

**WOLKITE UNIVERSITY**

**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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**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 r

In 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 satisfie in supervision and support services practice and delivere to them. Teachers consider their instructional supervisors as not superior of them due to he/she are not equippe with necessary supervisory skills and techniques need to assist teachers in the day to day operation and problems encountere 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 experience supervisors in the school based supervision activities, lack of supervision manuals in the schools and shortage of allocate 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 initiate 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 attracte 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 will 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 will 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 will known about the current practice of school based supervision. Any educational research will carrie out to meet certain values in one way or another. Therefore, the finding of the study will expecte to improve the achievement of students and it will hope that the result shall 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 intereste 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 Will be 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 it will be base 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 will delimited to purposive sampling for all respondents such as supervisors, principal, and teachers. Purposive sampling will selecte since their number was manageable

**1.6. 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

**1.7 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. Inu 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 southern nation’s nationalities and peoples, regional state Centeral Of Ethiopia. This means that it could be reach from Addis Ababa . It also Gubre sub-city is located in Estern Gurage zone district 14km western direction of Wolkite town. In Wolkite works the intention of assessing the contribution of the strategy to povertyreduction, job creation and business development interims of entrepreneurship development and unemployment reduction perspective. They work different activities toorganize 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. 3.2. Research design**

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

**3.3. Source of data**

**3.3.1. Primary source of data**

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

**3.3.2. Secondary source of data**

Secondary data such as implementation manuals, annual report, rules and regulation of the program and etc is also collect from the schools. These documents are reviewing to verify and complement `

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

Wolkete city is found in the central Ethiopia Regional state .It has 12 primary schools. From the 12 primary schools 2 primary schools are taken inthe study by using purposive sampling techniques. Because these all primary schools are found in the farthest area and the lack of finance is major factr. So, different sampling techniques will employ as follows; first each primary school has one principal and two vice principals. So researcher will include all the 2 primary schools principals and vice principals purposively. Second teacher will selecte as follows;There are 113 teachers across the two primary schools, of these researcher determine to include 30% of the teachers wil selecte 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 primmary schools | Principals and vice principals | 3 | 3 | 100% | Purposive |
| Supervisors | 1 | 1 | 100% | Purposively |
| Teachers | 46 | 20 | 43% | Simple random sampling |
| 2. | Ras ze sellasie primmary school | Principals and vice principals | 3 | 2 | 100% | Purposively |
| Supervisors | 1 | 1 | 100% | Purposively |
| Teachers | 67 | 10 | 100% | Purposively |
|  |  | Total | 63 | 37 | 52% | Purposively |

**3.5. Data collection tools**

To gather the relevant data questionnaires, interview and document analysis will use. The items will aime 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 will designe based on the existing literature.

**3.5.1. 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 are prepare for primary school teachers, principals, vice principals and supervision to elicit information concerning supervisory roles.

**3.5.2. Interview**

Interview is one of the major tools use for data collecting. In this study interview is under take in the form of person to person encounter. Using semi-structure interview enabling respondents to address matters in their own terms and wolkete city administration. Therefore, in this study, in order to get view and opinion about practice and problems of school based supervision semi structure interview were used.

**3.5.3. Document analysis**

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

**3.5.4. Method of data analysis**

After data collection will complete, the data is organize systematically to facilitate analysis and interpretation. Quantitative data analysis in the form of percentage and qualitative data analysis is made in the form of narration.Finally, based on the analysis, summary, and conclusion the following recommendation will have been forward.

3.6. Ethical Consideration

Research ethics refers to the type off agreement that the researcher enters into with his/her research participants. Ethical consideration play 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 communicate 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

**4. WORK PLAN(RESEARCH) SCHEDULE**

# **Table 2 Time schedule to complete the study**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Name of the Activity** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **JUN** |
| **1.** | Title selection | X |  |  |  |  |  |  |
| **2.** | First draft proposal writing | X |  |  |  |  |  |  |
| **3.** | final proposal writing |  | X |  |  |  |  |  |
| **4.** | Proposal presentation |  | X |  |  |  |  |  |
| **5.** | Data collection |  |  | X |  |  |  |  |
| **6.** | Data analysis |  |  | X |  |  |  |  |
| **7.** | Preparation of 1st draft |  |  |  | X |  |  |  |
| **8.** | Preparation of final draft |  |  |  |  | X |  |  |
| **9.** | submission of research |  |  |  |  |  | X |  |
| **10** | Presentation of research |  |  |  |  |  |  | X |

# 4.1 BUDGET BREAKDOWN

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number | Item | Unit | Quantity | Unit price birr | Total Birr |
| 1 | Transport | Birr | 5 | 30 | 150 |
| 2 | Paper | No | 70 | 2.5 | 175 |
| 3 | Flash | No | 1 | 300 | 300 |
| 4 | Pen | No | 3 | 25 | 75 |
| 5 | Print | No | 1 | 300 | 300 |
| 6 | Binder | No | 1 | 60 | 60 |
| 7 | Mobile card | No | 5 | 15 | 75 |
| 8 | Total | - | - | - | 1135 |

# Table 3 Budjet Breakdown

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