\_\_                      Date \_\_\_\_\_/\_\_\_\_\_/2020

This paper has been submitted for examination with my approval as University

Advisor: **Ethiopia Ergogo (Msc.)**

Signature: \_\_\_\_\_

**June, 2020**  
**Wolkite University**

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## **ABSTRACT**

*This study attempted to investigate the contribution of educational supervision in improving student academic achievement in Wuchale administrated town of secondary schools. The problem related with the study is teachers are not properly supported by supervisors in attempting challenges in the implementation of the curriculum. Secondly, Such supervisory problem might have a negative influence on teachers' satisfaction with their jobs, Furthermore, weakness in educational supervision are common at secondary schools and these can have a negative impact on student academic achievement. Thirdly, there was lack of effective supervision and awareness regarding supervision on contribution to the improvement of student academic achievement and lastly, there are some problems that affect the contributions of supervision in improving student academic achievement, this problem are in adequate flow of communication, inadequate instructional supervisors, lack of confidence, lack of budget and time other related problems*

*The specific objective of the study was to investigate the extent to which supervisory activities contribute to the improvement of student academic achievement, to identify the roles and functions of educational supervision to improve the quality of education programs and data for this study were collected from teachers, principals and supervisor. The research methodology is Descriptive Design was employed for this study on the assumption it would help full to collect a large variety of data related to problem. The study employed qualitative data like questionnaire as major source and qualitative data was obtained from interview.*

*Consequently, come out from this study were, educational supervisors attempted to investigate educational supervision in improving student academic achievement. so educational supervision over the key person for the improvement of students' academic achievement and the major problems of educational supervision that come across while improvement educational supervision was multiple. They were excessive workload, lock of sufficient budget lack of sufficient time. Finally minimize and it is possible to solve the problems.*

## **ABBREVIATION**

ETP	Education and Training Program
GEQIP	General Education Quality Improvement Package
MOE	Ministry of Education
NGOS	Non-Governmental Organization
PTA	Parent Teacher Association
QASO	Quality Assurance and Standard Office
UNESCO	United States Educational Society Cultural Organization

## **CHAPTER ONE**

### **1. INTRODUCTION**

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

The transitional Government Ethiopian recognized in 1994 the inadequacy of education system and introduced new Education and Training Policy showing that the education system was entangled and in a complex problem of relevance, equity, accessibility and quality. To improve the education the government introduces Inspection. Inspection was first developed and subsequently supervision was developed as part of inspection. The major role of inspection is to control. Later on, the word " supervision " emerges and acquires great importance. This, the idea of control and coercion inherent inspection place to a new concept of guiding, helping and encouraging teachers in improving the total class room teaching learning situation Mohantly, (2007)

It can be seen that supervision is more democratic and assumes more responsible attitude and character Mohantly, (2007). According to Bruckner (1995) cited in Mohantly, (2007)), describe modern supervision based on systematic study bond analysis of the entire situation. Utilizing a carefully planned program that would be cooperatively derive from the situation and which is adapt to the need of those involve in it. In relation to this, Fekadu, (2003) state that in order to meet education objectives and enhance the teaching learning process, supervisors and teachers are expect to design and enrich education pedagogy. Tesefaye (2003) argue that creative supervisors shall discover and device a means of solving instructional problems. So the concept of creativity and innovation should therefore be encouraging hence supervisors need to keep themselves a great of new findings by participating in workshops seminars by making critical observation and by taking refreshment courses.

Now a day, improving the quality of education has given priority throughout the world. To monitor the quality, the national authorities highly focus on the educational supervision, Fekadu,

(2003). Quality has different meaning depending on the kind of organization and the customers served (Firdissa, 2009). Particularly education quality according to Sumaiya Q. (2010): and ward, (2007) is, the'' provision of good education by well-prepared teachers however, all teachers are not qualified enough and as a result they need support from supervisors Giordano, (2008). To improve supervisors should also work with teachers in fixable and collaborative style.

Similarly, education in Ethiopia is passing through a period of transition from the emphasis on quantity to emphasis on quality. According to MoE, (2004), the Ethiopia government has shifted its attention to improve quality of education. It has start to quality education initiative called general education quality improvement package (GEQIP) of 2007. Accordingly what is known as General Education Quality Improvement Program (GEQIP) focusing on, Continuous Professional Development (CPD), School Improvement Program (SIP), Civic & Ethical Education Program, Curriculum Improvement Program, and ICT in education program and so on MOE, (2007). Quality education depends on several issues, among others educational planning, management, teacher's professional competence, efforts of students and educational supervisions (MoE, 2002).

Educational supervision is a key tool to ensure that all education staff respecting the same rules and regulation follow to similar program De Grauvu Anton (2005) the contribution that teacher has to face include rendering direct assistance to individual students by helping the student to better achievement, the teacher has to develop the class through group assignments and discussion the final product of all these efforts is an improvement in the student academic achievement Butin, (2004).

Schools are the formal agency of education where children are shaped through the process of teaching and learning. So schools need to help all students to develop their potentials to the fullest levels (Giordano, 2008).

The researcher believe that the improvement of schools would not be accomplish without educational supervision, the quality of education is determined by the provision of adequate supervision support from supervisors for better achievement of student result.

## 1.2. Statement of the Problem

It is believed that the overall education system should be supported by educational supervision in order to improve the teaching-learning process UNESCO, (2007). As like that of many other developing countries, in our country Ethiopia, education has been given great attention for it is the basic way of economic growth and all-rounded development of the society. This requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management, Aggarwl, (1985). The challenge of educational supervision is firstly, the exiting reality in the implementation of educational supervision in school is not seen to disclose a positive impact in supervisory services in educational improvement. Moreover, it appears that teachers are not properly supported by supervisors in attempting challenges in the implementation of the curriculum.

Secondly, Such supervisory problem might have a negative influence on teachers' satisfaction with their jobs, Furthermore, weakness in educational supervision are common at secondary schools and these can have a negative impact on student academic achievement.

Thirdly, there was lack of effective supervision and awareness regarding supervision on contribution to the improvement of student academic achievement and lastly, there are some problems that affect the contributions of supervision in improving student academic achievement, this problems are in adequate flow of communication, inadequate instructional supervisors, lack of confidence, lack of budget and time other related problems Firdissa, (2009).

The purpose of this study is to identify the contribution of supervision in improving student academic achievement in in Wuchalle administrative town secondary schools, selected school Marye secondary school.

### **1.3. Research Questions**

1. What are the roles of educational supervision in improving student academic achievements?
2. What are the major problems that affect the practices of supervision in Marye secondary school?
3. Who is responsible to the supervision activities to the improvement of student academic achievement in Marye secondary school?

### **1.4. Objective of the Study**

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

General objective of the study is to investigate the contribution of educational supervision in improving student academic achievement in Marye secondary school.

#### **1.4.2. Specific Objectives**

1. To recognize the role of educational supervision in improving student academic achievements in Marye secondary school.
2. To identify the major problems that affects the contribution of educational supervision in Marye secondary school.
3. To identify the responsible to the supervision activities to the improvement of student academic achievement in Marye secondary school?

### **1.5. Significance of the Study**

- ✓ Help supervisor, principals and teachers to focus on improving student academic achievement and to direct, coordinate activates consciously and effective.
- ✓ Help supervisors to be aware of the problems and create a better understanding in guiding teachers to be professional instructors.
- ✓ Suggest practical solutions as on how to improve the contribution of supervision for student academic achievement.
- ✓ Serve as an additional source of information for those who want to make further study on the field.

### **1.6. Limitation of the study**

The researcher was facing the following limitations

- The time provided for the study was not enough for the researcher to collect all necessary information.
- The financial means for the study was insufficient to conduct the study as the price of everything in the market increased.
- The respondent had heavy work and did not provide the information on time.
- Some of the respondent did not understand the objective of the study and think otherwise.

### **1.7. Delimitation of the Study**

This study was conducted on to the contribution of educational supervision in improving student academic achievement. It was delaminated Marye secondary school. This is because of available time and finance (Budget).

## **1.8. Operational Definition**

**Supervision:** any service offered to teachers that eventually results in improving instruction, learning.

**Instruction:** the process imparting knowledge, information, skill to students and the way that learning is to be facilitated.

**Supervisors:** In this study, it refers to school principals, deputy directors and department heads of the selected schools.

**Secondary school:** refers to the school system established to offer two years of general education (grade 9 -10) and extra two years of pre-college preparation (preparatory).

**Educational supervision:** to identify the work duties of administrative workers in education.

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

This study was organized into five chapters. The first chapter deals with the introduction, background of the study, statement of the problem, basic questions, objective of the study, significance of the study, delimitation of the study, organization of the study. The Second chapter deals with review of related literature. Third chapter deals with design and methodology. The fourth chapter deals with about analysis, presentation and interpretation of the study and lastly chapter five deals with summery, conclusion and recommendation.

## CHAPTER TWO

### 2. LITRATURE REVIEW

#### 2.1. Definition of Educational Supervision

The term “supervision” has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach &Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. On the other hand, supervision is considered as:

*“Any service for teachers that eventually results in improving instruction learning and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals- the supervisor, the teacher, the administrator, and the parent (Ross & Dean, 1980)”*.

Supervision is administration or phase of educational administration which is concerned with improving instructional effectiveness. (Okube, 1998) supervision is mainly an academic function for helping improving of teaching learning situation (mohanty. 2007:19). According to mohanty (2007:16) supervision that they activities of the teachers are so guided and stimulated that it

ensures the improvement of their efficiency in teaching and learning process in Order to achieve better student academic achievement. According to Judy Mekimm and Carol Jollies (2007) the major objectives of educational supervision are to introduce some of the national issues and concerns about the provision of educational supervision, mentoring, academic guidance and personal support.

## **2. 2. Types of Supervision**

There are three types of supervision: administrative, clinical (educational) and supportive supervision.

### **2.2.1. Administrative Supervision**

The most basic function of administrative supervision is to ensure that work is performed. Most social workers receive administrative supervision at their agencies. How do you know if you're receiving administrative supervision? Your supervisor talks with you about paperwork compliance, billing, administrative procedures for changes in codes and categories. Administrative supervision is crucial in maintaining agency functioning. Every time my supervisor talked about billing codes, she was making sure that our agency would be reimbursed for services rendered. Without proper attention to billing and compliance with the myriad of oversight agencies (and funding sources), most social service agencies couldn't survive audits or pay the bills. Administrative supervision is not concerned about the quality of the services provided that is the function of clinical supervision.

### **2.2.2. Clinical Supervision (Educational Supervision)**

Clinical supervision is concerned with teaching the knowledge, skills, and attitudes important to clinical tasks. Some social workers receive clinical supervision at their agencies. How do you know if you're receiving clinical supervision? You meet on a regular basis with your supervisor

to discuss client issues such as assessment, diagnosis, treatment options, barriers to care, medication support, etc.

Clinical supervision, like the therapeutic relationship itself, starts with rapport building, establishes a purpose for supervision, and determines when the relationship was over. Clinical supervisors can and should use all of the skills they have developed as clinicians in a supervisory context.

Supervision looks different based on setting, clinician needs and supervisor orientation. For example, if you are receiving supervision for work in the addictions field, it might be that your supervisor will ask you to identify which stage of change your client is in. In contrast, if you are working in a child and family treatment agency, your supervisor might ask you to identify your client's developmental stage, or the stage of the family life cycle. Although there are different approaches to supervision, including formal case presentation, technique-specific approaches, etc., some common clinical supervisory questions include:

1. What is your role with the client?
2. What goals have you and your client established for treatment?
3. What challenges do you have with treatment right now?

### **2.2.3. Supportive Supervision**

This type of supervision is typically not separate from administrative or clinical but has the function of increasing job performance and decreasing burnout. Supervision, whether administrative, clinical or supportive, has traditionally occurred in person. Because of advances in technology, more and more people are using the phone and Internet technologies like chat rooms and email to obtain supervision. Regardless of the medium, supervision can occur individually or in groups. Each state has different regulations about what counts towards supervision. In Pennsylvania, social workers can receive no more than 50% of their supervision towards advanced clinical licensure in a group setting.

## **2.3. Historical Development of Educational Supervision**

### **2.3.1. Global Perspective**

The historical development of educational supervision initially try to see the global perspective; Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different periods (Oliva, 2001).

### **2.3.2. Ethiopian Perspective**

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

Starting from 1944/5, the office of the inspectorate established centrally, i.e. at the Ministry head office was headed by a British national named Lt. Commander John Miller. He was appointed as Inspector General assisted by two Ethiopians. The major responsibilities of the inspectors were to collect and compile statistical data on number of students and teachers, number of classrooms available and class-size, conduct school visits in the capital and in the province and finally, produce reports to be submitted to the Ministry of Education as well as the emperor who at that time assumed the Ministry of Education portfolio (BGREB, 2006).

As more and more schools were opened, the number of teachers increased and student population grew up, the educational activities became more complicated and so it became necessary to train certain number of inspectors. Thus, in 1950/1 for the first time, training

program was started in the then Addis Ababa Teacher Training School with for the intake 13 selected trainees. The number of graduates of inspectors reached 124 in 1961/2. However, inspection was replaced by supervision in 1962/3. The replacement of inspection by supervision was found necessary to improve the teaching learning process more efficient and effective by strengthening of supervision (MoE, 1994).

Under the socialist principles, with the changes of the political system in the country, the management of education needed strict control over the educational policies, plans and programs. Thus, a shift from supervision to inspection was made in 1980/1 (MoE, 1994).

Again, following the change of the political system in the country a shift from inspection to supervision was made in 1994. According to the Education and Training Policy of 1994, educational administration is decentralized. In this respect, what is envisaged is, democratic supervision, which would seek the participation of all concerned in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to improve teaching learning process (MoE, 1994).

During the preceding political systems, the establishment of supervision in Ethiopian education system was limited to national, regional and Zonal level. For that matter, supervisory activities could not able to provide close and sustainable support for school principals and teachers. The responsibility of the supervisors was not clearly justified, so that they were less effective in implementing their activities. Moreover, the past trend of supervision was focused on administrative tasks than supporting teaching and learning processes. Supervisors were incompetent to support teachers and principals. To this end, supervision has contributed less to sustaining quality education and the professional growth of principals. Therefore, alleviating the old age supervisory problems in schools by establishing supportive school environment is inevitable to improve principals' and teachers' professional growth, and ultimately to maximize learning achievement (MoE, 2002).

## 2.4. Principle of Educational Supervision

Educational Supervision has its own principle those are divided in to general and specific principle of supervision. General principle of Supervision should be included as theoretically sound, supervision should be scientific, supervision should be democratic, supervision should be creative, supervision should be attitudinal, and supervision should be cooperative. The Specific principle of then Supervision has related to the democratic concept of leadership and Effective supervision process must operate within the context of the prevailing.

To sum up some of the Principles of Educational Supervision; Supervision is concerned with the total improvement of teaching and learning situation. In line with this, Sumaiya (2010) stated that supervision has the following principles:

1. There should be short-term, medium-term and long-term planning for supervision.
2. Supervision is a sub-system of school organization.
3. All teachers have a right and the need for supervision.
4. Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel. As well as help to clarify educational objectives and goals for the principal and the teachers.
5. Supervision should assist in the organization and implementation of curriculum programs for the learners.
6. Supervision from within and outside the school complements each other and are both necessary. In general, since supervision is a process which is worried about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers and should be conducted frequently to maximize teachers' competency

## 2.5. Contribution of Educational Supervision

This indicates educational supervision is some of the contributions of to education as follow (Gwynn. Minor. (1961:27-31): -

1. To aid the teachers and principals in understanding the children better.
2. To help teachers to develop and improve individually and as cooperating members of the school staff.
3. To assist school persons in making more interesting and effective use of instructional materials.
4. To help teachers to improve his/her method of teaching in order to achieve student academic achievement.
5. To stimulate the teachers to evaluate his own planning work and progress.
6. To help the teachers to achieve praise and a sense of security in his work and in the community.

In addition to the above list contribution of educational supervision: C. Fischer through the effective educational supervision of instruction, administrators can improve and enhance teaching and learning practices that will contribute to improve student academic achievement. by skillful analyzing performance and appropriate data, administrators can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom. The effective educational supervision of instruction is one of the most crucial functions of the administrators. If schools are to provide equal access to quality educational programs for all students, administrators must hold teachers accountable for providing an appropriate and well planned program. These programs include variety of teaching strategies designed to meet the diverse needs of all students in our complex society. This process may lead to restructuring of practices and procedures that could result in the enhancement of student academic achievement.

## **2.6. Function of Educational Supervision**

The primary functions of supervision are co-ordinate, guide and to promote teacher's performance for the improvement of instruction. As lone De Grauwe (2001), states the functions of supervision as follows: -

- ✓ Organizing in service training and staff development.
- ✓ Assisting school to set up and maintain comprehensive assessment system.
- ✓ Giving advice on school administration and curriculum implementation.
- ✓ Participating in educational research and surveys.

## 2.7. The Intents of Educational Supervision

The Intents of Supervision aims to promote growth, interaction, fault-free problem solving and a commitment to build capacity in teachers. Cogan (1973) envisioned practices that would position the teacher as an active learner. Moreover, Cogan asserted that teachers were not only able to be professionally responsible, but also more than able to be “analytic of their own performance, open to help from others and self-directing”. Unruh and Turner (1970) saw supervision as a social process of stimulating, nurturing and appraising the professional growth of teachers and the supervision as the prime mover in the development of optimum conditions for learning for adults, when teachers learn from examining their own practices with the assistance of others, whether peers or supervisors, their learning is more personalized and therefore more powerful.

The intents of instructional supervision are formative, concerned with on-going, developmental, and differentiated approaches that enable teachers to learn from analyzing and reflecting on their classroom practices with the assistance of another professional (Glatthorn, 1984; Glickman, 1990). In line with the necessity of supervisor’s help for teachers, Sergiovanni and Starratt (2002) suggested that most teachers are competent enough and clever enough to come up with the right teaching performance when the supervisor is around.

As Acheson and Gall, and Pajak (cited in Zepeda, 2003), the intents of supervision is promoting face-to-face interaction and relationship building between the teacher and supervisor and also promotes capacity building of individuals and the organization. Furthermore, as mentioned by Sergiovanni and Starratt, and Blumberg (cited in Zepeda, 2003), supervision promotes the improvement of students’ learning through improvement of the teacher’s instruction; and it promotes change that results in a better developmental life for teachers and students and their learning. Instructional supervision is service that was given

for teachers, and it is the strategy which helps to implement and improve teaching learning process, and also an activity that is always performed for the advantage of students learning achievement (BGREB, 2006). To sum, the intents of instructional supervision revolves around helping teachers for their practical competencies and increasing students learning through the improvement of the teachers’ instruction.

## **2.8. The Qualities of a Good of Educational Supervision**

The Qualities of a Good Supervisor is 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, 2006). The supervisor needs to have some qualities to handle well his/her responsibility. Claude (1992) indicates that supervising people, teachers in particular, both a skill and an art. It is a skill because the basic theories about motivation, communication, conflict resolution, performance counseling, and so on can be learned. On the other hand, its view as an art is, the supervisor adopts and adapts this knowledge and puts into practice in his/ her own unique way. In general, school-based supervisors ought to be skilled and knowledgeable about the task elements of their school work.

A successful supervisor has a positive attitude. When the supervisors' attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the heads of the school and staff members alike prefer working with someone who has a positive attitude (Samuel, 2006).

According to Stadan (2000) a good school-based 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.

## **2.9. The Roles of Educational Supervision**

The Roles of educational supervision is divided in to many persons those are:

### **2.9.1. The Roles of School Principal in Supervision**

The school principal in his/her capacity as instructional leader, his/her responsibilities would be:

1. Creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources;
2. Giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary;
3. Coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large;
4. Coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and;  Cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

### **2.9.2. The Roles of Deputy Principals**

The Roles of Deputy Principals in Supervision Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities: Giving over all instructional leadership to staff members; Evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and; Ensuring that the curriculum of the school addresses the needs of the local community.

### **2.9.3. The Roles of Department Heads**

The Roles of Department Heads in Supervision Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services /experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are:

### **2.9.4. Coordinating the supervisory activities**

Coordinating the supervisory activities in their respective departments and evaluating teachers' performance; Arranging on the job orientation and socialization programs to newly assigned teachers in the respective departments; Initiating and promoting group participation in the planning, implementation and decision making of the instruction and in the evaluation of instructional outcomes; Selecting and organizing teaching materials and making them available for use by teachers; Encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; Organizing model teaching programs for inexperienced (junior) teachers staff members by imitating senior staff members from the departments; Coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc., to tackle identified problems of the curriculum and; Encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems.

### **2.9.5. The Roles of Senior Teachers**

The Roles of Senior Teachers, in Supervision According to the career structure developed by Ministry of Education on the basis of Ethiopian Education and Training Policy of 1994, High-ranking teacher, Associate Head teacher and Head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their department (MoE, 1994).

## **2. 10. The Approach of Educational Supervision**

There are different approaches in educational supervision. Among these collaborative approach and clinical approach are main (Cogan in level, *et.al* 1993:9). There are various types of educational supervision followed in different countries. The adoption of particular type of supervision depend up on the educational pattern and philosophy followed in the country, the type of government and educational and training of the education officers who are responsible for supervisor work (Mohanty, 2007:3). This type of may be identified as follows: - Laissez-faire type, Coercive type, Corrective type, Preventive type, Creative type and Democratic type.

## **2.11. The Objective of Educational Supervision**

The objective under the educational supervision is multifarious

1. To help institution be a better institution and the teacher a better teacher.
2. To stimulate, coordinate and guide the teacher effort in order to improve student academic achievement.
3. To help individual teacher in diagnosing the deficiencies in his/her performance and to find out remedies for them

## **2.12. The Factor that Affecting Educational Supervision**

### **A. Government related factors**

- ❖ Poor remuneration of teachers,
- ❖ Lack of materials resources,
- ❖ Poor funding and lack of evaluation system.

### **B. Teacher related problems**

- ❖ unprofessional attitude to work,
- ❖ lack of interest,
- ❖ lack of basic knowledge or formal training,
- ❖ And numerous unqualified teachers.

### **C. Community and society related problems**

- Poor perception of the general public teaching as profession,
- poor status given to the teachers,
- And lack of proper interests.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Description of Study Area**

Marye secondary school is located in Wuchalle administrative town in Marye sub-city in the South Wollo, Amhara Region of Ethiopia. The town situated far away from Addis Ababa by 380km to Nourth and 420km from regional state Bihar Dar and 12 km far away from Wuchalle town.

#### **3.2. Research Design**

In this study descriptive survey research design was employed. Because the major goal of this study was to describe the contribution of educational supervision improving the student academic achievement, as it exists at present, it is also relevant to gather detailed information concerning current status of the contribution of educational supervision improving the student academic achievement. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. Descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. The descriptive survey was employed for this study on the assumption it would helpful to collect a large variety of data related to problem under the study from the different source and to state that descriptive survey design gives a better and deeper understanding of a phenomena which help as a fact finding method with adequate and accurate interpretation of the finding methods.

### **3.3. Research Method**

In this study survey method were used combining both qualitative and quantitative approaches .But more focus on quantitative one. because the major goal of this study was to describe the contribution of educational supervision in improving student academic achievement, as it exists at present, it is also relevant to gather detailed information concerning current status of the contribution of educational supervision in improving student academic achievement . According to Kothari (2004), was a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitates to have or to get in-depth data on the practices and challenges of school-based supervision Since qualitative method is to appropriate to study the selected issue in depth and to assess altitude, behavior and opinions of the respondents. So, Educational Supervision can achieved through the participation of different stakeholders by combining the stakeholders theories, methods, the researcher can overcome the weakness or intrinsic biases and problems that come from single method and single theory.

### **3.4. Source of Data**

In order to obtain the relevant and adequate data the researcher will use both primary and secondary source of data. The primary source of data was teachers, principals as well as supervisor. The secondary sources of data was collected from school document records of supervision and relevant document.

### **3.5. Population, Sample Size and Sampling Technique**

The target population of the study includes Supervisor, Principals, and 63 Teachers of Marye Secondary School. In Wuchalle administrative town there are three secondary schools; from these secondary schools Marye is selected by using simple random to conduct the study. The

total population in the Marye Secondary School are 66. Out of this 63 are teachers, 2 are principals and 1 supervisor . From the total numbers of population, the researcher will be selected 23 samples by using simple random sampling technique. Out of 23 samples 20 are teachers for only questionnaires and 2 principals and 1 supervisor will be selected for interview.

Table 3.1. population and sample size

No	Types of respondents	Population Size	Sample Size	%	Sampling Technique	Data gathering instrument
1.	Teachers	63	20	30.74%	Simple random	Questionnaire
3	Principals	2	2	100%	Availability	Interview
4	Supervisors	1	1	100%	Availability	Interview
	Total	66	23	34.85%		

### 3.6. Data Gathering Instrument

To collect the necessary and relevant data for the study will use questionnaires, interview and document analysis

#### 3.6.1. Questionnaire

Questionnaires will in favor tools which provide effective way of collecting data in a structural and management. The researcher will prepare both close ended and open-ended questions to obtain data from teachers. A questionnaire was prepared in English because the respondents will able to answer the questions in English. The researchers on the assumption choose the data gathering instrument that more information in greater depth was obtained. Since the sample size of supervisor and principals for the study was be very less, then researcher tried to use interview

to them. Moreover, the researcher wants to take the advantage of interview such as: they are useful when in depth information in need and permit view. The process of interview was to get full information. The researcher was preparing interview to obtain qualified data from supervisor and administrative education officer because it is used to obtain detail and adequate information. Interview was prepared in English because the respondents were ability to answer it.

### **3.7. Method of Data Analysis**

The data was gathered and analyzed quantitatively and qualitatively. Using questionnaire that the response was obtained from the school teachers was systematically analyzed and tabulated using frequency and percentage after collecting data by using different methods qualitative method was used to analyze interview and open ended question and quantitative (Percentage) method was used to analyzed data obtained through questionnaire.

### **3.8. Ethical Consideration**

Firstly, the researcher will ask the permission from the department of pedagogical, and then the questionnaire approving by the advisor to collect data. Finally, the data was collected from the samples; the researcher was keeping the confidentiality of the respondent.

## **CHAPTER FOUR**

### **4. DATA PRESENTATION, ANALYSIS AND INTERPRTATION**

This chapter deals with the characteristics of sample respondent's contribution of and factors of educational supervision. The second parts present the analysis and interpretation of the mean data. The objective of this study was the contribution of educational supervision in improving student academic achievement in Wuchalle administrative Secondary schools. To this end, both quantitative and qualitative data was gathered by using questionnaire and interview.

#### 4.1. Characteristics of Respondent

Table 4.1: Characteristics of respondents based on sex, work experience and educational background

No	Issues under consideration	Variables	No. of respondent	Percentage
1	Sex	Male	16	69.57%
		Female	7	30.43%
		Total	23	100%
2	Age	25-30	10	43.48%
		31-35	8	34.78%
		36-40	4	17.39%
		41-45	1	4.35%
		Total	23	100%
3	Academic qualification	Diploma	-	-
		First degree	23	100%
		MA	-	-
		Total	23	100%
4	Year of Experiences	1-5	17	73.91%
		6-10	5	21.74%
		11-15	1	4.35%
		16 and above	-	-
		Total	23	100%

According to table 4.1: describe the sex, work experience, age and academic qualification is necessary to show the data collection system is asymmetry and according to sex 16(69.57%) of the teacher's respondents were male, 7(30.43%) were female teachers. From these sex distribution male teachers dominated. About the respondent age the majority of teachers, 43.48%

fall the age categories of 25- 30 years and followed by age b/n 31-35 teacher is 34.78% and there is 4.35% teacher under age of 41-45. So, in the age distribution most of teacher in the research area school was under fear age. About academic qualification the all the teachers and the principals were first-degree holders but the difference is experience of working year. Depending on the year of experience, the most teachers 17(73.91%) were fall 1-5 years, 5(21.74%) teachers fall 6-10 years and the rest one principal fall under 11-15 years' experience.

## 4.2. Contribution of Supervisory Activities to Improvement of Student Academic Achievement

Table 4.2 Contribution of Supervisory Activities to Improvement of Student Academic Achievement in view of respondents.

No.	Item		No. of respondents(Teachers)	Percent (%)
1.	Educational supervisors contribute Experience for teachers	Strongly Agree	-	-
		Agree	14	60.87%
		Undecided	4	17.39%
		Disagree	5	21.74%
		Strongly Disagree	-	-
		Total	23	100%
2.	Educational supervisors encourage teachers to improve student results	Strongly Agree	2	8.70%
		Agree	14	60.86%
		Undecided	1	4.35%
		Disagree	6	26.09%
		Strongly Disagree	-	-
		Total	23	100%
3.	Educational supervisors assist teacher in developing instructional materials	Strongly Agree	6	26.09%
		Agree	12	52.17%
		Undecided	2	8.69%
		Disagree	3	13.05%
		Strongly Disagree	-	-
		Total	23	100%

4.	Educational supervisor most of their time improving student academic achievement	Strongly Agree	-	-
		Agree	7	30.44%
		Undecided	5	21.74%
		Disagree	8	34.78%
		Strongly Disagree	3	13.04%
		Total	23	100%
5.	Educational supervisors are evaluate student academic achievement	Strongly Agree	-	-
		Agree	5	21.74%
		Undecided	4	17.39%
		Disagree	12	52.17%
		Strongly Disagree	2	8.70%
		Total	23	100%
6.	In your opinion supervisor key person for improving student academic achievement	Strongly Agree	-	-
		Agree	7	30.43%
		Undecided	1	4.35%
		Disagree	12	52.17%
		Strongly Disagree	3	13.04%
		Total	23	100%

From above table 4.2 in item of 14(60.9%) Agree 4(17.4%) Agree on the contribution of educational supervision experience to teachers, and 4(17.4%) teachers were undecided. According to Dodd, suggest that educational supervision is contribute by way of their work in systematic and planed manner and gain helpful guidance. Therefore, Educational supervisors contribute Experience for teachers very important.

From item 2 on educational supervision encourage teachers to improve student academic achievement 2(8.7%) teachers were strongly agree, 14(60.86) teachers were agree, 1(4.4)teachers were undecided, teachers were disagree 6(26.1) teachers were undecided. Most of the respondent by interview ( here in after the principal and vice principal) agreed because it improve quality of education to tell the teacher whose student result is below the supervisor find out the problem of teacher and student then plan how the problem is solved. Because the educational supervision aim is to improve quality of education, improve the achievement of student and learning-teaching style, identifying the student and to see the interaction b/n the student and teacher. Supervision help to teachers avoid academic mistake and can contributed to get new professional idea. Generally, educational supervision encourage teachers to improve student academic achievement.

From item 3 Educational supervisors assist teachers in developing instructional materials 6(26.09%)teachers were strongly agree 12(52.17%) teachers were agree, 2(8.69%) undecided and 3(13.05%) teacher was disagreed. The respondent which is not agreed and not decided raise the main issue is the higher official like woreda educational sector, the supervisor or the principal draft the manual of instructional material without deal with teacher even there is dealing it is only for formal(feck). The other factor was any curriculum design and implementation are based on political view. So, the school administration and teachers are not participated.

Item 4 educational supervisors most their time improving student academic achievement 7(30.44%) teachers were agree, 5(21.74%) teachers were undecided, 8(34.78%) teacher were disagreed and 3(13.04%) strongly disagreed. The respondent in this case most of them are not agreed because the supervisor in Wuchalle administrative supervise 3 school and the supervisor is come to supervise to one school with in two week this mean most of time the school without supervising and the supervision is only for purpose of propaganda not in full power to achieve student. Therefore from the result educational supervisors most of their time is not improving student academic achievement.

From item 5 education supervision evaluate student academic 5(21.74%) teachers were agree, 4 (17.39%) teachers were undecided, 12(52.17%) teachers were disagree and 2(8.70%) teachers were strongly disagree. The respondent in the given issue most of them are disagreed because the supervisor evaluate the total score of student only rather each and every result of student was not

evaluate because as early discussed the supervisor is supervise with 15 days so not sufficient time to evaluate every activity of the school. Generally education supervision is not evaluate student academic achievement.

From item 6 in your opinion supervisors are key person for improving student academic achievement 7(30.43%) teachers were agree 1(4.35) teachers were undecided and 12(52.17%) teachers were disagree, 3(13.04%) teachers were strongly disagree. Most respondent was disagreed because human being is by its nature administer and run itself but principal is control the activities of teacher. So supervisor is unnecessary rather it is supportive of principal. Finally, according to these respondent's educational supervision are contribution student academic achievement and also affect the environment of learning.

#### 4.3. The factor that affect the contribution of education supervision

Table 4.3 Major factors that affect the contribution of educational supervision in views of respondents

No.	Item	Alternative	No of Respondent	Percent (%)
1.	What is degree of your instructional with the contribution of educational supervisor on your school committee	High	2	8.69%
		Very high	-	-
		Medium	18	78.26%
		Low	3	13.05%
		Very low	-	-
		Total	23	100%
2.	To what extent educational supervision creates attractive learning environment to facilitate effective instructional activates	Very high	-	-
		High	3	13.05%
		Medium	7	30.43%
		Low	8	34.78%
		Very low	5	21.75%

		Total	23	100%
3.	To what extent educational supervisor facilitate and guide teacher to use effective	Very high		
		High	7	30.43%
		Medium	12	52.17%
		Low	4	17.39%
		Very low	-	-
		Total	23	100%
4.	To what extent educational supervisor are visit class room observation contribution	Very high	-	-
		High	7	30.43%
		Medium	12	52.17%
		Low	4	17.39%
		Very low	-	-
		Total	23	100%
5.	To what extent educational meeting offered in school administration	Very high	3	13.04%
		High	20	86.96%
		Medium	-	-
		Low	-	-
		Very low	-	-
		Total	23	100%

According to table 4.3 item 1 2(8.69%) teachers replied high and 8(78.26%) teachers replied medium and 3 (13.05%) teachers replied low. Degree of instructional to contribute educational supervision was the most respondent the participation of teacher is medium because to contribution of educational supervision need a free space but currently everything attach with politics and with other view of teacher. Even teacher participate on educational supervision but it was only for formality.

From item 2 3(13.05%) teachers replied high 7(30.43%) teachers replied medium, 8(34.78%) low and the rest 5(21.75%) replied very low. Educational supervision is necessary for development of educational achievement but to attract educational supervision there is factors affecting those are listed by the respondent from interview and open ended question careless of the supervisor, teacher and school principal bearer, location of the school distance from the supervision office, any curriculum design and implementation are based on political view, more educational supervision create confuse in educational day to day activities, lack of facility, human, willingness of teachers and time consumption, lacks of initiation among students and poorness of regular supervision program, create conflicts b/n the teacher and supervisor, lack of skilled supervisor.

From item 3, 7(30.43%) teachers replied very high, 12(52.17%) teachers replied medium, 4(17.39%) replied low. Extent educational supervisor facilitate and guide teacher to use effective the most respondent agree medium because they agree as above list factor affecting the supervision the effectiveness of educational supervision. The teacher is unwilling to supervisor and the teacher not apply the comment given by the supervisor. This affect the extent of facilitating and guiding teacher use effective.

From item 4 to what extent educational supervisor visit class room observation continuously 7(30.43%) teachers replied high, 12(52.17%) teachers replied medium and 4(17.39%) teachers replied low. The more respondent agreed on the educational supervisor visit room observation continuously was medium. Because the supervisor has very high load and supervise many schools and also some school was far apart from the Woreda and the supervisor office. By this reason the supervisor not continuously supervise the class room observation and the number of in one school is many and inconvenience to supervise every class.

According to item 5. 3(13.04%) teachers replied very high and the respondents 20 (86.96%) teachers replied high. The educational meeting offered by school administration is high, in week there is two meeting time. This show that educational meeting is differ from the supervision because educational meeting was discussed about educational activities and other administrative issue but the aim of supervision on quality of education.

Table 4.4 The role of educational supervision for the students' academic achievement from the views of respondents

No.	Item	Replies	No. of respondent	Percentage (%)
1.	Educational supervision provides professional assistance and guidance to teachers	Yes	21	91.30%
		No	2	9.70%
		Total	23	100%
2.	Educational supervision motivates and refresh teachers to achieve the teaching goals	Yes	18	78.26%
		No	5	21.74%
		Total	23	100%
3.	Educational supervisors are advise teachers to use model effective teaching methods	Yes	8	34.78%
		No	15	65.22%
		Total	23	100%
4.	Educational supervisors are create conducive teaching learning environment	No	13	56.52%
		Yes	10	43.48%
		Total	23	100%

According to the table 4 item 1, indicate that, the respondents asked whether educational supervision providence professional assistance and guidance to teachers were responded 21(91.30%) teachers were yes, 2(9.70%) teachers were replied no. the main aim of educational supervision is provide to teacher professional assistance and guidance to teachers because the supervisor is elected from teacher themselves who teach and the supervisor is experienced, as well as they pass all up and down that the current teacher main problem. So, the supervisor assist to teacher professionally.

From item 2 educational supervision motivates and refresh teachers to achieve teaching goals 18(78.26%) teachers replied yes, 5(21.74%) teachers replied no. Educational supervision by its aim refresh the teacher to achieving goals because sometime teacher was in load and forget the goals and only aim to pass the load. So, to refresh teacher supervision is the main goal.

From item 3 educational supervisor advise teachers to use effective teaching method to achieve student result 15(65.22%) teachers replied no, 8(34.78%) teachers were replied yes. The main aim of Educational supervision to achieve student result but the respondent not agreed because as the above factor affecting the educational supervision is strongly affected. For example, lack of sufficient time to supervision and unwillingness of teacher to apply the comment they got and the supervision is not included visit class room observation. These are affected effective method to achieve student result.

From item 4 educational supervision create conducive teaching and learning environment 10(56.52%) teachers were replied yes, 13(43.48%) replied no. Educational supervision is create conducive teaching and learning environment but the respondent does not agreed because the supervision and any curriculum design and implementation are based on political situation and between the teacher and the supervisor create an enemy. So, this affect the quality of education and the supervision process.

Generally, the contribution of educational supervision plays a significant role in increasing student academic achievement according to the views of respondents for beginner teachers in order to improve student academic achievement.

## CHAPTER FIVE

### 5. SUMMARY OF FINDING, CONCLUSIONS AND RECOMMENDATION

This final chapter deals with the summary of major findings of the study conclusions reached at and recommendation forwarded to maximize the contribution of educational supervision as well as to address the problems. The main purpose of this study was to investigate the contribution of educational supervision in improving student academic achievement in secondary school of Abafransua

#### 5.1. Summary of Finding

##### Summary of finding

- The majority of respondent 60.87% of teachers strongly agree and 17.39% agree on the contribution of educational supervision experience to teachers, and 2(4%) teachers were undecided.
- On educational supervision encourage teachers to improve student academic achievement 2(8.70%) teachers were strongly agree, 14 (60.86%) teachers were agree, 1(4.35%) undecided and 6(26.09%) was disagreed.
- Educational supervisors assist teachers in developing instructional materials 6(26.08%) teachers were strongly agree 12(52.17%) teachers were agree, 2(8.69%) undecided and 3(13.04%) teacher was strongly disagreed.
- educational supervisors most their time improving student academic achievement 7(30.43%) teachers were agree, 5(21.73%) teachers were undecided, 8(34.78%) teacher were disagreed and 3(13.04%) strongly disagreed.
- education supervision evaluate student academic 5(21.73%) teachers were agree, 4 (42%) teachers were undecided, 12(52.17%) teachers were disagree and 2(8.69%) teachers were strongly disagree.

- 7(30.43%) teachers were agree and 12(52.17%) teachers were disagree, 3(13.04%) teachers were strongly disagree on opinion supervisors are key person for improving student academic achievement.
- 2(8.69%) teachers replied high and 8(78.26%) teachers replied medium and 3 (13.05%) teachers replied low. Degree of instructional to contribute educational supervision was the most respondent the participation of teacher is medium because to contribution of educational supervision need a free space but currently everything attaches with politics and with other view of teacher. Even teacher participate on educational supervision but it was only for formality.
- 3(13.05%) teachers replied high 7(30.43%) teachers replied medium, 8(34.78%) low and the rest 5 (21.75%) replied very low. Educational supervision is necessary for development of educational achievement but to attract educational supervision there is factors affecting those are listed by the respondent from interview and open ended question careless of the supervisor, teacher and school principal bearer, location of the school distance from the supervision office, any curriculum design and implementation are based on political view, more educational supervision create confuse in educational day to day activities, lack of facility, human, willingness of teachers and time consumption, lacks of initiation among students and poorness of regular supervision program, create conflicts b/n the teacher and supervisor, lack of skilled supervisor.
- 7(30.43%) teachers replied very high, 12(52.17%) teachers replied medium, 4(17.39%) replied low. Extent educational supervisor facilitate and guide teacher to use effective the most respondent agree medium because they agree as above list factor affecting the supervision the effectiveness of educational supervision.
- The extent educational supervisor visit class room observation continuously 7(30.43%) teachers replied high, 12(52.17%) teachers replied medium and 4(17.39%) teachers replied low.
- 3(13.04%) teachers replied very high and the respondents 20 (86.96%) teachers replied high.

## 5.2. Conclusions

Based on the basic questions raised and major findings, the following conclusions have been drawn (forwarded): for the improvement of student academic achievement the major contribution of supervisor is assisting and guiding teachers, solving problems, helping teachers to improve their method of teaching and effective use of instructional materials and also for improvement of student academic achievement.

Firstly, the main purpose of supervision is professional and curriculum development for creating a better learning condition for students. This requires the positive attitude of teachers towards school-based supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired to solve. However, the findings show that teachers were not well oriented to the potential benefits supervision could bring to themselves or to the teaching and learning process where they lacked awareness of the activities of educational supervision. Moreover, it appears that teachers are not properly supported by supervisors in attempting challenges in the implementation of the curriculum. For that matter the educational supervision is not achieved in planned manner.

Secondly, such supervisory problem might have a negative influence on teachers' satisfaction with their jobs because the educational supervision is only taken for a purpose of achieve their plan not achieve the student problem and also the teachers satisfaction with the job is low because the payment is very low and the other payment like other sector there is no accessible.

Finally, the results of the study discovered that Educational Supervision in Improving Student Academic Achievement was negatively affected by many problems such as inadequate flow of communication, inadequate instructional supervisors, lack of confidence, lack of budget and time is the main problem to achieve a student educational supervision.

### **5.3. Recommendation**

On the basis of the findings obtained and the conclusions drawn, the following recommendations are forwarded to improve the practice of Educational Supervision in Improving Student Academic Achievement in secondary schools.

- ❖ For effective student academic achievement educational supervisor have a great role and also they are more responsible for the improvement of student academic achievement. To provide appropriate supervisor must competent enough in their profession and they have to improve teacher's awareness towards supervision. So concerned body could have to organize and conduct continuous raining programs such as workshops, seminars, experience sharing program and short training to supervisors to update knowledge about supervision.
- ❖ Supervision should provide opportunity for teachers to perform better and supervision should work with a teaching staffs towards the selection of teaching materials. Therefore, the school management should have to work with staffs and supervision for the improvement of student academic achievement.
- ❖ Finally, the paper identified that there are factors that affect the practice of educational supervision in the school. Among these inadequate flow of communication, lack of budget, shortage of time, lack of training are the major problems, therefore: Transferring clear information to lower levels management, allocating adequate budget and time, giving adequate training for supervisor and teacher is very essential activities needed to be done.

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**APPENDEX 1**

**WOLKITE UNIVERSITY**

**COLLAGE OF EDUCATIONAL AND BEHAVIORAL STUDIES**

**PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND LITERATURE**

**Questionnaires to be filled by Teacher, Principal and Supervisor**

The objective of questionnaire is designed to gather information for the research entitled the Contribution of Educational Supervision in improving student academic achievements of Marye secondary school. The information you provided would be handled confidentially and use for academic purpose only. Hence as your co-operation is highly valuable for the success of the study you are kindly requested to give your responses honestly and frankly.

Thank you in advance for your support

**General direction**

- You do not write your name on the questionnaires
- Pleas indicate the correct answer by putting ( **X** ) in the box provided
- For those items that need further elaboration please write your responses on the given spaces.

**Part I General information**

The name of school \_\_\_\_\_

1. Age: 25-30 year  31-35 year  36-40year  41-45year

2. Sex: Male  Female

3. Year of Experiences in teaching 1-5  6-10  11-15  16-30

4. Academic qualification

A/ Diploma  B/ first degree  C/ Second degree  D/ Master

5. Responsibility (position)

A/ Unit leaders      B/ Principal    C/ Department head D/ vice-principal E/ Teacher

**Part II choose the proper from the given listed question**

**Specific data information regarding the contribution of educational supervision on academic achievement**

1. To what extent do you think educational supervision has been helping student academic achievement in your school?  
A. Very high      B. high      C. low      D. very low      E. medium
2. Do you think that educational supervision support teachers to improve teaching and learning process?  
A. Yes      B. No
3. How many time do you think that the practice of educational supervision take place in your school?  
A. Daily      B. once per-week      C. once a per-month      D. once per-year
4. How many supervisors assist teachers in developing instructional material  
A. 1-2    B/ 3-4      C. 5-6      D. 7-8      E. above
5. What is degree of your instructional with the contribution of Educational supervision on your school committee  
A. very high      B. High      C. Medium      D. low E. Very low
6. To what extent educational supervision creates attractive learning environment to facilitate effective instructional activities  
A. very high      B. High      C. Medium      D. low E. Very low
7. Does educational supervision evaluate and measures students' academic achievement on the school  
A. Yes      B. No

8. To what extent educational supervisor facilitate and guide teachers to use effective teaching method  
A. very high            B. High            C. Medium            D. low E. Very low
9. Do you think that the contribution of educational supervision is important?  
A. Yes                    B. No
10. Do educational supervisor regularly report on the school problem that negative affects students' academic achievement  
A. Yes                    B. No
11. To what extent educational supervisor are visit class room observation contribution  
A. very high            B. High            C. Medium            D. low E. Very low
12. To what extent educational meeting offered in school at school administration  
A. very high            B. High            C. Medium            D. low E. Very low
13. Does educational supervision provide professional assistance and guidance to teacher  
A. Yes                    B. No
14. Educational supervisors are create conducive teaching learning environment  
A. Yes                    B. No

**Open ended question**

B. What is the contribution of educational supervision in improving student academic achievement?

In the school

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## APPEBDEX-2

### WOLKITE UNIVERSITY

#### COLLAGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

#### PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND LITERATURE

#### Interview question for Principal and Supervisor

The main purpose of this interview is to collect relevant information to Contribution of Educational Supervision in improving student academic achievements of secondary school.

The information you provide will have constrictive and paramount importance for the successful accomplishment of this study .so, you are kindly requested to give your genuine response. Your response was used only for academic purpose and the responses was kept confidential.

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

Part I: General information and respondents' personal data

1. Educational Background\_\_\_\_\_
2. Qualification of subject: major\_\_\_\_\_ minor\_\_\_\_\_
3. Service year\_\_\_\_\_

Part II: please, answer the questions brief related to the current practice of your secondary school.

1. What are the principal/ vice principal roles of educational supervision in improving student academic achievements?
2. What are the major problems of educational supervision to improve academic achievement?
3. What are the strategies of educational supervision to improve academic achievement?
4. What should be done to solve the contribution of educational supervision in improving student academic achievement?

Who is responsible to the supervision activities to the improvement of student academic achievement in your school?