



COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Practices and Challenges of Supervision Implementation to Enhance Quality Education at Kiremu Secondary And Preparatory School In Oromia Region, East Wollega Zone Kiremu Woreda.

RESEARCH PROPOSAL SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE, DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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ACRONYMS/ ABBREVIATIONS

MOE: MINISTRY OF EDUCATION

UNICEF: UNITED NATIONS INTERNATIONAL CHILDRENS EMERGENCY FUND

UNESCO: UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION

ZEO: ZONAL EDUCATION OFFICE

REB: REGIONAL EDUCATION BOARD

SDGs: SUSTAINABLE DEVELOPMENT GOALS

Abstract

The purpose of this study is to assess the factors that affect the implementation of supervision and supervisors practice to carry out their duties and responsibilities at Kiremu woreda Kiremu cluster. The knowledge, attitude, experience as well as skill of supervisor were used to identify factors that affect implementation of supervision in cluster school to carry out supervisory duties and responsibilities. To this end, the study was conducted in Kiremu general secondary and preparatory school. The supervisors, school principals and teachers were used as the subject of the study to obtain the necessary data. Questionnaires, interview and document analysis were instruments used for data collection. The data collected through questionnaires were analyzed and interpreted. The findings from the data analysis revealed that the supervisor practices of the selected school were weak. As a result the cluster school supervisors become challenged to executing their duties. Following the findings and recommendation drawn, it was recommended that the woreda education office should provide training for cluster supervisors, teachers and principals. Involving teachers in planning during the preparation of the curriculum were also recommended. The woreda education office were arranged sharing occasions so that the cluster school supervisors can execute their duties and responsibilities effectively, achieving the goals of the education policy.

CHAPTER ONE

THE RESEARCH PROBLEM AND ITS APPROACH

1. INTRODUCTION

This chapter's deal with the background of the study, statement of the problem, objectives of the study, delimitation of the study, and operational definition.

1.1 Background of the study

Education as a means of development is expected to serve numerous purposes. Societal progress and meeting the need of society is an important role of education. Education is a social phenomenon, which contributes to bring social, cultural, economic and political development of society. Education is a systematic process through which a children or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined culture and educated, for a civilized and socialized society, education is the only mean. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problem of life (Johnparankimalil, march 26,2012).

Education is defined as a learning process for the individual to attain knowledge and understanding of the higher specific objective.(According to Big Indonesia Dictionary 1991). Education is the process of the individual mind, getting to its full possible development (Dr.ZakirHusain).

Human beings get behavioral changes through acquiring knowledge, skills and attitude that enable them to become active and productive member of the society. Therefore, if we want to attain the desired result from the education sector, we would give emphasis to the important of teaching and learning process, to assist and encourage teachers to strengthening the educational management in general and educational supervision in particular. Supervision being an important mechanism of the system of education plays a vital part in the teaching- learning process. Supervisions include those activities which are primarily and directly concerned with studying and improving of which surround and growth pupils (Moora in Kohhar, 2005). It facilitates teaching learning activity and makes a constant relation between the school and the society as a whole. Therefore, supervision becomes key position for the important of instruction in the teaching learning process. In school system where various aspects of complex problems associated with effective teaching and learning process which are being handled by different individuals or group of individuals. It is a fundamental technique to simplify the problem in to a number of independent parts.

Supervisor is the professional person who have responsible for the promotion, development maintenance, and improvement of instruction in a given field, (Good), 1973, 574).

Among the various key decisive factors to the advancement and effective implementation of the teaching learning process in education, supervisory tasks and well trained supervisors are a great importance in providing of necessary assistance to teachers and school community as a whole. The specific functions of supervisor include planning, staff development, and allocation of fund and provision of instructional materials (**Aderonmu and Ehiamentalor in Ani 2007**).

A quality education is one that focuses on the whole child— the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. (SDGs Seb 2015)

Quality education leads people to a healthy and sustainable life and hence forming a peaceful and better society. (Teachmint 25 dec 2021)

In our country Ethiopia, the need to provide quality education is vital for over all development. Our aspirations for longer life, for attaining a high standard of living, for reducing poverty, ignorance and disease and for prosperity depend on our educational development.

The quality of education is a critical factor in the development of any society, influencing economic growth, social cohesion, and individual empowerment. In Ethiopia, enhancing educational quality has become a national priority, particularly in urban areas like East Wollega, Kiremu woreda where rapid population growth and socio-economic changes present both opportunities and challenges for educational institutions.

Supervision in education plays a vital role in ensuring that teaching practices are effective and that students achieve desired learning outcomes. It encompasses various activities aimed at monitoring, supporting, and improving the teaching and learning process. Effective supervision is essential for fostering a conducive learning environment, enhancing teacher performance, and ultimately improving student achievement.

At Kiremu woreda in East Wollegga, the Kiremu General Secondary and Preparatory School serves as a pivotal institution in the educational landscape. However, the implementation of supervision practices within this school faces numerous challenges. These may include inadequate resources, insufficient training for supervisors, lack of clear policies, lack of stable political system, the conflict between nation and nationalities in that woreda, geographical distances of school from Zonal education office (ZEO) and cultural factors that may hinder effective supervision.

Understanding the current practices of supervision and the challenges faced is crucial for developing strategies that can enhance quality education. This study aims to explore these aspects in detail, providing insights that can inform policy and practice in the region. By identifying gaps and opportunities within the supervision framework, stakeholders can better support educators and improve educational outcomes for students in Oromia region, East wollegga Kiremu Woreda

Through this research, I seek to contribute to the ongoing discourse on educational quality in Ethiopia, emphasizing the importance of effective supervision as a tool for improvement in secondary and preparatory education.

1.2 Statement of the problem

The implementation of effective supervision is critical for enhancing the quality of education in secondary and preparatory schools. In East Wollega particularly at the Kiremu secondary and preparatory School in Kiremu Woreda various challenges, hinder the successful execution of supervisory practices.

First, there was lack of clear guidelines and frameworks for supervision, which can lead to inconsistency in how supervisory roles are understood and executed by school administrators and teachers. This ambiguity may result in ineffective supervision that fails to address the specific needs of educators and students.

Second, inadequate training and professional development opportunities for supervisors can limit their ability to provide constructive feedback and support to teachers. Without the necessary skills and knowledge, supervisors may struggle to foster an environment conducive to teaching and learning.

Third, political instability and civil war around those areas

Fourth, geographical distance of the school and lack of access internet connection to communicate with Zonal education office (ZEO) and Regional Education Board (REB) to implement new policies.

Additionally, the cultural attitudes towards supervision may present barriers. If teachers perceive supervision as punitive rather than supportive, it can create a climate of mistrust and hinder collaboration between staff and administration.

Finally, resource constraints, including insufficient time and financial support for supervisory activities, exacerbate these challenges. Limited resources can prevent supervisors from conducting regular observations, providing meaningful feedback, and engaging in professional development.

Addressing these issues is essential for fostering an environment that promotes high-quality education, ultimately benefiting students, teachers, and the broader community in East Wollega Kiremu woreda. The study aims to identify these challenges in detail and explore potential strategies for improving supervision practices in the targeted school.

1.3 Basic questions

Based on the statement of the problem the study sought to give answers to the following basic research questions.

1 What are the major approaches that supervisors apply to support teachers and principals in cluster schools of Kiremu Woreda Kiremu cluster?

2 To what extent do supervisors contribute to the improvement of teaching learning process in cluster schools of the Kiremu cluster?

3 What are the major problems that affect the current practices of supervision in cluster schools of the Kiremu Woreda Kiremu cluster?

1.4 Objective of the study

The following are the general and specific objectives of the study. The research tries to attain the following general and specific objectives.

1.4.1 General objective

This study will be conducted in general secondary and preparatory schools. It is generally aimed to assess the current practices of supervision in cluster schools of East Wollegga kiremu Woreda administration.

1.4.2 Specific objective

The study will try to attain the following specific objectives

1. To identify the major approaches applied by supervisors to support teachers and school principals.

2 To assess the contribution of supervisors for the improvement of teaching learning process in cluster schools of the study area.

3 To identify the major problems that affects the practices of supervision in cluster schools of the study area.

1.5 significance of study

Supervision is a major important function in school instructional operations. It is the best instrument for the contribution of each and every teaching personnel to bring quality of education. Therefore the research will believe that this study will provide the following contributions It may helps supervisors, school principal and other concerned individuals to focus on, to direct and coordinate their activities consciously, purposefully and effectively.

1. It will help supervisors to be aware of the problem and to create a better understanding in guiding teacher to be professional instructors.
2. It suggests practical solutions to improve the problems that hinders supervisory activities.

3. It may create awareness for the present concerned bodies and what the qualities of supervisors are.

4 This study will also serve as an additional source of information for those who want to make further study on the field

1.6 Delimitation of the study

The scope of this study is delimited in terms of selected area and issue. In terms of area, the study focuses mainly on one cluster-school which is found in Oromia Region, East Wollega Zone at Kiremu secondary and preparatory school in Kiremu cluster. The scope of the study is also delimited in terms of the attempt it will make to see the role supervisors play in enhancing quality education in the selected cluster-schools. The results of the study will be applicable to the selected school-cluster

1.7 Definition of key terms

For the purpose of clarity and consistency in the study the following definition of terms will use,

Cluster: is a group of school that geographically accessible to each other to enhance education provision (MOE, 2003:3).

Principal Administrative head of a school who, subject to school system policy manages the schools total program (dejno2Ka, 1983:127).

Supervisor the professional person responsible for the promotion development maintenance and improvement of instruction in a give field (Good) 1973

Supervisory personnel all school personnel officially assigned to assume responsibilities for any of the tasks of supervision include principals, department head, supervisors, consultant etc (Good, 1973:418).

Supervisory role the aspects of cluster supervisor's behavior pattern directed toward providing leadership to teacher and other to improve the teaching learning process (Good, 1973:572)

1.8 Organization of the study

The study was organized into five chapters. The first chapter is deal with the problem and its approach, and the second chapter is present the review of related literature. The third chapter is cover about the research Methodology, while the fourth chapter is address the presentation, analysis and interpretation of data. Finally, the fifth chapter is include the summary, conclusions, and recommendations. Additionally references and appendixes is be attached at the end of the pape

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1 INTRODUCTION

This part of the study is devote itself to presenting existing international and national literature in the area of school-cluster or assessing the implementation of supervision in kiremu woreda secondary and preparatory school in the selected schools. It begins with briefing the concept of supervision, historical development of supervision, tasks of supervision, supervisory options and practices of supervision in Ethiopia.

2.2 The Concept Supervision

The word supervision has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes an 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 with in the schools and that promotes the career long development of teachers (Beach and Reinhartz,2000,12). Similarly, Glick man et al. (2004,34) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designed supervisors, teachers and other members of the school community.

Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends overtime, and as the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional service offered to the clients she/he or they see(s) and serving as a gatekeeper of those who are to inter the particular profession. According to Nolan and Hoover (2004,36), teacher supervision 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 considered as, any service for teachers that eventually results improving instruction, learning and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction the continued growth of all concerned individuals-the supervisor, the teacher, the administrator and the parent (Ross and Dean, 1980). Instructional Supervision is a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance (Beach and Reinhartz, 2000, 15). As Sullivan and Glanz (2000; 42) defined, supervision is a school-based or school-collage based activity, practice or process that engages teachers in meaningful, non-judgmental and ongoing instructional dialog and reflection for the purpose of improving teaching and learning.

As for, Association for development of Education in Africa [ADEA] (1998; 17) Supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results.

The dictionary of education (as cited in Benjamin, 2003; 54) provide the most expensive definition of supervision as all efforts of designated school official toward providing leadership to the teachers and other educational workers in the improvement of instruction; involves the stimulation of professional development of teachers, the selection of educational objectives, materials of instruction and methods of teaching, and the evaluation of instruction. In summary, the definition of supervision highlighted a above imply that the focus of supervision in a school is mainly related with providing professional assistance for teacher, the improvement of instruction and increasing of students learning performances.

2.3 The purpose of Supervision

Instructional supervision aims to promote growth, interaction, fault-free problem solving and a commitment to build capacity in teachers. Cogan (1973) envision 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 other and self-directing''. Unruh and Tuner (1970;13) saw supervision as a social process stimulating, nurturing and uprising the professional growth of teachers and the supervision as the prime mover in the development of optimum conditions for learning . when teacher learns 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; 32; Glickman, 1990; 43). In line with the necessity of supervisor's help for teachers, Sergiovanandstarratt (2002;23) suggested that most teachers are competent enough and clever enough to come up with the right teaching performance when the supervisor is around. As Anchson and Gall and Pajak (cited in Zepeda, 2003 ;), the intents of supervision is promoting face-to-face interaction and relationship building between teacher and supervisor and also promotes capacity building of individuals and the organization. Furthermore, as mentioned by Sergiovan and Starratt, and Blumberg (cited in Zepada, 2003; 45), supervision promotes the improvements of students'' learning through improvement of the teacher's instruction; and it promotes change that result in a better developmental life for teachers and students and their learning.

2.4 Qualities of a Good Supervisor

The most important indicator for the quality of education is the quality of the teaching and learning taking place in the classroom. However, this cannot be materialized without having regular supervision of the teachers'' activities (MoE, 2006; 57). The supervision needs to have some

qualities to handle well his/her responsibility. Claude (1992;107) indicates that supervising people, teachers in particular, both a skill and an art. It is a skill because the basic theories and 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 in to particular in his/her Own unique way. In general, school-based supervisors ought to be skilled and knowledgeable about the tasks elements of their school work.

Effective instructional supervision involves raising student achievement and creating valuable educational opportunities for students. This can be achieved by the supervisor clearly defining goals for teachers and facilitating opportunities for the teachers to learn about local, state and federal requirement. A successful supervisor would also provide support to teacher through not only workshops, but also by being available to the teachers and fostering growth by completing walkthroughs and clinical supervisions. Furthermore, an instructional supervisor would work with parents and teachers to keep current on the community's needs in order to help provide students with a meaningful educational experience that will benefit them in various career paths.

A successful supervision has a positive attitude When the supervisors' attitude toward work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the head of the school and staff members alike prefer working with someone who has a positive attitude (Samuel, 2006;75).According to stand(200;56)a good school –based supervisors should be approachable, good leister, very patient, and should be a strong leaders. Moreover, supervisors should have ability to motivate people 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 system between supervisors and teachers and between school departments and function.

2.5. Supervisory Option/Techniques

The problem and issue of teaching and learning that teachers find in their practice differ, also teacher needs and interest differ (Sergiovanni and Starratt (,2002;23). Instructional supervision processes must meet the unique need of all teachers being supervised. Because, matching supervisory approaches to individuals need has great potential for increasing the motivation and commitment of teachers at work (Benjamin,(2003;45). By supporting the necessity of alternative supervisory option for teachers, Sullivan and Glanz (2000;43) revealed that the proper use of various approaches to supervision can enhance teachers' profession development and improve instructional efficiency.

2.6. Skill of Supervisors

Based on Glickman et al, (2004;43) ideas he summarizes the following skill. To facilitate instructional improvement, those responsible for supervision must have certain prerequisites of the following skills;

1. Knowledge skills base; supervisors need to understand what teachers and school can be and what teachers and schools are;
2. Interpersonal skill base; supervisors must know how their own interpersonal behaviors affect individual as well as group of teachers and then study ranges of interpersonal behaviors that might be used to promote more positive and change-oriented relationships.
3. Technical skills; supervisors must have technical skills in observing, planning, assessing and evaluating instructional improvement.

Supervisors have certain educational tasks at their disposal that enable teachers to evaluate and modify their instruction. According to Glickman et al (2004;19), the supervisory tasks that have a potential to affect teacher development are as the follows;

- a. Direct assistance; which is the supervision of personal, ongoing contact with individual teachers to observe and assist in classroom instruction.
- b. Group development; is the gathering together of teachers to make decision on mutual instructional improvement.
- c. Professional development; is the task which includes learning opportunities for staffs provided or supported by the school and schools systems.
- d. Curriculum development; is the revision and modification of the content, plans and materials of classroom instruction.
- e. Action research; is the systematic study by a staff of the school on what is happening in the classroom and school with the aim of improving learning.

By understanding how teachers grow most advantages in a supportive challenging environment, the supervisor can plan the tasks of supervision to bring together organizational goals and teachers needs in to a single fluid entity. The unification of individual teacher needs with organizational goals helps to promote powerful instruction and improved student learning. To sum, for those responsible bodies in supervisory roles in the activity of improving student learning, applying the knowledge skills, interpersonal skills and technical skills to the tasks of direct assistance, group development, curriculum development, professional development and action research that will enable teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs is very fundamental.

2.7 Practices of educational supervision in Ethiopia

2.7.1 Supervision at school level

As teaching learning process is day- to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal and vice-principal are, the department heads and the senior

teachers. The educational programs supervision annual ministry of education (MoE,1994;22) has sufficiently listed the roles of supervision at the school level as follows;

2.7.1.1 The roles of school principal in supervision

The school principal in his/her capacity as instructional leaders, his/her responsibility would be; creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources ;Giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and demand necessary; Coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; 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 result strive to improve and strengthen such relation.

2.7.1.2 The roles of deputy principal in supervision

Besides assisting the principal of the school in carrying out the above responsibility, the school vice-principal is expected to handle the following responsibility; Giving over all instructional leadership to staff members; Evaluating lesson plan of teacher 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.

2.7.1.3 The roles of department head in supervision

Because of the accumulated knowledge, skills and abilities in the particular subjects 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; coordinating the supervisory activities in their respective departments and evaluating teachers' performance; arranging on the job orientation and socialization programs to newly assigned teacher 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.

2.7.1.4 The Roles of senior teachers in supervision

According to 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 they are considered as senior teachers. Thus, such teachers because of their accumulated experience in

specific subject area/areas are well positioned to supervise other teaches within their department (MoE; 17).

2.8 Challenges Against school based supervision

Supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained (Glatthorn, 19990; 22). However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

2.8.1 Perception of teachers towards Supervision

School-based supervision aims at improving the quality of education by improving the teacher's effectiveness. As Fraser (cited, in Lilian, 2007; 16), noted the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

2.8.2 Lack of adequate Training and Support

Supervisors need continuous and sufficient training to carry out their responsibility effectively training programs of supervisors aimed at providing necessary skills for supervisors and makes them better equipped at doing their job. As it is summarized in Alhammad study (cited in Rashid, 2001; 43), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga (2007;46) pointed out, lack of continuous training system for supervisors to carry to up-date their educational knowledge and skills is obstacle of practice of supervision.

2.8.3 Excessive Workload

The school level supervisors (principals, vice-principals, department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Supporting the above idea, Alhammad (cited in Rashid, 2001; 12) in this study showed that, the supervisor's high workload, lack of coordination from principals affects the practice of supervisor

2.8.4 Inadequate Educational Resources

There can be no effective supervision of instruction without adequate instructional materials. Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007; 23), these materials are undoubtedly helping to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process. On the other hand, the absence of a spending budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory quality effectively such as in-service

training programs for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007; 22).

2.9 Quality of Education

A quality education is one that focuses on the whole child— the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. (SDGs Seb 2015)

According to teachmint 25 dec 2021 education quality is a measure of the efficiency of an educational process. Improving the quality of education can help end inequality and terminate the cycle of poverty. Quality education leads people to a healthy and sustainable life and hence forming a peaceful and better society.

India has guaranteed the constitutional right to primary education, which means that students between 8-18 years will receive mandatory and free education from government schools and other state-funded educational institutions.

2.9.1 Major Aspects of educational quality

There are some important aspects of quality education that need to be adopted by every educational institution. They are as follows,

1. Equality: Education gives everyone the same treatment by providing the same knowledge and opportunities. One of the main goals of improving the quality of education is to achieve equality so that children from all sections of society get the same education.

2 Sustainability: Sustainability of education is the addition of new information in the curriculum. We need to provide education that can promote sustainability. It will provide students with real-world skills which can be used to improve the planet.

3 Relevance: The education needs to be relevant or say appropriate. The course taught in the institution should be relevant and provide information that can be useful for their career.

4 Balance: It is of utmost importance that a course should be balanced. A course must include all the necessary subjects and extracurricular activities as well. A well-balanced education works on the overall personality of a person.

5 Child-friendly: An education should be child-friendly. The course should be easy to understand, fun to learn, and grow their interest in education.

2.9.2 Importance of Educational Quality

Quality of education has a great impact on maintaining the standards of an education system.

To meet the demands of our highly progressive society, we need to digitize our education system.

We need to make changes in online learning by adding forums, doubt-solving seminars, and smart boards.

Enhancing the quality of education also includes the grooming of a personality. Nowadays, educational qualification is not the only requirement. The character of a person is equally important. This is the reason why improving the quality of education is important as it ensures an overall improvement of a person.

All these efforts lead to a better educational quality which in turn leads to a better generation.

Some more reasons quality education is important are:

A better society: Quality education works on the framework of equality and general fairness. It makes sure that every student learns the meaning of equality. It leads to a generation that doesn't discriminate between gender and community, and hence a better society.

Poverty: Education is often referred to as the key to escaping poverty. An educated person can get a job and earn enough to feed his family.

2.9.3 Methods of improving the quality of education

The methods to improve the educational quality of the institutions often includes the use of real-life examples in the course materials.

It encourages students to visualize the scientific and mathematical concepts for a better and comprehensive understanding and academic excellence in their academic careers. Improving the quality of education is a multifaceted challenge that requires a comprehensive approach.

By implementing the following methods, educational institutions can create a more effective, inclusive, and engaging learning experience that meets the diverse needs of students.

Here are several methods that can be employed to enhance educational quality:

1. Curriculum Development:

- **Relevance and Rigor:** Ensure the curriculum is relevant to students' lives and future job markets, incorporating critical thinking, problem-solving, and real-world applications.

- **Interdisciplinary Learning:** Promote connections between subjects to foster a more integrated understanding of knowledge.

2. Teacher Training and Professional Development:

- **Ongoing Training:** Provide regular professional development opportunities for teachers to enhance their skills and stay updated on best practices.

- **Mentorship Programs:** Implement mentorship for new teachers to support their growth and effectiveness.

3. Assessment and Feedback:

- **Formative Assessments:** Use ongoing assessments to monitor student progress and provide timely feedback that can inform instruction.

- **Student-Centered Assessment:** Incorporate self-assessment and peer assessment to encourage student reflection on their learning.

4. Technology Integration:

- **Digital Tools:** Incorporate technology in the classroom to enhance learning experiences, such as interactive software, online resources, and educational apps.

- **Blended Learning Models:** Combine traditional teaching with online components to provide a more flexible learning environment.

5. Engaging Learning Environments:

- **Active Learning:** Foster a classroom environment that encourages participation, collaboration, and hands-on activities.

- **Safe and Inclusive Spaces:** Create a supportive atmosphere where all students feel valued and included.

6. Parental and Community Involvement:

- **Engagement Programs:** Develop programs that involve parents and the community in the educational process, fostering support for students' learning.

- **Partnerships:** Collaborate with local businesses and organizations to provide resources, mentorship, and real-world learning opportunities.

7. Focus on Social-Emotional Learning (SEL):

- **SEL Curriculum:** Integrate SEL into the curriculum to help students develop emotional intelligence, resilience, and interpersonal skills.

- **Mental Health Support:** Provide access to counseling and mental health resources for students.

8. Data-Driven Decision Making:

- **Analyze Performance Data:** Use data to identify areas of improvement, track student progress, and inform instructional strategies.

- Targeted Interventions: Implement interventions based on data analysis to support struggling students.

9. Resource Allocation:

- Equitable Distribution: Ensure that resources (funding, materials, technology) are distributed equitably across schools to reduce disparities.

- Infrastructure Improvements: Invest in school facilities and resources that enhance the learning environment.

10. Promoting Lifelong Learning:

- Encourage Curiosity: Instill a love for learning by encouraging exploration, creativity, and critical questioning.

- Skill Development: Focus on developing skills that prepare students for lifelong learning beyond formal education.

CHAPER THREE

Research Design and methodology

3.1 Description of study area

The research was conducted using descriptive survey method with qualitative and quantitative research design. A descriptive method was used because; it is convenient to portray the existing situation of cluster-school supervisor and its practice in the area under study. Further, these methods was being appropriate to measure reliable and valid data's on these current issues. Hence, the studies include secondary and preparatory school were emphasized.

3.2 Research Design

3.2.1 Descriptive Survey Research

This design was help to portray the existing supervisory practices and the challenges faced in enhancing the quality of education and design were facilitate the portrayal of the existing situation regarding supervision practices

3.3 sources of data

One of the major steps in conducting research was collected relevant data were provide information and enable researcher to find solution for problems.

To obtain important data with required quantity and quality for the study's finding the researcher were used secondary and preparatory school data sources for the study.

3.3.1 Primary sources of data.

In regard to primary sources, researcher were use teachers, principals and cluster supervisors through by using both open and closed ended questionnaire's and interviews.

3.3.2 Secondary sources of data

Whereas a secondary sources the researcher were need to look of different relevant documents in the area of study as much as possible.

In this study the researcher were use Internet to find the Literature Review or to see what other researcher have done on implementation of supervision in general secondary and preparatory school.

3.4 Population sample size and sampling techniques.

The population of the study will be kiremu general secondary and preparatory school is teachers, principals and cluster supervisors. The samples of these populations will be select by using different sampling techniques. Such as simple random sampling and available sampling. The total number of teacher's 83, school principals 1, vice principals 1 and cluster school 1 were and 86 population respectively. Among these total numbers, the researcher was selected 14 teachers

through simple random sampling techniques because this technique provides equal chance for all participants. And 1 cluster supervisor, 1 school principals and 1 school principal selected through purposive sampling techniques because the researcher believed that those participants could provide deep information about the issue.

3.5 Instruments of Data collection.

Interview were also another instrument that used to get available and compare information with result that is obtained from the questionnaires In order together the data; questionnaire and interview was employed as data collection instruments. The researcher was utilize a questionnaire for teachers including principals to obtain the needed data. Interview also were conducted with teachers, directors and cluster supervisors. The rationale behind using questionnaire as data gathering tools is that they facilitate the collection of relevant information through both open ended questionnaires' (by keeping respondents free, whereas using interview was provide respondents flexible and open.) and close ended questionnaires'

3.5.1 Questionnaire

The questionnaire was prepared and administered to the respondent to collect data on practice and challenges of implementation of supervision to enhance quality education in Kiremu secondary and preparatory school. The questionnaires was prepared in both in English and Afan Oromo language. The questionnaires was translate from English to Oromic language which is the local language of the study areas. Basically, questionnaire is selected for this study because it is most appropriate means to involve large number of sample population and to collect adequate information for current type of situation given time frame.

3.5.2 Interview

. The interview prepared to the school principals to get sufficient information about the practice and challenges of implementation of supervision to enhance quality education in Kiremu secondary and preparatory school.

3.6 procedures for data collection

The student researcher was used the following procedure for collecting data from respondents. A first relevant relation was made with school principals and cluster school supervisors. Second the questionnaire were developed and distributed to sample population. Thirdly the distributed questionnaire were checked and collected from respondents and Finally the gathered data was being prepared for analysis and interpretation.

3.7 methods of data analysis and interpretation

As far as the data has been collected, it needed to be analyzed and interpreted. So that, the researcher was used both qualitative and quantitative methods of data analysis. The raw data collected from the respondents were organized using of tables of frequencies distribution, percentage and for those qualitative data explanation were given according as it required.

3.9 Ethical Considerations

- Obtain informed consent from all participants, ensuring confidentiality and anonymity.
- Clearly communicate the purpose and significance of the study to participants.
- Allow participants the right to withdraw from the study at any time without repercussions.

CHAPTER FOUR

4 PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter treated the description of the sample of population analysis and interpretation of the data based on the information obtained from the questionnaires and interview analysis. The purpose of this research was to explore or to assess the implementation of supervision in selected secondary and preparatory schools. To end this, the investigator developed data gathering tools that integrated various aspects of assessment of cluster-school supervision. It contained two major parts; the first presented characteristics of respondents. The second part that deals with the result of findings from the data gathered through questionnaire and interview analysis.

4.1 Characteristics of respondents

The general information about the respondents' sex, age, educational qualification and years of experiences are presented for better understanding of their background. The data collected on the characteristics of the respondents are presented in the table 1 blow.

Table 1 sex (gender), age, educational qualification and year of services of respondents

No	Characteristics of respondents	Respondents			
		Teachers		Supervisor and principals	
		No	%	No	%
1.	Sex				
	Male	9	64.2	2	14.2
	Female	5	35.7	1	7.1
2.	Qualification				
	BSC/BA	12	85.7	1	7.1
	MA	2	14.2	2	14.2
3.	Age /Years				
	15-25	1	7.1		
	26-30	4	28.5	1	7.1
	31-40	7	50	2	14.2
	40 above	2	14.2		
4.	Service year				
	Under 5 year	1	7.1		
	5-10 years	8	57.1	2	14.2
	11-25 years	5	35.7	1	7.1
	Above 25 years				
	Total	14	100	3	100

As it can be presented on the above table, item1 which stated about the sex of respondents, about 11(78.5%) of respondents were males and around 6(42.8%) of the respondents were females. Thus, this indicate that the number of females in teaching profession and leadership position were lower than males. And also it implied that there were gender disparities in the sampled schools.

Regarding to the educational qualification of the respondents on item 2, indicates that about 13(92.8%) of the respondents were BSC/BA and around 4(28.5%) of the respondents were MA holders. From this, it is possible to say that most of the personnel’s educational qualification was relatively matched with the working position they hold, this mean that there was right personnel at right position.

Coming to third item of the above table which focuses on the ages of respondents, about 1(7.1%) of respondents was found in the age range of under 5 years, 10(71.4%) of respondents were found at the age group of 5-10 years, and 6(42.8%) of the respondents were at the age of 11-25 years. From this analysis, one can understand that the personnel’s in those selected school were mere or less fond in productive age group.

Moreover, regarding service year on the table, about 1(7.1%) of the respondent had, under five service years, 10(71.4%) of the respondents also had service year of 5-10, and 6(42.8%) of respondents had 11-25 service years and. Depending on these responses, one can say that those professionals in the sampled schools had relatively high experience with their profession. So this helped the data collection process easier.

4.2 Analysis and interpretation of respondent’s responses

This part of the study was dedicated to the presentation, analysis and interpretation of the data gathered from respondents on the assessment of supervision implementation and challenges of cluster school supervisors in selected government schools in Kiremu woreda. Questionnaires were analyzed using frequency and percentage. Beside this, the data from interviews or document were analyzed through narration to validate the findings.

Table 2 F=frequency, N=(14) total respondents

No	Questionnaire related view of supervision	Very strong		Strong		Weak		Very weak	
		F	%	F	%	F	%	F	%
1	What is your view of supervision?	4	28.5	6	42.8	3	21.4	1	7.1

Among the total teacher respondents, 42.8% of them replied there view of supervision is strong, while

28.5% are said very strong, 21.4% are said weak and 7.1% said very weak.

As it is indicated in table 2 the majority (42.8%) of teacher respondents approved their view of supervision is strong. This shows that the respondents have good view of supervision.

Table 3

No	Questionnaire related view of supervision	Strengthening school community		Identifying school problem solution		Work on way to all evaluate the financial problem of the school		Collaborating with school stakeholder to enhance students academics performance	
		F	%	F	%	F	%	F	%
2	What do you think the role of supervisor in your school system	5	35.7	2	14.2	1	7.1	6	42.8
	Total	21	100						

Table 3 depicts that most respondent teachers (42.8%) answered the role of supervisor in cluster school system is collaborating with school stakeholder to enhance students' academic performance, while some respondent teacher (35.5%) the role of supervisor in cluster school system is strengthening school- community and 14.2% of respondent said that the role of supervisor is identifying school problem solution and (7.1%) of respondents said that Work on way to all evaluate the financial problem of the school. Among the above idea and the higher percentage (42.8%) show the role of supervisor is collaborating with school stakeholder to enhance students' academic performance.

Table 4

No	Questionnaire related challenge supervisor	Lack of knowledge		Carelessness		Lack of transportation		Lack of commitment	
		F	%	F	%	F	%	F	%
3	What do you think the challenges that affect supervisor in education	2	14.2	6	42.8	1	7.1	5	35.7

As can be seen in table 4 a great deal of teachers in item 3 (42.8%) of teachers said the challenge that affect supervisor in education is carelessness of their accountability, while (35.7%) answered that the lack of commitment is the challenge that affect supervisor in education, and (14.2%) are replied lack of knowledge is the challenge of supervisor in education.

From the above description, it can be said that supervisors have a challenge (42.8%) carelessness of their accountability. (According to kiremu high school and preparatory school teachers and principals).

Table 5

No	Questionnaire related to supervisor mission	Family influence of them		The work over load		There is no balance with their work and salary	
		F	%	F	%	F	%
4	What is the challenges face their supervisor	2	14.2	8	57.1	4	28.5

From the above data, it can be seen supervisors have the challenge that can challenge face their supervisory mission. Among 57.1% respondent the challenged supervisory mission is the work over load, while 28.5% said that the challenges face their supervisor mission is there is no balance with their work and salary and some respondent 14.2% answered the challenge one is family influence. Generally, the work over load is a main challenged supervisory mission.

Table 6

No	Questionnaire related to main factor that affect supervisory	There is unfavorable condition in our school		The supervisor and the school administer contradict each other		There is lazes fairness of supervisory	
		F	%	F	%	F	%
5	What is the main factors that affect supervisory role in your school?	3	21.4	7	50	4	28.5

As shown in table 6 over half of the respondents [50%] answered the item 5 the main factors that affect supervisor role in cluster school is the supervisor and the school administer contradict each other, while 28.5% of respondent said the main factor that affect supervisor role is lezesfairness of supervisory.

From the above data, it can be seen that the main factors that affect supervisor role in school is the supervisor and the school administer contradict each other.

Table 7

No	Questionnaire related to support and assistance of supervisors	Yes		No	
		F	%	F	%
6	What is the main factors that affect supervisory role in your school?	9	64.2	5	35.5

Among the total teachers respondents, (64.2%) are replied the item 6 Yes, the supervisors give the necessary support and assistance to the school, while (35.5%) teacher respondent answered the item 6 no, the supervisors cannot give the necessary support and assistance to the school.

Based on above data, (64.2%) we can seen the supervisor give the necessary support & assistance to the school.

Table 8

No	Questionnaire related with evaluation is feedback	Yes		No	
		F	%	F	%
7	Do supervisors conduct school evaluation and give feedback on the evaluation timely?	8	57.1	6	42.1

Table 8 depicts that most respondent teacher (57.1% said yes, supervisors conduct school evaluation and give feedback on the evaluation timely, while (42.1%) said No the supervisor is not evaluation and give feedback on the evaluation timely. Based on the above data (57.1%) we can say that the supervisors conduct school evaluation and give feedback on evaluation timely.

Table 9

No	Questionnaire related to perceive supervisor role	Very good		Good		Satisfactory		Poor	
		F	%	F	%	F	%	F	%
8	How do you perceive the supervisor role in the school?	6	42.8	5	35.7	2	14.2	1	7.1

As shown in table 9 of the teacher respondents (42.8%) are perceive the supervisor role in the school is very good, while 35.7% are Good and 14.2% are satisfactory and 7.1% are poor perceive the supervisor role in school. From the above we can seen, 42.8% very good perceive & 7.1% of

poor perceive the supervisor role in school, the percentage shows the equivalent or balance between two.

➤ **Responses of teachers and principals based on interview questions**

While the researchers held interview with principals in regard to the degree of interest of on their Job, all of the respondents replied that they have high interest on their Job. They also said that they feel happy and they have a sense of confidence while doing their work. According to their explanation, the main reason that they are working for a long time on their Job is because of being interested in their Job.

❖ According to their responses the main reasons for weakness of supervisor are

- ✓ The work over loaded
- ✓ Lack of knowledge
- ✓ Including rural area schools and town/city schools as one school cluster system
- ✓ Inabilities to follow new strategies
- ✓ Carelessness
- ✓ Undistributed their power/autocratic
- ✓ Unpunctual

According to the respondents of teachers and principals held with interview questions most of the respondent's responded for the above problem weakness of supervisor, reduce the work over load and in the one school cluster at list 3 school or 2 school cluster system is a best solution. The respondents believe that the large no of school and lack of knowledge is highly affected the supervisor work.

➤ **Responses of supervisor based on interview questions**

As the researchers held interview with supervisors, concerning with the major supervisory practices, they said that "supporting teachers, principals in school to enhance quality education". According to their responses, the main factors that challenge supervisor practices in their school are;

- ✓ Un properly use of rule and regulation
- ✓ More teachers are not commitment
- ✓ Un adopt the rule

These and other related factors highly affected the supervisor in order to carry out their duties and responsibility effectively. In order to overcome the main challenges (problems) of supervisor practice in schools possible and relevant solutions should be taken.

Taking this in consideration, the researchers held on an interview, while they were asked to explain about the role of cluster school supervisor to overcome the problem, they tried to point out the following solutions;

- ✓ Giving training for teachers and principals,
- ✓ Involving teachers in planning and
- ✓ Preparation format for teacher

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMENDECTIONS

This part of the study deals with the summary of the major findings, general conclusion drawn on the basis of findings and recommendation which were assumed to be useful to enhancing quality of education in the selected secondary and preparatory cluster-school which is found in Oromia region East Wollega kiremu woreda kiremu secondary and preparatory school.

5.1 Summary of findings

Supervision at school level helps teachers to be competent in their teaching-learning activities, it encourage them to find suitable strategies for better students learning. Therefore, the central purpose of this study was to assess status of the practices of supervision enhancing quality of education in the government secondary and preparatory schools namely; Kiremu general secondary and preparatory school in East Wollega Kiremu woreda.

To address this purpose, the following basic questions were raised;

1 What are the major approaches that supervisors apply to support teachers and principals in cluster schools of Kiremu Woreda Kiremu cluster?

- 1 To what extent do supervisors contribute to the improvement of teaching learning process in cluster schools of the Kiremu cluster?
- 2 What are the major problems that affect the current practices of supervision in cluster schools of the Kiremu Woreda Kiremu cluster?

To this affect, the study was conducted in kiremu secondary and preparatory school in kiremu woreda. The total number of teachers, school principal and cluster school supervisor were 83, 2, 1 and 86 respectively. Among this total numbers, the researchers is selected 14 teachers through simple random sampling techniques because this techniques provides equal chances for all participants and 1 cluster supervisor and 2 school principals selected through purposive sampling techniques because the researcher believed that those participant could provide deep information about this issue.

For the study, primary and secondary data sources were employed. The data was gathered through both quantitative and qualitative tools.

Accordingly, 14 copies of questionnaires were prepared and distributed, 14 copies of questioners for teachers and face to face interview for principals and cluster supervisor. On the other hand, to obtain qualitative data, interview sessions were conducted with cluster supervisors, as well as

principals from the sample school. Moreover, document analyses were used to obtain qualitative data. The quantitative data gathered through questionnaires were analyzed in frequency and percentage. Whereas the qualitative data gathered were analyzed by narration. Hence, the findings of the study are summarized as follows;

- ❖ The work over loaded.
- ❖ Lack of knowledge.
- ❖ Carelessness
- ❖ Unpunctual

All this problems are weaknesses of supervisor that could hamper the activities of effective supervision in enhancing quality education.

a. Conclusions

Based on the finding of the study the following conclusions are drawn; the main purpose of supervision is professional and curriculum development for creating a better learning condition for students. It helps teachers and principals in the schools. More over school supervisors were in effective in providing the professional assistance for teachers and principals. The results of the study showed that the supervisor had lack of knowledge, carelessness and lack of commitment. Generally speaking there was shortage of time in doing an activity. From the questionnaire and interview, it was found that supervisor practices in selected school are very weak.

b. Recommendation

On the basis of the findings obtained and the conclusions drawn, the following recommendations are forwarded to improve the practice of supervision in selected secondary and preparatory school in Kiremu Woreda. Supervision is a requirement to be practiced in schools as a means to enhance quality of education.

To do this the following recommendations were forwarded;

- ✓ Giving training for teachers and principals in which helps to fulfill the gap of skills of teachers to teaching.
- ✓ Involving teachers in planning, when the preparation of curriculum the teachers must involve or participate in the process of decision making.
- ✓ To development of commitment of teachers and capacity of teachers gives preparation format for teachers is the best way to motivate the interest and their work achieve effective

Reference

Johnparankimalil (march 26, 2012) education is the to solve various problem of life

According to big Indonesia dictionary (1991) education is the process of the individual mind getting to its full possible development

16 Moora in Kohhar (2005) *supervisions include those activities which are primarily and directly concerned with studying of which surround and growth pupils*

Aderonm and Ehiamentalor 2007 *the specific functions of supervisor include planning staff development allocation of fund and provision of instructional material.*

good 1973, 574 *.supervisor is the professional person who have responsible for promotion, development and improvement of instruction in a given field.*

Dr. ZakirHusain . *Education is the process of the individual mind, getting to possible development*

The problem and issue of teaching and learning that teachers find in their practice differ, also teacher needs and interest differ (Sergiovanni and Starratt (,2002;23).

As Fraser (cited, in Lilian, 2007; 16), noted the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision.

As for, Association for development of Education in Africa [ADEA] (1998; 17) Supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results.

APPENDEX A

Questionnaires to be filled by teachers including director

Dear respondents:-

This questionnaire is prepared to gather information on the research titled the assessment of supervision implementation in enhancing quality education in government secondary and preparatory schools.

The main aim of this questionnaire is to obtain relevant data about practices and challenges of supervision in school clusters to enhance quality education. The information you provide will be used only for this research purpose and will remain highly confidential.

Your responses to all items across all the sections of the questionnaire contribute a lot to the successful completion of this study. Therefore, you are politely requested to fill your appropriate answer for multiple choice items and by writing short and brief responses for open ended questions on the space provided.

The researchers thank you for your cooperation in advance!

(Qorataan tumsa gootaniif dursee isin galateeffata!)

Notes: - (Hubachiisa)

You do not need to write your name

(Maqaa kee barreessuun si hin barbaachisu)

Circle the letter that shows your answer

(Qubee deebii kee agarsiisutti geengoo godhi)

Give your complete answer for open ended questions

(Gaaffiiwwan banaa ta'aniif deebii kee guutuu kenni)

Part I personal information

(Kutaa I odeeffannoo dhuunfaa)

1 Sex A) male B) female

2 Age A) under 25 Years B) 25-30 Years C) 31-40 years D) Above 40 years

3 Service year; A) under 5years B) 5-10 years C) 11-25 years, D) about 25 years

4 Qualification; A) certificate B) Diploma C) Degree D) master

Part II General Information

(Kutaa II Odeeffannoo Waliigalaa)

1 What is your view of supervision?

(Ilaalchi ati to'annaa ilaalchisee qabdu maali?)

A) Very strong B) strong C) weak D) very weak

2 What do you think the role of supervisor in a school system ?

(Sirna mana barumsaa keessatti gaheen supparvaayizarii maal jettu?)

A) Strengthening school- community relationship

(Hariiroo mana barumsaa fi hawaasaa cimsuu)

B) Identifying school problem solution

(Furmaata rakkoo mana barumsaa adda baasuu)

C) Work on way to alleviate the financial and material problem of the school

(Rakkoo maallaqaa fi meeshaa mana barumsichaa salphisuuf karaa irratti hojjechuu)

D) Collaborating with the school stakeholder to enhance students' academic performance

(Ga'umsa barnootaa barattootaa guddisuuf qooda fudhattoota mana barumsichaa waliin tumsuu)

E) If others, please specify -----

(Yoo kanneen biroo ta'e, mee ibsaa)

3 What do you think the changes that effect supervisor in education?

(Jijjiiramni barnoota irratti supparvaayizara irratti dhiibbaa geessisu maal jettu?)

A) lack of knowledge B) carelessness of their accountability

C) Lack of transportation D) lack of commitment

E) If others, please specify.....

4 What is the challenged face their supervisory mission?

(Irra caalaatti ergamni to'annoo supparviseraa maali?)

A) Family influence of them. B) The work overload

(Dhiibbaa maatii isaanii). (Fe'iinsa hojii garmalee)

C) There is no balance with their work and salary

(Hojii fi mindaa isaanii waliin madaalliin hin jiru)

D) If the others, please specify -----

(Kanneen biroo yoo ta'e, mee ibsi)

5 What is the main factor that affect supervisory role in your school?

(Wanti guddaan gahee to'annoo mana barumsaa keessan keessatti dhiibbaa geessisu maali?)

A) There is unfavorable condition in our school B) The supervisor and the school administer contradict each other, C) there is lezesfairness of supervisory

D) If others, please specify -----

6 Do supervisors give the necessary support and assistance to the school?

(Suppervaayizaroonni mana barumsichaaf deeggarsa fi gargaarsa barbaachisaa ta'e ni kennuu?)

A) Yes B) No

C) If your answer is no give the reason -----

7 Do supervisors conduct school evaluation and give feedback based on the evaluation timely?

(Suppervaayizaroonni madaallii mana barumsaa gaggeessuu fi madaallii irratti hundaa'uun yaada yeroon ni kennu?)

A) Yes B) No

C) If your answer is no give the reason -----

8 How do you perceive the supervisor role in the school?

(Gahee supparvaayizara mana barumsichaa keessatti qabu akkamitti ilaalta?)

A) Very good B) Good C) satisfactory D) poor

APPENDEX -B

I Interview questions to be conducted with selected teachers including of the director.
(Gaaffiiwwan af-gaaffii barsiisota filatamoo waliin gaggeeffamuu qaban kan daayreektaraa dabalatee.)

1 Please explain the different roles supervisor have in ensuring quality education by relating them their practice in your school?

(Mee gahee adda addaa supparvaayizarri barnoota qulqullina qabu mirkaneessuu keessatti qaban hojii isaanii mana barumsaa keessan keessatti walqabsiisuudhaan ibsaa?)

2 How do you see the way supervisors conduct school evaluation and feedback? Explain

(Akkaataa supparvaayizaroonni madaallii mana barumsaa fi yaada deebii itti kennan akkamitti ilaaltu? Ibsi!)

II. Interview questions to be conducted with supervisors

1 What are your major supervisory practices? Explain them how they are related to the enhancement of quality education in a school?

(Hojiiwwan to'annoo gurguddoon keessan maali? Mana barumsaa tokko keessatti barnoota qulqullina qabu guddisuu wajjin akkamitti akka walqabatan ibsi?)

2 Do you conduct regular school evaluation and provide timely feedback base on your evaluation?

If yes how? If no, what do you think are the reason?

(Madaallii mana barumsaa idilee ni gaggeessitaa? Akkasumas madaallii kee irratti hundaa'uun yaada yeroon kennitaa?

Yoo eeyyee ta'e akkamitti? Lakki yoo ta'e sababni isaa maali jettu?)

3 Are there any obstacles you face in conducting your supervisory roles in the school? Explain

(Gahee to'annoo mana barumsichaa gaggeessuu keessatti gufuuwwan si mudatan jiruu? Ibsi)

