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

SCHOOL-BASED SUPERVISION PRACTICE AND PROBLEMS IN SELECTED PRIMARY SCHOOL OF WOLKITE CITY ADMINISTRATION

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**ABSTRACT**

*Purpose of the study was to investigate the role of school based supervision in primary school of wolkite city. To achieve this purpose, 2 school based supervisors, 30 teachers, 2 principals and 3 vice principals were included in the study using different sampling techniques including, simple random sampling, and purposive sampling techniques to select samples. A questionnaire, interviews and document analysis were used to gather the necessary data. The data was then tabulated and analyzed qualitatively and quantitatively using percentages. The finding of the study shows that, the supervisors do not play the various role expected of them, the teachers role in supervision is almost negligible, the teachers and school based supervisors views do not seem to go in line with the intensions and principles of supervision, the teachers specially appears to have a negative attitude towards supervision, the major problems that affect supervisors practice in the wolkite city primary school were, inefficiency, lack of participatory approach to supervision, shortage of school finance for supervision training, lack of proper training and awareness of supervision for supervisors and teachers. Based on the findings the following conclusion were made, the supervisors appears inexperienced, unspecialized to conduct supervisory practices properly and efficiently, supervisors do not seem to play the various roles expected of them, satisfactory pre and post observation conference were not provided enough and supervisors consider themselves* ***as*** *superior in position to school teachers and teachers view them as fault finder. Based on the finding and conclusions, some recommendations were teachers, principals and supervisors have to be well oriented and trained in supervision, wolkite city primary school should provide relevant and sufficient training about instructional supervision, school principals should endeavor to make supervision more systematic and carefully planned, supervision conference should be help between supervisors and teachers consistently and immediately after and before classroom observation, clear concepts on objectives, principles, functions and consequently on the techniques of school based supervision should be stated in the school for each teachers.*

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background of the study**

Education often considered as a key factor in economic, social and political development of a nation. Education to transmit adequate knowledge and skill to be student, the role of educational institutions, teachers and principal is very high within the effective school based supervision. In developing countries like Ethiopia, teachers face a lot of problems in carrying out their duties and responsibilities. These problems could range from lack of experience, lack of finance, lack of incentive, lack of opportunity to in serve training, huge workload (Feleke, 2010). School based supervision should engage these problems in helping teachers do their job effectively.

Practice is an activity in the school process where teacher were visited in the classroom without prior arrangement or notification. This was a view judging and finding faults with the teachers. Also, it presumed that there was a fixed and known method of teaching and teachers, quality was judged by complying with same. Traditional supervision was a judgmental, forceful, haphazard and instilled fear in the teachers (Tappan1999).

School based supervision is that monitoring as well as supporting teachers should be non-hierarchical and participatory in nature. In participatory process the supervisor directly get involved in classroom teaching work. Through this approach, the school based supervisor was able to gain a more authentic view, instructional process and be more realistic in proposing change and improvement in the function of the teachers. Also, this makes the accountability for progress of the children and a shared concern among teachers and the supervisions. (Govinda 1999).

According to the current educational and training policy of Ethiopia (1994) educational support help to promote the quality, relevance and expansion of education due to attention was given to the supply, distribution and utilization of educational materials, technologies and facilities with effective school based supervision. School based supervision could have chance to conduct supervisory activities at school level if they are trained well. They can evaluate administrative, developmental and academic function of school.

Loci and mc Neil [1979] among other problems, the chief difficulty was that there are nostandards so as to achieve the goals of the education system. In schools, the different studiesconducted at different in Ethiopia found out that the instructional supervisory services carried outby supervisory, principals and department heads was limited to evaluate teachers and not tosupport and initiate them to carry out supervisory roles and functions so as to improve their practice, understanding of their practice and situation in rIn addition to the problem of teaching-learning process faced in the school could be solved timely in the school. At last school based supervision become effective and efficient if it is planned, directed, initiated, coordinated, communicated and evaluate by effective supervisory programs and supervisory activities healed in the school. That was supervision involves the process directing and controlling, stimulation and initiating, analyzing and appraising and designing and implementing those behaviors directly and primary related to the improvement of teaching and learning (eye and NetZero 1965). All the above points in the mind, the study tries to see the practice and problems of school based supervision in the primary school of wolkite city administration.

**1.2 Statement of the problem**

Supervision practices today increasingly under heavy critics, because of their failure to have positive contributions on quality of teaching and learning. Even currently the primary school teachers of this schools are not satisfied in supervision and support services practiced and delivered to them. Teachers consider their instructional supervisors as not superior of them due to he/she were not equipped with necessary supervisory skills and techniques needed to assist teachers in the day to day operation and problems encountered in teaching learning process. Other complaints about primary school instructional supervisors work includes irregular and bad planning visit, not enough time spent in the classroom and at time irrelevant advices/feedback(wolkite education office, 2003)

According to Kadel (2007) factors influencing the school based supervision, lack of relevant training programs for supervisors, scarcity of experienced supervisors in the school based supervision activities, lack of supervision manuals in the schools and shortage of allocated budget for supervisory activities.

Supervisory techniques, procedures and skills are inefficient to improve the quality of teachers and the achievement of learners; furthermore, supervisors are not putting effort in providing in service training to enhance teachers, effectiveness especially in its aim. In relation to above problem the researcher also initiated by in sufficiency of the study on the area as well as by the gap communication, approach, availability, flexibility and focus area of supervisors need to assess comprehensively (Hailed 2006) .

The above research gap attracted the researcher to carry out a study on the practice and problems of school based supervision of this two primary schools. To address this problems researcher raised the following basic research question.

1. What are the current practices of school based supervision in selected school of wolkite city?

2. What are the major challenges affecting school based supervision in selected primary schools of wolkite city administration?

3 .How school based supervision practices was improved?

**1.3. Objective of the study**

**1.3.1. General objective of the study**

The main objective of this study was to assess the school based supervision practices and problems in selected primary school of wolkite city administration.

**1.3.2. Specific objective of the study**

* To distinguish the current practice of school based supervision in selected primary schools of wolkite city administration.
* To identify the major challenges affecting in selected primary school of wolkite city.
* To find out how school based supervision practice will be improved.

**1.4 Significance of the study**

As it was mentioned earlier under background part, the aim of significance of the study was known about the current practice of school based supervision. Any educational research was carried out to meet certain values in one way or another. Therefore, the finding of the study was expected to improve the achievement of students and it was hope that the result should be significant in view of the following facts.

It creates awareness about the functional supervision i.e. school based supervision. It may provide additional information to those interested in conducting further investigation in the area of school based supervision.

Further, it enables practicing supervisors to identify the challenges facing their profession. It provides educational information about the supervision problems on the deterioration of quality education, so that they would take responsive measures. It also shows that the major contribution of school based supervision for the improvement of quality of education in selected primary school of wolkite city and valuable to serve as a base for those who are interested in making further research on the topic in the future.

**1.5. Delimitation of the study**

The study was delimited to the survey of school based supervision practice and problem select in primary school of in wolkite city.Specificallythe researcher tried to delimit to two primary school of wolkite city. The reason behind to select this research topic was it is basis for the rest of problem and if these problems get solution, the rest of problem can easily get solution.

Due to the time and financial constraint the study covers only of school based supervision practice and problem select in primary school of wolkite city.The sampling was delimited to purposive sampling for all respondents such as supervisors, principal, and teachers. Purposive sampling was selected since their number was manageable

**1.6. Limitation of the study**

First, due to financial and time constraints, the researcher failed to compare and construct school based supervision in the target group with other . Most serious limitation was that most of primary school principals, vice principals, teachers and supervisors were busy andhad no enough time to respond to questionnaire as per the required time. Another limitation was lack of recent and relevant literatureon the topic. There is acute shortage of books, in addition to this the researcher financial problems and task over load which related to class continues assessment (shortage of time) were the critical limitation of the study. In spite of these short comings, however, it was attempted to make the study as complete as possible.

**1.7. Operational definition of key terms**

**Supervision**-means to guide and stimulate the activity of teacher with a view to improving them i.e. teaching as well as promoting professional growth.

**School based supervision**-is a support teachers provide to their subordinate effectively and cooperatively with other staff members in improving their teaching practice.The central elements of the school function.

**Practice-is** a method, procedure, process, or rule used in a particular field or profession.

**Problem**-a perceived gap between the existing state and a desired state or a deviation from a norm and standards.

**Primary school**-in this context an educational level which includes grade 5-8 second cycle primary school

**1.8 Organization of the study**

This paper will be organized in to five chapter. The first chapter includes background of the study, statement of the problem, objective of the study, significance of the study, research question and Delimitation of the study, limitation of the study, organization of the study and definition of terms. The second section deals with literature review. The third section treats the research methodology. The fourth section states about presentation, analysis and interpretation of data. The last chapter includes summaries, Conclusions and recommendation.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**2.1. Concepts and Definition of Supervision**

**2.1.1. Definition of Supervision**

Various scholars define supervision differently. For instance, Sergiovanni (1983) define supervision as a set of activities and role specifications designed to influence instructions. Supervision is a critical examination and evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be given for the purpose of school improvement. Supervision of instruction is that process which utilizes a wide array of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change (Glens and Behar Hartenstein 2000).

Moreover, the supervision manual(1994) define supervision as the set of activities designed to attain educational objectives, to render the teaching learning effective to enrich and develop the curriculum, to help teachers to find out their teaching problems and come up with the solutions by themselves and develop professional growth.

**2.1.2. Educational supervision.**

Educational supervision is a process of facilitating the professional growth of teacher, primary by giving the teacher feedback about classroom interaction and helping the teacher make use of that feedback in order to make teaching more effective(Galton 1984.2).

**2.1.3. Principles of educational supervision**

The principles are the fundamental rules refined to satisfy better achievement of goal. They are general guides that individual members know very well and are convinced to put in to practice. Principles of supervision guide the thinking and action of supervisors toward the desired fruitful end. As indicated in the manual for education supervision in Ethiopia MOE (1987E.C 1015). Some basic principles of supervision refer the following

1. **Supervision is co-operative**

The main purposes of supervision are professional and curriculum development for creating better learning situation for students. This demands the cooperative work of senior teachers, department heads, directors, vice directors and administrators at the school level. The efficiencyand effectiveness of supervision depends on the cooperative efforts put together (MOE, 1987E.C).

**2. Supervision is creative**

Provide opportunity for the exercise of originality and for the development of unique contributions. Supervision should help teachers to be creative and innovative in their methodology of teaching (MOE, 1987E.C).

**3. Supervision should be democratic**.

This implies that supervision as a cooperative and creative work it has to be democratic where every member has the liberty to try and express her/his ideas with freedom. The institutional hierarchy should exercise authority for favorable end result. It should not be used to show superiority (MOE, 1987E.C).

**4. Supervision is attitudinal**.

This suggests that supervision should create situation where a favorable attitude prevails among participants. Supervision should be able to give advice to teachers when needed as well as receive comments from teachers (MOE, 1987E.C).

**5. Supervision is evaluative and planned activity**.

This principle emphasizes that supervisors should travel and observe what is going on in the school system. They should talk to teachers, students, parents and school administrators to gather data.

**2.2. Approaches and Function of Supervision.**

**2.2.1. Approaches of Educational Supervision**.

According, authors in the field proposed that every school could develop five approaches of supervision which provide every teacher the opportunity to play their roles and functions (Million, 2010). These are;

**1. Informal supervision**.

Informal supervision is another form of supervisory strategy which is characterized by unplanned, accessional supervisory act sees how teaching is going on. Typically no appointments are made and visits are not announced (Sergiovanni, 1995; 232-233).

**2. Collegian Supervision**.

This is a model in which teachers agree to work together for their own professional development (Sergiovanni, and Starratt, 1993; 287). In this case peer cooperative learning or cooperative professional development and peer-evaluation might be promoted.

**3. Self-Directive Supervision**.

In self directive or individualized supervision teachers working alone assume responsibility for their own professional development. They assess their own teaching and identify need for improvement. (Sergiovanni and Tarrant 2002).

**4. Clinical supervision**.

Clinical supervision as a supervisory system to interact directly with a teacher or team of teachers to provide support, help and service to those teachers in order to improve their performance as they work with a particular group of students though observation, analysis of behavior of students and teachers in the teaching and learning process to help teachers modify the existing style of teaching. (Cogan 1973) in Kimball (1983).

**5. Inquiry based supervision**.

Emphasizing this leper (1969; 103) point out that, supervision and action research are the indispensable guardians of teachers growth. Hence, it is suggested that if supervision is to help solve instructional problems and improve the teacher’s professional skill in dealing with these problems inquiry based supervision is a preferable approach to employ together with the other approach of supervision.

**2.2.2. Major functions of supervision**.

Many scholars like WilliamH.Burton(1922) B.MHarris (1985) and others have listed down tasks or functions of instructional supervision. They identified three main tasks of supervision. These are; Instructional improvement, professional development and curriculum development.

**1. Instructional improvement**.

Most educators would agree on the improvement of teaching. Learning is fundamental to school reform. Likely Bar and Button (1961; 101) and Chanyalew (2005) noted that the aim of supervision is the improvement of the teacher, the growth of the pupil and the improvement of the teaching-learning process as a whole. Similarly, Adams and Dickey (1986; 119) point out that the supervisor is concerned with facilitating and stimulating teachers to improve instruction.

**2. Professional development**.

The other basic task of supervision is the continuous professional development of teachers. This means helping teachers to grow and to develop in their understanding to teaching and learning process and improving their teaching skill. In short professional development endeavor should be taken as a joint responsibility. UNESCO (2001; 3) targeted school heads, department heads and senior teachers (school based supervision committee members) are responsible for professional development training program. In general, at school level professional development should meet the need of both the individual teacher and the educational system.

**3. Curriculum development**.

Curriculum development has become the major function of instructional supervision. According to Harris (1985; 10) as cited in chanyelew (2005) pertains to designing or redesigning what which is to be taught by whom, when where and what pattern developing curriculum guides, establishing standards, planning instructional units and instituting new courses are example of this task area.

**2.3. Procedures of classroom instructional observation**.

Scholars in the field have differences on the procedures of classroom instructional observation. But, all follow the same basic pattern except the difference in naming the process or steps. Hap king (1994; 56) organized classroom observation in to planning conference, classroom observation and feedback conference.

**2.3.1. Pre-classroom observation session**.

This is the face to face talk between supervisor and teacher to discuss and settle about what to do next prior to the supervisors visit while the teacher is teaching in the classroom. It is very important stage; because it is at this stage that frame work of supervisor’s observation is developed and agreement is reached about how to proceed thereafter. Lucia and McNeil (1979; 264) described that pre-observation conference is the improvement cycle where the teacher presents to the supervisor the instructional objectives and techniques of evaluation he/she intends to use in the lesson to be observed.

**2.3.2. Classroom observation**.

Classroom observation demands a high level of technical and analytical skills. The supervisors must have the skill of what to look for, how to note, analyze and interpret the data. Pajak (1989; 210) more briefly depicted that observation is the phase in which the supervisor records instances when the intended behaviors are seen to occur.

**2.3.3. Post-observation session**.

Post-observation or the follow-up conference of the supervisor with teacher is the most difficult and the most important of the entire cycle. The major purpose of the post-observation conference is to give feedback to the teacher about his/her performance. Follow-up activities involves some kind of re-recording of data analysis, a plan for feedback other teacher and other appropriate activities growing out of observation (Harris 1991.100 as cited in Chanyalew 2005).

**2.4. School based instructional supervision**.

Schools are the mission centers where the actual teaching and learning process takes place hence making supervision a continuous responsibility at this level is crucial supervision within the school can be delivered by principals, vice principals, department heads and senior teachers school based supervision committee is expected to provide support service for teachers to become smart at professional judgments curriculum pedagogy and students achievement (OREB 2007; 14).

**2.4.1. The practice of school based supervision in promoting teachers competence.**

Supervisors have to work effectively for effective implementation of the school based supervision. They need to know how supervision at school level best be implemented, by whom it will be carried out its purpose and affect on teaching learning process. According to the (MOE 1987) supervision has the duties to help teachers to improve professionally organized training programs and gives induction orientation to new teachers.

**1. Induction**.

According to McBirdie (1996;115) initial teacher training is aimed at developing teachers initial competences, induction is aimed at helping new employed teachers, develop professionally, identify and come-up with an appropriate repertoire of actions and finally to structure their self-directed professional development.

**2. Mentoring**.

It is a form of collegial supervision, which is aimed at conducting or orienting new or beginner teachers by well experienced teacher in the school. As of the authors; a mentor is a person usually another teacher, interested with tutoring, educating and guiding another person who is typically new to teaching or anew to a given school. Monitoring useful for the development of beginner teachers as well as senior teachers. It is the most useful relationship between the mentor and mentee. It is hard to teach without mentoring (Mc Bridge, 1996; 118; Moon.2001; 100)

**3. Peer-coaching**

Peer-coaching is a process where a person with expertise in the field assist colleague

through structured discussions and activities on how to solve their problems or performance tasks better than they would do it without this assistance (TTA.1998;28) Haileselasse 2004;36). Similarly expand refine and build new skills, share ideas; conduct

action research, teachers one another. Robbins (1995); Shower (1996) in moon et al (2001; 18) per-coaching may include out of class activities and in class activities.

**2.4.2. Promoting effective in service teaching at school level.**

In service training at school level is one of the means to achieve professional development of teachers. Through the training, teachers could share useful ideas and experience, acquaint with new teaching methodologies and curriculum innovations, develop mutual support and stand for common goal. Moreover, sharing experiences and communal problems solving activities should be central to the training program (Lue.2004). Supporting this idea Dull (1981; 113) identified, training programs should deal primarily with instructional problems and topics of most interest to teachers.

**2.4.3. Benefit of school based supervision**.

The main benefit of school based supervision is to promote growth, development interaction, problem solving and to build commitment capacity in teaches (Zepeda 2007). School based supervision is important infacilitating professional growth of teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher make use of that feedback in order to make teaching more effective (Glutton 1984;2).

**2.4.4. Current practice of educational supervision in Ethiopia.**

According to supervision manual (MOE 2002), the following responsibilities and duties \are given to school based supervision, promoting qualitative improvement in the teaching learning process in the classroom with cooperation, active involvement and participation of all teachers serving in the schools, providing supervisory service through different strategies of school based instructional supervision.

**2.5 The major challenges affecting school based supervision practice.**

Researcher like Façade (1992) pin point that Ethiopian supervisory practices encounter many problems to list; supervisors do not implement the principle and techniques they learned. Teachers have negative attitude towards the supervisory program. Supervisor’s lackprerequisites skills in human relation while working with teachers. Lack of the necessary facilities for supervisors in contributors factors for the existing problems of supervisors.

**1. Training**

Supervisors have to keep himself up date in order to provide guidance and counseling to their subordinate. Dull (1981; 10) said that; training is not an exercise in how to manipulate workers to many supervisors; it will be the most considerable piece of further education they have never received, from which will be developed a systematic approach of work planning, handling of emergencies and inspection of work. Training with effective planning and administration enhances the capabilities of the supervision.

**2. Communication between supervisors and teachers.**

It is believed that the beginning and the new teachers are to be closely supervised and helped bysenior teachers. In line with this Pajak (1989) indicated that a good supervisor is one which capable of communicating with his subordinate in order to provide necessary guidelines andassistance to them for professional improvement.

**3. Availability of education resources**.

It is difficult to think effective supervisory practice in absence of resources. In this case resources could be financial, human, material and workload. In adequacy of resources hamper the supervisory practice. In line with this idea, MOE (1994;6-7) explains that the problems of supervision in relation to our context; the shortage of time, ineffective transport system, insufficient fund and lack of qualified supervisory personnel who are facilitating the teaching learning process considering as the major one. Supporting the above idea Anberber (1975) as cited in Haile (2006) stated that one of the factors that causes problem in supervision is lack of adequate and competent supervisors to shoulder responsibilities.

**CHAPTER THREE**

**RESEARCH DESIGN AND METHODOLOGY**

**3.1. Description of the study area**

Wolkite is the capital town of Gurage zone district, and also 158 km from Addis Ababa on the main road of Jimma and 430 km through Central of Ethiopia regional state. This means that it could be reach from Addis Ababa. It also Gubre sub-city is located in Eastern Gurage zone district 14km western direction of Wolkite town. In Wolkite works the intention of assessing the contribution of the strategy to poverty reduction, job creation and business development interims of entrepreneurship development and unemployment reduction perspective. They work different activities to organize different types of enterprise registered indifferent job creations. They mention in the Trade and Industry Development Bureau registered manufacture, construction, service, trade, and urban agriculture sectors, hotel and tourism, saving, technology, marketing but not all are activities and not intention to reduction of unemployment.

**3.1. Research design**

The descriptive survey method was used in this study. Because it is appropriate to explain the present situation of school based supervision and particularly appropriate as the study involved different group of people from different primary school. Elliot (2000) report thatdescriptive survey method is important to test hypothesis or answer questions related to the current situation of the problems.

**3.2. Source of data**

**3.2.1. Primary source of data**

The source of data for this study was primary source. Teachers, principals, vice principals and supervisors of the school wereserved as primary source of data in the study.

**3.2.2. Secondary source of data**

Secondary data such as implementation manuals, annual report, rules and regulation of the program and etc was also collected from the schools. These documents were reviewed to verify and complement `

**3.3. Target population, sample and sampling techniques**

Wolkete city is found in the central Ethiopia Regional stat.It has 12 primary schools. From the 12 primary schools 2 primary schools were taken inthe study by using purposive sampling techniques. Because these all primary schools are found in the farthest area and the lack of finance was major factor. So, different sampling techniques were employing as follows; first each primary school has one principal and two vice principals. So researcher were included all the 2 primary schools principals and vice principals purposively. Second teacher was selected as follows;There were 113 teachers across the two primary schools, of these researcher determine to include 30% of the teachers was selected from each school by using simple random sampling.

**Table 1: Total population and sample size**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Schools | Types of respondent | Total population | Sample | % | Sampling techniques |
| 1. | Selamber primary school | Principals and vice principals | 3 | 3 | 100% | Purposive |
| Supervisors | 1 | 1 | 100% | Purposively |
| Teachers | 46 | 20 | 43% | Simple random sampling |
| 2. | Ras ze sellasie primary school | Principals and vice principals | 3 | 2 | 100% | Purposively |
| Supervisors | 1 | 1 | 100% | Purposively |
| Teachers | 67 | 10 | 100% | Purposively |
|  |  | Total | 63 | 37 | 52% | Purposively |

**3.4. Data collection tools**

To gather the relevant data questionnaires, interview and document analysis were used. The items will aimed at eliciting information concerning the major roles the schools -based supervisors play and the extent to which they employ such roles, knowing whether the teachers get the necessary support from the supervisors properly getting information related the major problems that affect supervisory activities in the target areas and knowing the role of teachers during supervision. The items in the questionnaire were designed based on the existing literature.

**3.4.1. Questionnaire**

Questionnaire is one of the major tools used for data collecting in this study.Because it helps to collect much information from the mass. Both the open and closed ended questionnaire were prepared for primary school teachers, principals, vice principals and supervision to elicit information concerning supervisory roles.

**3.4.2. Interview**

Interview is one of the major tools used for data collecting. In this study interview was under taken in the form of person to person encounter. Using semi-structureinterview enabling respondents to address matters in their own terms and wolkity city administration. Therefore, in this study, in order to get view and opinion about practice and pro

blems of school based supervision semi structured interview were used.

**3.4.3. Document analysis**

In order to find the facts in the study area the researcher has analyzed documents in relation to the practice and problems. In this study, school based supervision check lists and other related documents were analyzed by the researcher in order to cross check with the existing reality.

**3.4.4. Method of data analysis**

After data collection was completed, the data was organized systematically to facilitate analysis and interpretation. Quantitative data analysis in the form of percentage and qualitative data analysis was made in the form of narration.Finally, based on the analysis, summary, and conclusion the following recommendation has been forwarded.

**3.6. Ethical Consideration**

Research ethics refers to the type off agreement that the researcher enters into with his/her research participants. Ethical consideration plays a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the student researcher will have communicated all primary schools legally and smoothly. The purpose of the study is made clear and understandable for all participants. Any communication with the concerned bodies is accomplished at their voluntarily agreement without harming and treating the personal and institutional wellbeing. The identity of the respondents is kept confidential

**CHAPTER FOUR**

**DATA PRESENTATION,ANALYISIS,AND INTERPRETATION**

This chapter deals with presentation, analysis and interpretation of the data collected from the respondents through questionnaire, and interviews in order to seek appropriate answer to basic questions raised in the statement if the problem. Thus the quantitative as well as qualitative analysis of data was incorporated in this chapter. The qualitative part was supposed to be complementary to the quantitative analysis.

**4.1. Characteristics of respondents**

**Table 1: characteristics of respondents**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Items | | Respondent | | | |  | |  | |
| Teacher | | Supervisor | | principal | | Total | |
| No | % | No | % | No | % | No | % |
| 1. | Sex | Male | 17 | 57% | 1 | 50% | 2 | 100% | 19 | 59% |
| Female | 13 | 43% | - | - | - | - | 13 | 41% |
| Total | 30 | 100% | 1 | 50% | 2 | 100% | 32 | 100% |
| 2. | Experience | 1-5 years | 11 | 37% | 1 | 50% | - | - | 12 | 37% |
| 6-10years | 9 | 30% | 1 | 50% | 1 | 50% | 10 | 31% |
| 11-15 years | 6 | 20% | - | - | 1 | 50% | 6 | 19% |
| 16-20 years | 4 | 13% | - | - | - | - | 4 | 13% |
| Above20 years | - | - | - | - | - | - | - | - |
| 3 | Educationalback ground | Certificate | - | - | - | - | - | - | - | - |
| Diploma | 30 | 100% | 1 | 50% | 2 | 100% | 32 | 100% |
| First degree | - | - | - | - | - | - | - | - |
| Total | 30 | 100% | 1 | 0% | 2 | 100% | 32 | 100% |
| 4. | Current work position | Teacher | 26 | 87% | 1 | 50% | - | - | 27 | 85% |
| Department head | 3 | 10% | - | - | - | - | 3 | 9% |
| Unit leader | 1 | 3% | 1 | 50% | - | - | 2 | 6% |
| Total | 30 | 100% | 1 | 0% | 2 | 100% | 32 | 100% |

As shown on respondents summery table 1 items 1 17(57%) teachers are males and 13(43%) of them are female respondents. And from 2 supervisors 2(100%) of them are males. From the two group of respondents 19(100%) are males and 13(43%) of them are female respondents. Item 1 of the same table shows that 100(95%) of respondents have above 5 years work experiences and 12(37%) of them have between 1 and 5 years of work experiences. The above table indicatethat majority of respondents were experienced and can give relevant information regarding school based supervision based on basic question of the study.

**4.2. The current practice of school based supervision.**

Supervisors have to work effectively for effective implementation of the school based supervision. According to the MOE (1987) supervision has the duties to help teachers to improve professionally organizes training programs and gives indication organization to new teachers. Respondents view on current practice of school based supervision is tabulated as shown below.

**Table 2 Respondents view on the current practice of school based supervision**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Items | Respondents | Responses | | | | | | | | | |
| SA | | A | | UN | | D | | SD | |
| No | % | No | % | No | % | No | % | No | % |
| 1. | Giving support for teachers who faced problems in teaching learning process | Teachers  Supervisors  Total | 3  1  4 | 10  50  13 | 4  1  5 | 13  50  16 | 7  -  7 | 23  -  22 | 8  -  8 | 26  -  25 | 6  -  6 | 20  -  19 |
| 2. | Evaluating teacher weekly plan and following its implementation in teaching learning process | Teachers  Supervisors  Total | 3  1  4 | 10  50  13 | 4  1  5 | 13  50  16 | 6  -  6 | 20  -  19 | 10  -  10 | 33  -  31 | 6  -  6 | 20  -  19 |
| 3. | Giving different training for newly deployed teachers | Teachers  Supervisors  Total | 2  1  3 | 7  50  9 | 4  1  5 | 13  50  16 | 8  1  9 | 27  50  28 | 9  -  9 | 30  -  28 | 6  -  6 | 20  -  19 |
| 4. | Solving problems which are created during teaching learning process by discussing with teachers | Teachers  Supervisors  Total | 2  1  3 | 7  50  9 | 4  1  5 | 13  50  16 | 6  -  6 | 20  -  19 | 10  -  10 | 33  -  31 | 6  -  6 | 20  -  19 |
| 5. | Facilitating professional development of teachers through short term training, workshop and seminars. | Teachers  Supervisors  Total | 3  1  4 | 10  50  13 | 4  1  5 | 13  50  16 | 7  -  7 | 23  -  22 | 9  1  10 | 30  50  31 | 6  -  6 | 20  -  19 |

As shown in table 2 item 1,3 and 5, respondents were asked whether or not supervisors giving support for teachers who faced problem in teaching learning process, giving different trainings, workshops and seminars and giving professional support in teaching learning process as current practice of school based supervision respectively. Consequently, 5(16%) of teachers and 1(50%) of school based supervision were agreed on the practice undertaken in their school. But 8(26%) which are 9(30%) of teachers and 1(50%) of school based supervisors were disagreed on the issue. From this we might conclude that the current practice of school based supervision in sample school is relativelygood.All in all, information, obtained from interview also indicated as the current practice of school based supervision in sample school is relatively good.

Item 2 of the same table shows that 5(16%) of teachers and 1(50%) of school based supervisors totally 6(66%) of respondents were agreed that evaluation of teachers weekly plan and following its implementation in teaching learning process. Also all of interviewed respondents for warded the idea as current practice of school based supervision. This indicates that the above two items were highly practice in the school. As expressedin table 2 item 4 5(16%) of respondents were agreed that school based supervision has solving problems which are created during teaching learning process.onanother hand information obtained from interview also clearly indicated as school based supervision was practiced.

**4.3. Benefits of school based supervision**

Educational supervision is a process of facilitating the professional growth of teachers, primarily by giving the teachers feedback about classroom interactions and helping the teachers make use of that feedback in order to make teaching more effective (Glathorn, 1988:2) . The view of respondents, on the benefit of school based supervision, is tabulated as shown in the table below.

**Table 3: Respondents view on the benefits of school based supervision**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Items | Respondents | Responses | | | | | | | | | |
| SA | | A | | UN | | D | | SD | |
| No | % | No | % | No | % | No | % | No | % |
| 1. | School based supervision help teachers to arrange conducive situation to instructional improvement | Teachers | 3 | 10 | 4 | 13 | 5 | 16 | 11 | 37 | 5 | 16 |
| Supervisors | 1 | 50 | 1 | 50 | - | - | - | - | - | - |
| Total | 4 | 13 | 5 | 15 | 5 | 15 | 11 | 34 | 5 | 15 |
| 2. | School based supervisory practice help teachers to select and use appropriate instructional materials | Teachers | 3 | 10 | 4 | 13 | 6 | 20 | 11 | 37 | 5 | 16 |
| Supervisors | 1 | 50 | 1 | 50 | 1 | 50 | - | - | - | - |
| Total | 4 | 13 | 5 | 15 | 7 | 22 | 11 | 34 | 5 | 15 |
| 3. | School based supervisory practice help teachers in identify and solve the actual instructional problems | Teachers | 3 | 10 | 5 | 17 | 7 | 23 | 12 | 40 | 4 | 13 |
| Supervisors | 1 | 50 | 1 | 50 | - | - | - | - | - | - |
| Total | 4 | 13 | 6 | 19 | 7 | 22 | 12 | 38 | 4 | 12 |
| 4. | School based supervision enhances and improve instructional effectiveness in promoting student learning and addressing quality education | Teachers | 2 | 7 | 4 | 13 | 6 | 20 | 12 | 40 | 5 | 16 |
| Supervisors | 1 | 50 | 1 | 50 | - | - | - | - | - | - |
| Total | 3 | 9 | 5 | 15 | 6 | 19 | 12 | 38 | 5 | 15 |
| 5. | School based supervision practice help teachers to create cooperative spirit with school community | Teachers | 1 | 3 | 4 | 13 | 7 | 23 | 11 | 37 | 6 | 20 |
| Supervisors | 1 | 50 | 1 | 50 | - | - | - | - | - | - |
| Total | 2 | 6 | 5 | 15 | 7 | 22 | 11 | 34 | 6 | 19 |

As shown in table 3 item 1, respondents were asked whether or not school based supervision help teachers to arrange favorable situation to instructional improvement. Hence, majority of the respondents (which means 26(85%) of teachers and 1(50%) of supervisors) were confirmed that school based supervision help teachers to arrange conductive situation to instructional improvement.

Table 3 item 2 shows that, 5(15%) of teachers and 11(37%) of teachers were disagreed that school based supervisory practice help teachers to select and use appropriate instructional materials. On the other hand all of the interviewed respondents were confirmed that school based supervisory practice helps teachers to select and use appropriate instructional materials if implemented effectively.

In the some table item 3, respondents were asked whether or not school based supervisory practice help teachers in identify and solve the actual instructional problem. Accordingly, 26(87%) of teachers and 1(50%) of supervisors totally 27(85%) of respondents were agreed that school based supervisory practice help teachers to identify and solve the actual instructional problem. This indicate that school based supervisory practice in sample school is solve the actual instructional problems. Item 4 the same table denoted that, 26(80%) teachers and 2(100%) of supervisory totally 28(80%) of respondents were confident that school based supervision enhanced and improves instructional effectiveness in promoting student learning and addressing quality education. To this effect principals, vice principals of selected school and supervisors were interviewed. As a result all of them confirmed that school based supervision enhances and improves instructional effectiveness in promoting student learning and addressing quality education.In information collected from interview, the respondents also indicated as school based supervision enhanced and improves instructional effectiveness in promoting student learning and addressing quality education.

Table 3 item 5 denoted that, 11(37%) of teachers respondents were disagreed that school based supervisory practice not help teachers to create cooperative spirit within school community.Even though, the respondents from the interview disagree that school based supervisory practice not help teachers to create cooperative spirit within school community.

**4.4. Factors related to teachers perception**

Most of the time, the perception of the teachers towards instructional supervision is negative, because supervision during early period focuses on controlling and evaluation of teachers. Because of this and other reasons supervision is not a positive experience for teacher. The other factor to develop negative opinion towards school based supervision is the question of trust when teachers cannot their supervisors their ability to deliver quality instruction is seriously impaired. To sum up, teachers perception of supervision is valuable to improve instruction since the objective of supervision is to improve teachers competence, it is important to consider teachers perception of supervision.

**Table 4 Respondents view on teacher’s perception/attitude**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Item | Respondents | Responses | | | | | | | | | |
| SA | | A | | UN | | D | | SD | |
| No | % | No | % | No | % | No | % | No | % |
| 1. | Teachers perceive supervisor as a fault finding than helping activities | Teachers | 2 | 7 | 4 | 13 | 9 | 30 | 8 | 27 | 4 | 13 |
| Supervisors | - | - | - | - | - | - | 1 | 50 | 1 | 50 |
| Total | 2 | 6 | 4 | 12 | 9 | 28 | 9 | 28 | 5 | 16 |
| 2. | Teacher perceive supervision as a means to improve instruction | Teachers | 4 | 13 | 6 | 20 | 7 | 23 | 8 | 27 | 4 | 13 |
| Supervisors | 1 | 50 | 1 | 50 | 1 | 50 | 1 | 50 | 1 | 50 |
| Total | 5 | 12 | 7 | 22 | 8 | 25 | 9 | 28 | 5 | 16 |
| 3. | Teacher perceive supervisors of incompetent to the position | Teachers | 4 | 13 | 4 | 13 | 7 | 23 | 10 | 33 | 5 | 17 |
| Supervisors | - | - | - | - | 1 | 50 | 1 | 50 | 1 | 50 |
| Total | 4 | 12 | 4 | 12 | 8 | 25 | 11 | 34 | 6 | 19 |
| 4. | Teacher perceive school based supervision preferable means of teachers supportive system | Teachers | 4 | 13 | 3 | 10 | 8 | 27 | 7 | 23 | 5 | 17 |
| Supervisors | - | - | - | - | - | - | 1 | 50 | 1 | 50 |
| Total | 4 | 12 | 3 | 9 | 8 | 25 | 8 | 25 | 6 | 19 |

As shown in table 4 item 1, respondents were asked how teachers perceive supervision as a result 4(13%) of teachers respondents were responded that teachers are perceiving supervision as helping activities. On the other hand 4(12%) of teachers respondents confirmed that teachers are perceiving supervision as a fault finding rather than assisting activities. Also from interview respondents 3(10%) of them were responded teachers are perceiving supervisors as fault finding than assisting activities.

Table 4 item 2 shows that, 6(20%) of the respondents confirmed that teachers are perceiving supervision as a means to improve instruction whereas, 8(27%) of respondents assured that teachers not perceiving supervision as a means to improve instruction.). From these we can conclude that teachers not perceiving supervision as a means to improve instruction. On another hand information obtained from interview also clearly indicated as teachers not perceiving supervision as a means to improve instruction.

As shown in table 4 item 3 respondents were asked whether or not supervisors are competent to the position. Accordingly, 5(12%) of teachers and 7(22%) of supervisors totally 12(56%) of respondents were assured that school based supervisors are competent to the position. On the other hand 10(33%) of respondents were pointed that supervisors are not to the position. Also from interviewed respondents all of them were responded that supervisors are not competent to instructional supervision and its objectives. Therefore the concerned body should work hard to change teacher’s attitude on instructional supervision.

In table 4 item 3, noted that 11(34%) of teachers and 6(19%) of supervisors totally 17(56%) of respondents assured that teachers are not perceiving school based supervision as preferable means of teachers supportive system. From this we might conclude that the respondents understanding about school based supervision was not good. Additionally, information obtained from the interview indicated asrespondents understanding about school based supervision was not good. So, educational managers in selected school should work more to change the respondent’s attitude about school based supervision.

**4.4.1. Factors related to training**

Supervisors have to keep themselves up date in order to provide guidance and counseling to their subordinates. Dull (1980:10) said that training is not an exercise in how to manipulate workers to many supervisors; it will be most considerable piece of further education they have never received. Training with effective planning and administration enhances the capabilities of the supervision. It helps to improve the supervisor’s performance by teaching the basic knowledge and technique demanded to do it.

Respondents view on training related factors which affect implementation of school based instructional supervision is tabulated in the table below.

**Table 5: Respondents view on training related factors**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Items | Respondents | Responses | | | | | | | | | |
| SA | | A | | UN | | D | | SD | |
| No | % | No | % | No | % | No | % | No | % |
| 1. | Supervisor are not well trained in school based supervision to give support to teachers | Teachers | 4 | 13 | 4 | 13 | 8 | 27 | 9 | 30 | 4 | 13 |
| Supervisors | - | - | - | - | - |  | 1 |  | 1 |  |
| Total | 4 | 12 | 4 | 12 | 8 | -  25 | 10 | 50  31 | 5 | 50  16 |
| 2. | Training were not arranged for supervisors to upgrade their advisory status | Teachers | 3 | 10 | 4 | 13 | 8 | 27 | 8 | 27 | 5 | 17 |
| Supervisors | 1 | 50 | 1 | 50 | - |  | - |  | 1 |  |
| Total | 4 | 12 | 5 | 16 | 8 | -  25 | 8 | -  25 | 6 | 50  19 |
| 3. | Lack of experience sharing session for school based supervisors | Teachers | 5 | 17 | 6 | 20 | 7 | 23 | 8 | 27 | 6 | 20 |
| Supervisors | - | - | - | - | - |  | 1 |  | 1 |  |
| Total | 5 | 16 | 6 | 19 | 7 | -  22 | 9 | 50  28 | 7 | 50  22 |

As indicated in table 5 item 2, respondents were asked whether or not supervisors were well trained in school based supervision to give support to teachers. As a result 9(30%) of teachers and 10(31%) of supervisors totally 19(63%) of respondents were pointed out that supervisors are not well trained to support teachers. But 4(13%) of teachers and 4(13%) of supervisors totally 8(27%) of respondents were pointed that supervisors are well trained to support teachers.

In the same table item 2, shows that 8(27%) of teachers and 6(19%) of supervisors totally 14(47%) of respondents were assured that training were not arranged for supervisors to upgrade their advisory status. Also from interview respondents 2(100%) of them responded that training were not arranged for supervisors to upgrade their advisory status.

As shown in table 5 item 3, respondents were asked whether or not experience sharing session in their school. Consequently, 9(28%) of teachers and 7(22%) of supervisors totally 16(53%) of respondents were pointed that experience sharing session were not organized for supervisors. But 5(17%) of teachers and 6(20%) of supervisors with sum up 11(37%) of respondents said that experience sharing session were organized for the supervisors in their school. in addition to this information obtained fro the interview indicated this reality. This implies that absences of experiences sharing session are one of the factors that affect school based supervision in selected school.

**4.4.2. Factors related to availability of educational resourc**e

It is difficult to think effective supervisory practice in absence of resources. In this case resources could be financial, human, material, and work load. In line with this ideas, MOE (1994) explains that the problems of supervision in relation to resource context: the shortage of time in effective transport system, in sufficient and lack of qualified supervisory personnel who are facilitating the teaching and learning process considering as the major one. The view of respondents on the factors related to availability of educational resources which hinder the implementation of effective school based instructional supervision is shown in table below.

**Table 6: Respondents view on the availability educational resource**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Items | Respondents | Responses | | | | | | | | | |
| SA | | A | | UN | | D | | SD | |
| No | % | No | % | No | % | No | % | No | % |
| 1. | Lack of adequate budget allocated for supervision program | Teachers | 4 | 13 | 4 | 13 | 8 | 27 | 9 | 30 | 11 | 37 |
| Supervisor | 1 | 50 | 1 | 50 | - | - | - | - | - |  |
| Total | 5 | 16 | 6 | 19 | 8 | 25 | 9 | 28 | 11 | -  34 |
| 2. | A big work load which diminishes ability of school based supervisors to supervise | Teachers | 4 | 13 | 4 | 13 | 7 | 23 | 10 | 30 | 4 | 13 |
| Supervisor | - | - | - | - | - | - | 1 | 50 | 1 |  |
| Total | 4 | 12 | 4 | 12 | 7 | 22 | 11 | 34 | 5 | 50  16 |
| 3. | Un availability of skilled and experienced supervisory personnel | Teachers | 4 | 13 | 4 | 13 | 9 | 30 | 7 | 23 | 5 | 17 |
| Supervisor | - | - | - | - | - | - | 1 | 50 | 1 |  |
| Total | 4 | 12 | 4 | 12 | 9 | 28 | 8 | 25 | 6 | 50  19 |

As shown in table 6 item 1, respondents were asked whether or not adequate budget is allocated for supervision program. Hence 5 (16%) of teachers and 6(19%) of supervisors totally 11(37%) of respondents were responded that adequate budget is allocated for supervision program. Whereas 4(13%) of teachers and 4(13%) of supervisors were disagreed that adequate resources are allocated for supervision program. Regarding to adequate allocation, all of interviewed respondents confirmed that separately no budget is allocated for the supervision program but they are using the budget allocated for running whole school activities. In the same table item 2, shows that, 4(13%) of teachers and 4(12%) of supervisors totally 8(27%) of respondents were assured that school based supervisors had a big work load which diminish their ability to supervise and 10(30%) of teachers and 11(34%) of supervisors were disagreed on the issue. 1(50%) of interview respondents were responded that a big work load diminishes ability of school based supervisors. This implies that a big work load is one of the factors that affect effectiveness of school based supervision in sample school.

Table 6 item 3, shows that, 4(13%) of teachers and 4(12%) of supervisors totally 8(27%) of respondents were confident to respond that there were un availability of skilled and experienced supervisors personnel whereas 8(25%) of teachers and 6(19%) of supervisors totally 14(47%) of respondents were disagreed that un availability of skilled and experienced supervisory personnel’s. This indicates that there is lack of skilled and experienced supervisory personnel’s in sample school.inaddition to this information obtained from interview also indicated asthere is lack of skilled and experienced supervisory personnel’s in sample school.

**4.4.3. Factors related communication between supervisors and teachers**

It is believed that the beginning and the new teachers are to be closely supervised and helped by senior teachers. In line with this Pajak (1989) indicated that a good supervisors is one who have capable of communicating with his subordinate in order to provide necessary guideline and assistance to them for professional improvement. For effective school based supervision there should be good relation between the teachers and supervisors. The following table shows the view of respondents on factors related to communication between supervisors and teachers which affect the implementation of school based supervision.

**Table 7: Respondents view on the communication between supervisors and teachers**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Items | Respondents | Responses | | | | | | | | | |
| SA | | A | | UN | | D | | SD | |
| No | % | No | % | No | % | No | % | No | % |
| 1. | Supervisors create smooth relation among teachers and between themselves | Teachers | 4 | 13 | 4 | 13 | 8 | 27 | 8 | 27 | 5 | 17 |
| Supervisors | 1 | 50 | 2 | 100 | 1 | 50 | 1 | 50 | - |  |
| Total | 5 | 16 | 6 | 19 | 9 | 28 | 9 | 28 | 5 | -  16 |
| 2. | Supervisors assist teachers to feel free to express problem that concern him | Teachers  Supervisors  Total | 4  1  5 | 13  50  16 | 4  1  5 | 13  50  16 | 7  1  8 | 23  50  25 | 9  -  9 | 30  -  28 | 5  -  5 | 17  -  16 |
| 3. | Lack of pre and post observation conference and planning for classroom observation | Teachers | 5 | 17 | 4 | 13 | 6 | 20 | 10 | 30 | 5 | 17 |
| Supervisors | - | - | - | - | - | - | 1 | 50 | 1 |  |
| Total | 5 | 16 | 4 | 12 | 6 | 19 | 11 | 34 | 6 | 50  19 |

As shown in table 7 item 1, respondents were asked whether or not supervisors create smooth relation among teachers and between themselves. As a result 4(13%) of teachers and 6(19%) supervisors totally 10(33%) of respondents were agreed that supervisors create smooth relation among teachers and between themselves. Whereas 9(30%) teachers and 9(28%) of supervisors totally 18(33%) of respondents were disagreed. This implies that supervisors create smooth relation among teachers and between themselves. In information collected from interview, the respondents indicated as supervisors create smooth relation among teachers and between themselves.

Item 2 of table 7, shown that, 4(13%) of teachers and 6(19%) of supervisors totally 10(33%) of respondents were confident to say that supervisors assist teachers to feel free to express problems that concern him. Whereas 9(30%) of respondents were disagreed on the issues. on another hand, information obtained from the respondents also indicated assist teachers to feel free to express problems that concern him.

In the same table item 3, shows that 5(17%) of teachers and 4(13%) of supervisors totally 9(30%) of respondents were confident to say that there is lack of pre and post observation conference and planning for classroom observation. From this we might conclude that practice of classroom observation was not effective because of that communication (conference) before and after classroom observation.

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

**5.1. SUMMARY**

The purpose of these study was to investigate the practice and problems of school based supervision. To achieve the purpose, the researcher formulated three research question; these were

1. what are the current practice of the school based supervision in the selected primary school of wolkity town
2. What are major challenges affecting school based supervision in selected primary school of wolkity town?
3. How school based supervision practice was improved?

To find out the answers for the research question, sample of 30 teachers, 2 school based supervisors and 2 principal were selected by using purposive sampling techniques. Questionnaire comprising both the open and close items was distributed to the targets and the interview were used the data collected through interview and questionnaires were analyzed qualitatively using the direct and summarized words of the subjects of the accompanied by the result of the questionnaires and interview.

The data collected through questionnaires from each schools were analyzed quantitatively using frequency and percentage. The aim of the questionnaire and interview analysis were to elicit information regarding: the role of school based supervisors play, the role of teachers in the supervisory practices, the perception of teachers and supervisors about school based supervision, the major problems that affect school based supervisory practice and the possible efforts being made to improve the potential problems.

In order to meet this purpose, basic research questions related to the current practice of school based supervision in primary schools, benefits of school based supervision and factors that affect school based supervision were raised.For this reason, the study was conducted in randomly selected two primary schools of wolkity town. Within the selected sample schools 30 teachers were selected using simple random sampling technique and 1 school based supervisors, 2 principals, 3 vice principals of sample school were included in the sample because of all are highly important for the study. Hence, necessary information was gathered mainly through questionnaire filled by teachers and school based supervisors. In addition, interview was conducted with 1 principal, 1 vice principal and 1 supervisor to extract information that needs clarification. The data collected from the close ended questionnaire was analyzed and interpreted using statistical tools such as frequency, and percentage. The data gathered through interview and open ended questionnaire were analyzed qualitatively using narration. Hence, based on the review of literature and analysis of the data, the following findings are drawn from the study.

* As the study showed that school based supervisors failed to conduct pre and post observation session (meeting or conference) with teachers to discuss on the way and mean teachers improve their weakness and provide them constructive feedback.
* The finding of the study showed that supervisors were not well trained in school based supervision to giving support for teachers.
* Majority of respondents painted that experience sharing session were not organized for supervisors.
* As the study showed that majority of respondents assured that school based supervisors had a big work load which diminishes their ability to supervise.
* As the study revealed that teachers perception were negative on school based supervisors services. They were perceiving supervision as fault finding than assisting teachers in professional improvement.
* Majority of respondents confirmed that workshops, seminars, training and experience sharing session were not arranged or not sufficient to upgrade supervisor’s advisory status.

**5.2. Conclusions**

Based on the above major findings of the study, the following conclusions were made.

1. majority of respondent of 12(38%) respondent disagree on School based supervision requires frequent classroom visit and need to give sufficient time in order to enhance teacher’s competence, to improve classroom instruction and to promote quality of education. Hence, supervisors are expected to conduct frequent or continuous classroom observation to see how the lesson being taught and how students are actually learning. However, the findings of the study reported that the school based supervisor were not implementing classroom observation according to the procedures.from these we can conclude that school based supervision does not require frequent classroom visits
2. As 78% of the respondents indicated, the instructional supervisory practices of school based supervisors in sample primary schools were in effective in improving instructional practices of teachers and promoting quality of education. Although, the study noted that, conducive situation were not arranged for instructional improvements and negative perceptions of teachers were bottleneck for the implementation of school based supervision. Therefore, we might conclude that school based supervision were not effectively practiced in sample school.
3. As shown in findings10(34%) of respondents indicated that the school based supervision was hindered by big work load of supervisors, lack of in-service training, workshop, seminars and experience sharing session for supervisors, insufficient budget and as well as existence of some teachers perceived supervision services negatively. Consequently, school based instructional supervision services and professional supports provided to teachers in primary school of wolkite city were inadequate.
4. Even though,some 6 (25%) school based supervisors were failed to practice the responsibilities they provided. Therefore, we might conclude that most school based supervisors were not aware of their responsibility they had for professional development of teachers and failed to play their role in creating conductive environment to bring professional competence of teachers.
5. As 8(27%) of the respondents indicated,the perception of teachers towards supervisors is negative and they perceive supervisors as a fault finding than helping them.

**5.3. Recommendations**

Based on findings, the study forwarded the following possible recommendation.

1. School based supervisors should conduct frequent classroom visit to see the improvements of teaching and learning process, the progress of teachers and students. Hence, the study recommend that supervisors to practice their responsibilities effectively and if they have skill gap, the school and wolkity city administration should support school based supervisors to enhance their advisory status.
2. Woreda education bureau should provide training for school based supervisors through workshops, seminars, and by experience sharing.
3. Woreda education bureau should have to giving training and awareness to school based supervisors and developing the habit of pre-planning with teachers before class room observation to provide frequent and constructive feedback and creating conductive environment to bring professional competence of teachers.
4. Negative perception teachers towards school based supervisory service should changed by making the school based supervision. This may done by giving different trainings such as physiological, technical, and professional and others for school based supervisors based on the need or according to the situation. These activities should be done by school directors.
5. Generally giving skill, awareness, training to school based supervisors and developing the habit of pre-planning with teachers before classroom observation to provide frequent and constructive feedback for teachers as well as allocating sufficient budget for school based supervision are very essential in improving effective school based supervision in sample school.

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**APPENDIX 1**

**WOLKITE UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Questionnaire to be filled by teachers and school supervisor**

**Dear respondent**

The purpose of these questionnaires is to collect relevant data to the study entitled of school based supervision practice and problems in selected primary school of wolkitecity. Your responses are essential for the success of the study.So, you are kindly requested to read all questions and fill the questionnaires with actual response. Be sure that your responses were not be used for other purpose rather than academic purpose.

**Please not the flawing paints before you start filling the questionnaires.**

1. You do not need to write your name on the questionnaires.
2. Read the all instructions before attempting to answer the questions.
3. There is no need to consult others to fill the questionnaires.
4. Please provide appropriate response by using a tick mark ‘( ✓ ) or (✓ ) ‘to choose one of the suggested scale. But write your opinion briefly for the short answer questions on the space provide.

**Section One; General information and personal data.**

Indicate your response either by writing a tick mark ( ✓ ) in the box provide or by giving short answers on the space provided.

1. Name of school-----------------------------------------------------
2. Sex; Male Female
3. Work experience 1-5years 6-10 years 11-15 years 16-20 years above 20years
4. Educational background; Certificate Diploma 1st Degree Others
5. Current work position; Teachers Principals Department head Unit leader

**Section two; please use one of the following liker scales to indicate your response.**

1=strongly disagree (SD)

2=Disagree (DA)

3=partially disagree (PD)

4=Agree (A)

5=strongly agree (SA)

Use ‘( ) or ( )’ mark to write in the box corresponding to an action given under each specific objective on the study.

**Table 1. Current practice of school based supervision.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Item /Practice | Scales | | | | |
| **5** | **4** | **3** | 2 | **1** |
| **1** | Giving support for teachers who faced problems in teaching learning process |  |  |  |  |  |
| **2** | Evaluating teachers weekly plan and following its implementation in teaching learning process |  |  |  |  |  |
| **3** | **Giving different training for newly deployed teachers** |  |  |  |  |  |
| **4** | Saving problems which are created during teaching learning process by discussing with teachers. |  |  |  |  |  |
| 5 | Facilitate professional development of teachers through short term training, workshop and seminars |  |  |  |  |  |

**Table 2. Benefit of school based supervision.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Items** | **Scale** | | | | |
| **5** | **4** | **3** | **2** | **1** |
| **1** | School based supervision help teachers to arrange conducive situation to instructional improvement |  |  |  |  |  |
| **2** | School based supervisory practice help teachers to select and use appropriate instructional materials |  |  |  |  |  |
| **3** | School based supervisory practice help teachers in identify and solve the actual instructional problems |  |  |  |  |  |
| **4** | School based supervision enhances and improves institutional effectiveness in promoting student learning and addressing quality education. |  |  |  |  |  |
| **5** | School based supervision practice help teachers to create cooperative spirit with school community. |  |  |  |  |  |

**Table 3. Factor related to teachers attitude**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Items | scale | | | | |
| 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers perceive supervisor as a fault finding than helping activities |  |  |  |  |  |
| 2 | Teachers perceive supervision as means to improve instruction |  |  |  |  |  |
| 3 | Teachers perceive supervisors of incompetent to the position |  |  |  |  |  |
| 4 | Teachers perceive school based supervision preferable means of teachers supportive systems. |  |  |  |  |  |

**Table 4. Factors related to training**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Items | 5 | 4 | 3 | 2 | 1 |
| 1 | Supervisors are not well trained in school based supervision to give support to teachers |  |  |  |  |  |
| 2 | Training were not arranged for supervisors to upgrade their advisory status |  |  |  |  |  |
| 3 | Lack of experience sharing session for school based supervisors. |  |  |  |  |  |

**Table 5 factor related to availability of educational resource**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Items | scale | | | | |
| 5 | 4 | 3 | 2 | 1 |
| 4 | Lack of adequate budget allocated for supervision program |  |  |  |  |  |
| 5 | A big work load which diminishes ability of school based supervisors to supervise |  |  |  |  |  |
| 6 | un availability of skilled and experienced supervisory personnel |  |  |  |  |  |

**Table 6 factors related to communication between supervisors and teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Items | Scales | | | | |
| 5 | 4 | 3 | 2 | 1 |
| 7 | Supervisors create smooth relation among teachers and between themselves. |  |  |  |  |  |
| 8 | Supervisors assist teachers to feel free to express problem that concern him. |  |  |  |  |  |
| 9 | Lack of pre and past observation conference and planning for classroom observation. |  |  |  |  |  |

**Open ended questions**

1. Are there any others problems which are affect school based supervision?

List them down-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. What solution do you suggest to overcome these problems?---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3. What are the importances of school based supervision for improvement of educational quality?

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**APPENDIX 2**

**WOLKITE UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Interview Guides to be conducted with Principals, Vice principals and supervisors**

**Dear Respondents**

The main purpose of this interview is to collect relevant data regarding school based supervision practices and problems selected in primary school of Wolkite City. The data obtained were used for research purpose only. Your responses to the interview would be keeping confidential. So you are kindly requested to discuss the following question orally.

1. What supervisory approaches do you consider to be the most effective for you? Explain?
2. How do you implement school based supervision to make it effective?
3. What are the benefits of school based supervision for improvement of educational quality?
4. What the problem do you consider to the implementation of school based supervision?
5. What do you suggest as a solution for the problems?