



IMPROVING SCHOOL HUMAN RESOURCES THROUGH IN-SCHOOL SUPERVISION SERVICE

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ABSTRACT

This paper explores how to improve school human resources through in-school supervision service in Nifas Silk Lafto Sub City Secondary Schools. The primary data sources were the school principal, vice-principal of teaching and learning, department heads, and teachers. Interviews were conducted with six school principals and twelve teachers to collect qualitative data. A focus group discussion was also held with six vice principals for teaching and learning, 16 department heads, and 12 senior teachers. The study discovered that in-school supervisors conduct clinical supervision in the school and adhere to the stages of classroom observation. Even if they announced teachers before classroom observation was held, there are some gaps in providing adequate feedback after observation. Hence, it is possible to determine that the observation conference stage was sometimes conducted but it wasn't effectively implemented and might have some impact on teachers' concern to improve or learn from their weaknesses and strengths, and, as a result, might not improve the teaching-learning process.

Keywords: Improving, human resource, supervision, education, and service

1. Introduction

Educational supervision was established in Ethiopia in 1962/3 to improve supervision by focusing on the curriculum, teaching content, and methodology, as well as providing professional assistance and direction to classroom teachers. The emphasis shifted from inspection to supervision when the country's governmental structure changed in 1994 (BGREB, 2006).

The Ministry of Education (1994) states that external and school-based supervisors are responsible for educational supervision. Under external supervisors, the Woreda, Zonal, Regional, and Central supervising educators are organized this way. In addition, supervisors and education specialists from the previously stated external organizations have been assigned to support teachers in the classroom.

1.1 Theoretical Back Ground About Supervision

Supporting the establishment of a superior, well-coordinated educational system is the aim of offering school monitoring services. Support, evaluation, and liaison are the three sets of responsibilities that school supervisors are expected to perform to fulfill the mandate of unified school supervisors. However, a National Professional Standards framework is required for the supervisors as a critical part of ensuring high-quality instruction and

learning at all schools (MOE, 2015). Ethiopia, like other countries, has shifted away from inspection-based supervision, wherein a central or mid-level body guarantees that educators adhere to predetermined policies and procedures both within and outside of the classroom (Haileselassie & Abraha, 2012). Many educators would recall that their efficacy as teachers was not judged based on their performance on the blackboard (Haileselassie & Abraha, 2012). There is more opportunity for educational monitoring to improve teachers' professional effectiveness, which will benefit students' learning. In a similar vein, (Glickman GD et al., 2005) said that the role of supervision in schools is to integrate the various components of effective instruction into the overall program.

Moreover, (Glickman GD et al., 2005) proposed that supporting teacher development toward increased levels of dedication, expertise, and development should be the long-term objective of supervision. (MoE, 2006) declared that the caliber of teachers has a significant impact on the caliber of education and that their professional development is essential for enhancing the teaching process; this is especially true for elementary school, as kids are not yet at the point where they can study independently.

Furthermore, there needs to be more concern about teachers' professional competency in their instruction in lower elementary schools. Thus, improving teacher quality is crucial for quality assurance and overall education; for supporting the system for instructional improvement, it is crucial to organize efficient supervision services in education management.

1.2 Supervision In Ethiopia

Three distinct types of supervision are currently in place in Ethiopian elementary and secondary schools. The inspectorate division of district (woreda) education offices conducts school inspections, which are the first level of control. All schools have been inspected thoroughly by these work units once, twice, or three times per year. Its primary goal is to assess the program's overall effectiveness in schools and ascertain each school's standing using a four-step grading system: successful (4), in progress (3), in the start stage (2), and in the preparation stage (1). School-based or in-built supervision is the second level of supervision. There should be more formality in this type of oversight. Senior teachers, department heads, and school principals have all participated in it to mentor and support inexperienced and underperforming educators in the classroom. The duty of providing supervisory support to three to five schools

within a cluster is assigned to a supervisor of the cluster resource center. Cluster supervision is the third level of supervision and is carried out more formally. The goal of cluster supervision, an organized supervision strategy, is to assist staff members and educators in their educational and administrative duties.

1.3 Statement Of The Problem:

The researcher has tried to determine whether secondary schools of the study area research were conducted on in-school supervision practices in Nifas Silk Lafto sub-city secondary schools. The researcher could approve that no research was conducted in the specific area, which means in school supervision services. According to School Management, university students conduct research in the area for their graduation thesis, but the school has never got any advantage from this work. Because they have no experience providing feedback on their research findings to the school where they work on their paper, the researcher believes there is a gap that requires further investigation into the status of in-school supervision service and its role in improving educational quality in Nifas Silk Lafto sub-city secondary schools, taking all of this into account, this study seeks to address the following fundamental questions:

- To what extent does in-school supervision contribute to the quality of education?
- What factors affect in-school supervision in improving the quality of education?

2. Scope Of The Study

This study was limited to assessing in-school supervision service and its role in improving the quality of education in Addis Abeba's Nifas Silk Lafto sub-city secondary schools. It focuses on how in-school supervision contributes to the quality of education and the factors that influence it in improving the quality of education.

3. Research Design And Methodology

3.1 Research Methodology

To carry out the study, a qualitative research approach was applied. The study depends more on a qualitative approach using interviews and focus group discussions. As Gay, L.R and Airasian, P. (2012:7), qualitative research exerts effort to understand the participants` perspective by interacting extensively and intimately using time-intensive data collection methods like interviews.

The study employed a descriptive survey design to evaluate in-school supervision services and their role in raising educational standards in Nifas Silk Lafto Sub City Secondary Schools. (Kothari, 2004) asserts that the design involves gathering information about events before

organizing, tabulating, depicting, and describing them. It is crucial for providing answers and aids in the validation of theories.

3.2 Source Of Data

Data for this research was collected from primary sources. The primary data sources were:

- The school principal.
- Vice-principal of teaching-learning.
- Department heads.
- And Teachers.

3.3 Instrument Of Data Collection

Data collection methods included focus group discussions and interviews. Interviews with the six school principals and 12 teachers were performed to collect the qualitative data. Additionally, there was a focus group discussion with six vice principals for teaching and learning, eight department heads, and 12 teachers.

4. Presentation, Analysis And Interpretation Of Data

In Nifas Silk Lafto sub-city Secondary Schools, there is in-school supervision during focus group discussions and interviews. The primary goal of in-school supervision is to close the gap between teachers during instruction or observation in the classroom to support, counsel, and help enhance the teaching-learning process. This monitoring is done twice a semester on average. Clinical,

collegial, self-directed, action research, and informal supervision were used for in-school supervision; this suggests that establishing in-school supervision in secondary schools is viewed as a central concern and a tool for raising educational standards.

Especially in these schools, clinical supervision is conducted by adopting the format prepared by the Nifas Silk Lafto Sub-City Education Office. During this clinical supervision, the school teachers are pre-informed by supervisors before entering the classroom or conducting the observation. Concerning clinical supervision, the focus group explains that classroom observation is always conducted by group members from senior teachers, teaching and learning vice principals, and department heads. The primary focus of the classroom observation was on instructional methodology in line with the lesson plan and the curriculum in that grade level; specifically, the classroom observers paid more attention to teacher-student interaction, language, and mobility.

After completing the classroom observation, a post-observation conference is held with the teacher to provide them feedback that enables them to identify the strong and weak side of the teachers' activity observed in the classroom. However, soon after the classroom observation, the post-observation

conference needs to be conducted adequately in line with the schedule, as it is repetitive; supervisors get bored, shortage of time, administration, workload ad-hoc meetings, and plasma transmission programs. In addition, repetitive observation is conducted by three different groups (school administration, i.e., principal and vice principal, external supervisors from sub-city, and peer teachers). These infer that while conducting clinical supervision in the school, following the stages in the actual setting is indispensable. During classroom observation, informing teachers in advance is encouraging and freeing teachers from any constraints. However, providing sufficient feedback to teachers is required highly; teachers might need more support and advice from the supervisory group to improve the instructional process.

According to the department heads, the quality of education will be improved when the quality of education is in line with the quality of education standard of the General Education Quality Improvement Program (GEQIP) six packages. According to the principal, quality of education in the school means creating competent, self-reliant, problem-solving students. According to teachers, quality of education means producing competent and self-reliant students who can contribute what is expected from them to the education

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system; furthermore, fulfillment of the necessary inputs and facilities, such as the provision of textbooks with a 1:1 ratio, the quality of laboratory chemicals and equipment's for science, reference material for library and school facilities teaching aids and ICT facilities, etc.

According to the focus group discussion with school administration, the significant challenges that tackle in-school supervision for improving the quality of education in Nifas Silk Lafto sub-city Secondary Schools,

- The dalliance of procurement of qualified human and resources,
- School compound space problem (so narrow)
- Lack of skilled workforce in administrative and academic spheres,
- Lack of conducting action research concerning the teaching-learning process
- Lack of the implementing CPD program as per the plan
- Lack of time maintenance of plasma,
- Shortage of laboratory equipment and chemicals, and also proper use of laboratory materials
- Lack of instructional media and teaching aids,
- In some schools there is a shortage of budget for training and experience sharing, and also the problem of

planning and giving training as per the plan

- Electric power fluctuation for plasma program and other activities,
- Lack of motivation for teachers,
- Lack of community and parent participation in school,
- Lack of incentives for department heads as per their additional responsibility.
- Overlapping different programs of the school,
- More paperwork and different reports for the administrative body,
- Lack of identification of skill gap and training need assessment
- Proper preparation of Annual, Monthly, and daily lesson plans and coinciding with each other

This infers that the factors mentioned above affect school supervision significantly and hinder the improvement of the quality of education. However, most of them are concerned about input factors; this shows that the school's effort to make stakeholders participate needs to be more fulfilling in school facilities.

Among the contributions forwarded by the focus group members and interviewees are here under:

- To identify the problem of the teaching-learning process and solve problems on time,

- Adjust school program to prepare capacity-building training,
- Provide inputs to the teaching and learning process by identifying the needs of the school, Enabled
- the school community discussed the identified problems in a way that could improve or solve them,
- To make all teachers and administrators aware of the instructional problem before the problem gets serious.

According to the teachers in the school, teachers' perception toward in-school supervision is more or less favourable. However, some teachers have particular concerns regarding this point. They considered that they accepted the concept of supervision. Even if there is an achievement, the implementation has some gaps and teachers didn't get feedback as much as they needed because the observers used a directive rather than a collaborative approach during post-observation conferences; this implies that teachers are willing to get support from the concerned body in a collaborative approach.

According to the focus group, although continuous professional development (CPD) is a critical cornerstone for improving the quality of education in the school, it needs to be practised in the school in the expected way to support the

education system and individual teacher professional development. Because the CPD material (format), once developed, needs to be updated according to the situational factors. In addition, the school needed to allocate more budgets; there was duplication effort, redundancy of practice, and no incentive, and it did not make any difference among CPD practitioners in the school; for all this, they do not give value to the practice, This implies that even if, CPD is the potential instrument for teacher's professional development, but some of the teachers might not have used appropriately to improve their competency as well as the instructional process for different reasons.

The contribution of the Woreda education training board and parent, student, and teacher association is supportive; however, it is not at the extent of the expected degree level. Their involvement is expressed in keeping students disciplined in the school during the flag ceremony and in fulfilling school facilities by consulting students, parents, and guardianship; they give comments about the instructional process on the students' handling, clothing of uniforms, teachers' personalities, exams of students, homework, and assignment issues imply that parents and the community are essential school stakeholders to contribute the necessary support for in-school

supervision to improve the instructional process.

5. Conclusion And Recommendation

5.1 Conclusion

Based on the findings, the following conclusions are drawn.

In-school supervisors conduct clinical supervision in the school and follow the stages of classroom observation. Even if they announced teachers before classroom observation was held, there are some gaps regarding providing adequate feedback after observation. Therefore, although the observation conference stage was implemented, it might not have impacted teachers' concerns to improve or learn from their weaknesses and strengths. As a result, it might not improve the teaching-learning process as much as needed.

In-school supervisors have a considerable understanding of their role of in-school supervision to bring quality education. In addition, the contribution of in-school supervision to the quality of education is moderate. However, they need to give more attention to the actual teaching-learning process; instead, they emphasize educational inputs. Therefore, input and throughput are essential factors for improving instructional approaches.

Teachers' perception toward in-school supervision and continuous professional development (CPD) is

positive. However, their practices were not in an expected manner to improve the teaching-learning process. So, without the appropriate practice of continuous professional development, teachers might not improve their competency and support the teaching-learning process, which might hinder self-directed supervision.

5.2 Recommendation

Based on the findings and conclusions the following recommendations are suggested.

- Although announcing class observation to teachers was encouraging, and good practice, and the observation was conducted twice a semester, the school supervisor should provide adequate and immediate feedback after classroom observation.
- School-based supervisors recognize and understand the value of in-school supervision in strengthening the teaching-learning process in the classroom. Although meeting educational inputs is critical to educational quality, the in-school supervisor should emphasize throughput in addition to meeting these inputs.
- The school should provide training, and also, the teachers have to give special attention to CPD because it is a crucial tool for developing their competencies and improving the instructional process.

- The school has to collaborate with different stakeholders (such as PTSA, Parents, NGOs, City Administration bodies, and the community) by giving more attention than the emphasis that has been given to it currently to fulfill the educational inputs without neglecting the process and output factors.

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