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SCHOOL COMMUNITY CONTRIBUTION INSUPERVISION: THE CASE OF BONAYA BOSHE WOREDA PRIMARY SCHOOLS

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A Thesis Submitted to College of Education and Behavioral Sciences Department of Educational Planning and Management of Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Masters of Arts Leadership and Management.

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AddisAbaba

Declaration

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As Thesis research advisor, I hereby certify that I have read and evaluate this Thesis prepared, under my guidance, by Kenate Sori Geleta titled “school community contribution in supervision of primary schools of Bonaya BosheWoreda, Eastern Wollega Zone, Oromia Regional State.”

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ADDIS ABABA UNIVERSITY

**DEPARTEMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

This is school community contribution in supervision: the case of Boneya Boshe Woreda Primary Schools and submitted for partial fulfillment of the requirements of Degree of Masters of Arts (Education Research) complies with the regulations of the University and meets to accepted standards with respect to originality and quality.

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Acronyms

CRC: Cluster Resource Center

CP: Community Participation

E.C: Ethiopian Calendar

ETP: Education and Training Policy

FGD: Fatherly Gathered Data)

GEQIP: General Education Quality Improvement Packages

KETB: Keble Education and Training Board

MOE: Ministry of Education

NGO: None Governmental Organization

PTA: Parent Teachers Association.

TGE: Transitional Government of Ethiopia

UNESCO: United Nations Education, Scientific and Cultural Organization.

Abstracts

The purpose of this study was to assess the practices and challenges of school community contribution in supervision of primary schools in Boneya Boshe Woreda. The study employed descriptive survey method and quantitative and qualitative data was used. The study was conducted in randomly selected 5 primary schools of Bonaya Boshe Woreda. The total population of this study consisted of 300 teachers, 27 principals, 12 vice principals, 5 Supervisors, 135 PTA members and 12,597 students. Among respondents' supervisors, principals, vice principal and PTAs were selected by purposive sampling technique, and teachers and students were selected by simple random sampling technique. The interview and document analysis were also conducted to cross check the information obtained through questionnaire. The quantitative data were edited, organized, tallied, and tabulated and then analyzed by using frequency and percentages descriptive statements. The qualitative data were analyzed, as the researcher understood them.

The findings indicated that poor training, poor knowledge of school supervision, lack of support and motivation and lack of follow-up school supervision activities from concerned bodies and lack of commitment and initiative on part of school community have affected supervision. Due to major limitations mentioned above school community participation in supervision has a very little contribution in the study area.

The study concluded school community participation is very crucial because it creates awareness among stakeholders on how funds are being used and get to decide on their wellbeing, also when communities participate transparency and accountability of the leaders increases hence having projects of quality standards.

Finally, to minimize and if possible to solve the problems, the following recommendations were drawn; Consistent and well-organized trainings should be arranged for School community, Bonaya Boshe Woreda Administration should provide valuable support in various ways such as by allocating budget and creating favorable conditions for supervision, school principals should provide time for school community to meet and share ideas with one another and encourages them to make connections across disciplines, Stakeholders ought to carry out continuously evaluation of supervision practices. There should be qualified and well-trained leadership at each school level who able to give support (directive) to the overall activities of supervision to primary schools in the study area.

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the studies, statement of problem, objectives the study, Significance of the study, Delimitation of the study, Limitation of the study and Operational definitions of key terms.

1.1. Background of the study

Education is the process by which people experience needs finding and value accumulated over year in struggle for survival and development of through generation. Education is critical for creating quality human capital which can respond to the demands of globalization in social, economic, political, and technological activities (Fessehation & Peng, 2019). It enables individuals to make all round participation in development process by acquiring knowledge, skill, and attitude and behavior change. Education is also known to have a tremendous impact on social and economic development. Providing to all citizens quality education is necessitating in order achieving the main education goals. In order to have such quality education, it needs to supervise education activities at school level continuously. School supervision has been the main instrument of facilitating and ensuring quality improvement in schools. Supervision is an aspect of educational administration which has to do with providing assistance for the development of better teaching and learning situation. It offers guidance to the teachers so that they can become competent in self-analysis, self-criticisms, and self-improvement and at the end have self-actualization. One of the functions of supervision is to ensure that educational policies and laws are properly enforced in order to improve the student' performance and to develop education for youth. Hence educational supervision is a must towards achieving and maintaining satisfactory academic standard in schools. The management of each school will be democratized and run with the participation of the community, teachers, students and the relevant government institutions (TGE, 994).Education and Training Policy (1994, p30) stated that “the coordination and educational management will be autonomous in their internal administration and democratic leadership by boards or committee consisting of members from the community. In this Education and Training Policy several community participation mechanisms were introduced, including the establishment of Parent Teacher Association (PTA) and Kebele Education and Training Board (SETB) in the school. In addition Ministry of Education has developed a guideline for the

organization of education management, community participation and educational finance (MOE, 2002). Community involvement in education facilitates the identification of community-specific education issues and informs the development of strategies to remove barriers to access and quality in education within a given community. In resource-constrained countries such as Ethiopia, community participation is also an effective instrument for mobilizing resources to improve the state of public education in the country. Strong, sustained community participation in the management of local schools can enhance transparency and accountability in the education system and promote a sense of ownership, agency and responsibility for positive change. For Forojalla (1993) community is considered the group of people living within the vicinity of the school, and who receive the service delivered by the school. More over Burrup (1972) stated that partnership between teacher and parent forms the basis and the only real hope for a superior school program at all levels. Therefore it is global issue that the community in general and the parents in particular should play their role in educating the child in coordination with the schools. Review of community school cooperation in Ethiopia over the last half century shows that during the imperial period, the level of participation of local communities was limited to only the provision of educational expenditure for the building of schools. Tekeste (1990) argues during the imperial period there was no community participation in the educational program planning a decision-making. A proclamation (proclamation no. 103, 1976) was issued and directives were issued to form school parents committee to involve the community in school programs.

Instructional supervision is an important component of school management and plays an important role in implement of educational system (MOE: 1986 E.C). Educational supervision is a service provided the state or another government for helping the teachers to increasingly better in order to have appropriate learning and teaching program in school (Sofa and shaida 1964:412). Supervision is a revision or professional assistance or guidance rendered for teachers for maintaining and improving instruction with the students as ultimate beneficiary (Markos Mekurial 1996:1).It is also administrative activity whose strategy is to stimulate to ward great pedagogic effectiveness and productivity. Thus, supervision implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. Although it has been more than eight decades since educational supervision was introduced into the Ethiopian education system, it has not been contributing as much as it could to improving the quality of teaching and learning

in primary and secondary schools (Eshetu, 2019). Hence the study focused on identifying the extent of community participation in supervision, factors affecting community participation in school supervision and suggesting probable solutions.

1.2 Statement of the problem

The achievement of educational goals is influenced by the degree of the performance of the teachers, administrations, students and society at large. The contribution of school community in supervision of school mainly focuses on the whole school improvement and delivering quality education. In light of this MoE (2002) stated supervision as the process in which supervisors provide professional support for the school principals and teachers to strengthen the teaching and learning process. According to Gajanayak(1993: 5) depending on the extent of community involvement in the management (planning, implementing, monitoring and evaluating), process, activities or running of schools, parents and other identifiable community groups contribute towards creating an environment conducive for efficient and effective teaching and learning to that level. Instructional improvement, administration, instruction and supervision are responsible for the highest performance of students in schools UNESCO (2006).Hence for developing country like Ethiopia effective school supervision service is needed particularly for governmental primary schools found in rural area like Bonaya Boshe Woreda. However, the education system in Ethiopia has been suffering from quality and relevance, efficiency, educational leadership practices and organization problems (MOE, 2005).In supporting this Ayalew Shebeshi (2009),Ethiopian schools have been facing challenges for a long time regarding the quality of Education in enhancing students' academic achievement due to a shortage of facilities, a shortage of qualified teachers, poor leadership and management, absence of attractive learning environments and unsatisfactory parents and local community involvement. These problems caused dissatisfactions from stakeholders and suggestions and recommendations from educators for change in the education system at national level. In response to this MOE (2010) stated that schools to experience sustained improvement, it is probably necessary that school staff and their surrounding communities take responsibility. To implement effective school supervision of primary schools the school community and stakeholders must also have the knowledge and understanding of school supervision strategy. The researcher has personally participated in the school supervisory practices in the study area and feels that most school communities seem to be lacking effectiveness and understanding with regard school supervision.

Due to this reason, the researcher was motivated to assess the practices and challenges of School community contribution in supervision of Bonaya Boshe Woreda primary schools. In this case, the research raised the following basic questions.

1. How school supervision is effectively implemented in Bonaya Boshe Woreda primary schools?
2. What are the major factors that negatively affect supervision services?
3. To what amount the school supervision serving effectively in selected primary schools?

1.3 Objectives of the study

1.3.1 General objective

The aim of this study was to promote the contribution of school community contribution in supervision towards a quality of education in selected primary school in Eastern Wollega at Bonaya Boshe Woreda primary schools.

1.3.2 Specific objectives

The specific objectives of this study are following;

1. To identify the existing practice of school community contribution in supervision of selected primary school.
2. To identify the major factors that affect school community contribution in supervision.
3. To analysis the school community participation on school supervision.

1.4 Significance of the study

The significance of this study would be:

- Creating awareness among the teaching staff about the objectives and goals of supervision in the teaching learning process.
- The education system could get benefit because it would bring many changes in teaching and learning process.
- Teachers would improve their professional development and the school can serve the students potentially.
- The study would serve as a base for other studies.

1.5 Delimitation of the study

Geographically, this study was confined to one woreda, namely Bonaya Boshe Woreda, which is located in Eastern Wollega Zone, Oromia Regional State, Western Ethiopia. Conceptually the study was limited to school supervision, which is concerned with school community participation. The delimitation of this study was to ensure easy manageability of the study, to create positive attitude towards supervision service and to investigate the problem in depth.

1.6 Limitation of the study

1. Lack of internet accesses limits the researcher exposure to previous studies made in relation to community participation as expected.
2. The absence of respondents during data collection hinders the researcher from using his time properly.

1.7 Operational definitions of key terms

Community: - For the purpose of this study, community refers to the people who live in the vicinity and who have stakes on the activities of a school.

Community participation: -is the involvement of community members at different levels in supporting educational activities.

Decentralization: - is used to refer to the amount of power devolved to community members in a system.

Supervision: - is a process of offering professional support for the improvement of instruction to enhance the quality of teaching and learning in the classroom.

Effectiveness: -is the extent to which the leader influences his followers to achieve group objectives.

Implementation: - is the process of putting ideas and materials into practices.

School Management: - is used to include only activities of planning, organizing, budgeting, and communication in schools.

Leadership: - the behavior of an individual directing the activities of a group toward a shared vision, i.e. principal and vice principal of primary school.

School leaders: -refers to principals and vice principals of schools.

Stakeholders: - Stakeholder refers to teachers, school leaders, Parents, NGOs, Supervisors, and PTA members of respective primary school.

Strategy: -the plan devised to maintain and build competitive advantage.

Systems: -the daily activities and procedures that staff members are engaged to get the job done.

Shared Values: - refers to the core values of the school that are evidenced in the corporate culture and the general work ethics.

Skills: -the actual ability and competencies of school employees.

Challenges: - Problems that affect the School based supervisors.

Practices: - to do something repeatedly to improve performance through supervision.

1.8 Organization of the Study

This study will consist of five chapters. The first chapter consists introduction, background of the study, statement of the problem; objective of the study, significance of the study, delimitation of the study and limitation of study operational definitions of key terms. The second chapter is about review of literature, the third chapter deals with research design and methodology. The fourth chapter is about data presentation, and fifth chapter deals with research summary and recommendations.

CHAPTER TWO

The Concept of School Supervision and Community Participation

This chapter a review of related literature on supervision in general and instructional supervision in particular and its relationship with professional development is provided. The chapter is divided in to the concept of school supervision, types of school supervision, scope of school supervision, the need for school supervision, principles of school supervision, challenges of school supervision, the concept of community participation, community participation in educational supervision, the rationale for community participation in supervision, factors affecting community participation and the practice of community participation in Ethiopia schools.

2.1. The Concept of School Supervision

The term supervision is derived from word “Super video” meaning to oversee, Adepoju (1998). It is a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group. Adepoju (1998) defines school supervision as the process of bringing about improvement in instruction by working with people who are working with pupils. Supervision of any school ordinarily refers to the improvement of the total teaching-learning situation and the conditions that affect them. It is a socialized functions designed to improve instruction by working with the people who are working with the students/pupils. According to Sofa and Shaida (1964:412) supervision is a service provided by the state or another for helping the teachers to increasingly better in order to have appropriate learning and teaching program in school. Supervision is also defined as revision or professional assistance or guidance endured for teachers for maintaining and improving instruction with the students as ultimate beneficiary, Markos Mekuria (1996:1). Moreover, Hailesilassie (2002:13) defines supervision as the service provided to teachers for the maintenance and improving instruction with student as the ultimate beneficiary. The above stated definitions suggest that supervision is the provision of support services with strongly organized task to teaching learning benefit. Hence supervision emphasized on the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable techniques to ameliorate the flaws while improving on the merits thereby increasing the standard of schools and achieving educational goals. Education supervision has gone through many

metamorphoses i.e. great changes observed. Over several decades in the philosophy, objectives, function, techniques and in the out- comes. Political, social, religions and industrial forces existent affect these supervisory behaviors and practices at the time. Historically, as stated by Meltzer (1965:6)” the history of enterprise” the term inspection as well as the principle at inspection was borrowed from industrial enterprise and military establishments. In the educational system, although. There exists strong contention that inspection of supervision the quite different in their object in practice. It is often as summed that inspection has a stronger been on exhibitions authority. This is clearly observed when one examines the stages of development in the evolutionary process.

2.2. Types of School Supervision

The types of school supervision that can be cited are:

- a) **Laissez-faire type:** -This type of supervision utilizes inspectorial supervisory methods unaided by any objective control, in which the teachers are observed, but nothing is done to help them improve the work they are doing. In other words, the teachers are left free; they are not to be imposed upon or directed.
- b) **Coercive type-**This type of supervision is the opposite of the laissez-faire. The supervisor visits the teachers in order to observe them. The teachers acquired readymade- procedure or standard prescribed by the supervisors.
- c) **Training and Guidance type:** - This type of supervision emphasizes the improvements of teachers as well as her technique through direction, training and guidance.

2.3. Scope of school supervision

The scope of educational supervision extends to all the areas of educational activity with the larger purpose of improving the product of education through the upgrading of the quality of instruction and other school practices. “Education is now conceived as a powerful social force for the development of personality and the values of the democratic social order. Democratic philosophy extends the scope of supervision to the ultimate goals and values of education determined democratically through the participation of all the people concerned with the educative process. Democracy requires supervision should be made more and more participatory and co-operative.” In India we believe, in democratic philosophy. So our conduct, behaviour and activities should be governed by the democratic philosophy of life. This is true of education and also educational supervision. Hence supervision should be a cooperative enterprise in which

everyone has the right to contribute. Democratic supervision provides full opportunity to discussion, welcomes free expression of views and opinions, enlists participation of all persons and utilizes their contribution for the improvement of the teaching-learning situation and process. So supervision is planned cooperatively by all educational workers. Supervision programmes are flexible and related to the situation, and include analysis and improvement of the situation, of the final product of education and of its own effectiveness. Supervision employs various techniques such as observation, demonstration, visitation, workshops, seminars, conferences, and teachers' guides, handbooks of suggestions, professional journals and in- service education.

2.4. The need for school Supervision

Supervision is needed in order that the three components of the educative process, namely: the learner, the teacher, and the venue or the school functions effectively. This can be done by giving priority or importance to the learner as the end-goal of the process which should be properly nurtured; it is the teacher and his enthusiastic package lesson that can best help in charting the destiny of the learner; and so that the school that serves as the venue for the learning experiences of the pupils should be designed conductively. These three elements are indispensable in running a school for they are intertwined. The absence of one element, the educative process would not be in an ideal perspective.

The four main functions of supervision succinctly reveal the necessity of supervision as follows:

1. As to **administrative**, supervision provides information about policy and procedures; acts as a communication channel for vertical and lateral contacts (sometimes also acting as a "buffer" between the worker and other systems); carries authority for making certain policy and procedural decisions; and is responsible to delegate both authority and power to the supervisor.
2. As to education, **educational** - supervision engages the worker in examination of practice, knowledge, skills, value and attitudinal issues. Through this examination of work, the worker can improve his/her ability to do the job effectively.
3. As to **support** - On-the-job stress comes from a variety of sources. It could be client-related, agency-related, and community-related. Accumulated stress can interfere both with learning and with service to clients, and the supervisor can provide support to reduce feelings of stress.

4. As to **evaluation** - The supervisor is required to establish expected performance standards and state methods that will be used to evaluate progress. The evaluation aspect of supervision can provide direction and support for ongoing development and learning, and also helps ensure quality and accountability of services.

2.5. Principles of supervision

Supervision should be theoretical: Should be sensitive to ultimate values, aims and principles with specific reference to their adequacy. Should be sensitive to “fastness” and law with special reference to their accuracy: Should be sensitive to change and development: hence, should consequently re-evaluate materials in terms of changing values, clarified aim and policies. Supervision should be scientific: should employ orderly, systematic critical method in studying improving and evaluating anything with in its promise, including it on materials and procedures. Supervision should be creative: It should seek talents provided opportunity for the exercise of originality and for the development of unique contributions. Supervision should be Attitudinal: his attitude of the supervisor and his ability to develop wholesome and constructive attitudes in co-workers determines the effectiveness of supervision. Supervision is attitudinal first because attitude toward leadership and fellowship in particular determines the supervision program. According to Melchior (1950:10-15) it involves attitude toward the purpose of education in democracy, the boys and the girls, parents and the citizens whom educational serves, the total curriculum i.e. the total environment for learning, the effect of practice in the teaching and the influence of school in the local community, state or nation in the world affairs.

Supervision should be cooperative: The attitude and creative characteristics of supervision serves to create a feeling of oneness, i.e. promotes serves of cooperation. Instead of directing attention solely to the improvement of individual teachers, enlists the cooperation of the entire staff in the study of educational problems of the school.

Supervision should be effective: If a program is based up on a right attitude and if it is creatively and scientifically perused with a feeling of oneness it should be effective.

According to Hicks(1960:26), the specific principles of supervision are supervision has no meaning until it has a purpose, supervision is related to the democratic concept of leadership, effective supervisory process must operate within the context of the prevailing situation, supervision is concerned with the total teaching-learning situation, effective supervisory effort is closely related to functional problems, which exist among staff members, modern supervision

emphasizes cooperation as mutually conceived process, modern supervision places high relative value on the improvement of individual members of the group in cooperative planning, decision-making and problem solving and modern supervision is committed to the concept of shared responsibility.

Generally, supervision become effective when it has purpose, concerned with the total teaching-learning process and it is the improvement of group of individuals' cooperative planning, decision making and problem solving.

2.6. The Challenges of school Supervision

There are challenges emerge in educational supervision activities such as poor recruitment, work of condition, work load and job satisfaction disparities, and coordination between services, in sufficient visit, attitude of supervisory staff, lack of follow up, career development training, support for supervisors, monitoring budget and financial, salary scale, and allowances(UNESCO 1998 and UNESCO, 2001:56). Supervision services face many problems and it is useful to distinguish between root cause and results. The major problems of supervision stated by Aggrawal in 1969 are summarized below: Problem related to administrative work load, Problem related to supervision, Problem related to various aspect of supervisor technique, Problem of related to teacher, Problem related to provisional grow of supervisor and Challenges of supervision Affecting Community Participation in educational supervision Influences the community in various school sequencers is not an easy job. There are numerous obstacles to parent participation in the school program. This container be due to lack of training, lack of interest and lack of time and each of these will be deliberated in detail these bole

2.6.1 Lack of Interest

Lack of interest rises from different perspectives. Teachers prevent parent involvement due to their unwillingness to face hostile parent, fear of failure and fear of criticism Aggrawal (1996). There is also unwillingness from the side of parents due to their feeling powerless when they communicate with educators. Emphasizing this He further generalizes that absence of clear roles for teachers, principals and parents makes them disinterested in school activities. Teachers must take the initiatives in working cooperatively and teachers must develop friendly feelings toward parents who are often critical, because of the previous school experiences of their own.

2.6.2 Lack of Training

Inadequate training of principals and teachers can be one of the obstacles of parent involvement in school activities. Several teachers sense that they have been hired only to teach and not to transmit to parent participation responsibilities. Bagin (2001) asserted that training parents in this regard requires a great deal of commitment of the professionals to allocate substantial time for this purpose. Parental training is one of the critical issues in the cooperation among the school and the community. Parent training helps to change the current behaviors and interaction patterns of the parents. The obstacle to teamwork with parents is the unrealistic expectation of the school and the lack of experiences and skill of parents to carry out the probable responsibilities of the schools.

2.6.3 Lack of Time

Lack of allocating appropriate time may also be another obstacle to the teacher parent collaboration. The teachers may not be able or willing to spare time to meet the parents. On the other and the parents may also not be able to visit the school due to busy life styles, in addition to the lack of interest or awareness. In Butler's study (1992), it was found that teachers have little time available for meetings due to the rigid structure of the school days and parents may be too busy with their jobs and other commitments to schedule around. In addition to the rigid structure of school days, teachers may have to allocate time for their families and may not have the flexibility to meet at the parents' convenience. Thus, lack of time and conflict in work schedule are obstacles to parent involvement in children's educations. Therefore, busy life from the side of parents to contact teachers and the rigid structure of the school day from the side of teachers can be obstacles for parent involvement in school activities.

2.7. The Concept of Community Participation

Community participation is a contested concept. Community participation can be defined as the creation of opportunities to enable all members of a community to engage in various developmental activities. Medley (1986), as cited by United Nations (1981). Other scholars like Narayan, and Katrina, E. (1997) describes community participation as the meaningful and active involvement of the community from planning to the implementation of a program. The term participation is an experience felt differently by different people in different situations. Even in similar situations the form and degree of participation is not the same for all. Diverse activities

and practices can be labeled as community participation though each involvement pervades a variety of degree of participation and provoke different outcomes. Owing to this, different scholars categorized the level of community participation (CP) indifferent ways for instance, Yoder Goumnitz, Goike and Robins (2003: 26-27) classify the contributions of the community in terms of time/interest, labor, physical resources, and money.

Accordingly, a member of a community could contribute from being as an observer (as such he/she may attend the project or provide moral support up to contributing skills and leading Captivities). Moreover, an individual may attend school events and/or participate in the election of community representatives (e.g. PTA) at lower level of participation and working as community representative at the higher end of the continuum. Members within the vicinity of the school may join to the school efforts by providing labor support in classroom construction or serving in PTA, for example the support could be in material donation for school building or beautifying the school. In addition to time devotion to discuss about school affairs individuals in the community could contribute to schools' performance in terms of labor, physical resources and monetary donation. Monetary donation could be demanding at early stages of school improvement efforts. But it can be a less active form of contribution because a time involvement is relatively little. Therefore, it is difficult to assign any one form priority over another though each form of participation can represent a varying degree of quality and impact. Furthermore, high levels of participation in time/interest have potential to cultivate a proactive leadership in community. Low levels of participation may merely reflect parent's attendance at school events a much more passive form of participation. Hence, enhancing CP in terms of both quantity and quality could lead and bring about higher impacts on school's performances. This active form of community involvement is required for the improvement of education.

A community may be conceived in terms of the common characteristics its members share in their lifestyles. In general, from module of school foundation Ayalew (20011); stated that the information carried by grapevines were either work related or person related. Employees want to know what is going on around their organization. When they are not kept informed through formal channels, they seek information from the grapevine. Similarly, they are curious about the people with whom they work. Grapevines carry the type of personal information not generally communicated through formal channel. These may include culture, language, religion, and race, mode of life, tradition, goals and so forth. The community members could possess a set of basic

institutions like health, education, religious, agricultural etc. that bring them together in a sense of unity or a feeling of belongingness so that members able to act in corporate way. According to Schaeffer (1992) some communities are homogeneous while others are heterogeneous. Some are cooperative whereas others are conflictive. Some communities are governed and managed by leaders chosen democratically and some are governed by leaders imposed from above and represent central authorities. Zenter (1964) identifies three aspects of communities. First, community is a structure organized either formally or informally. In This fact, every member in a community plays roles for common goals interactively. Secondly, members of the community have some degree of collective identification within limited occupied space. The third aspect of community is a community in which members have some degree of local autonomy and responsibility to discharge for common development. From the above definitions, three basic elements could be sorted out from the term community. Its members (people), the geographical setting and social structure organized based on common interest blending these elements, a community could be defined broadly, an aggregate of population who inhabit in a delimited territory with a certain pattern of social ties for which they work together to solve their common problems and to satisfy their needs. Community conceived very narrowly, it refers to a group of people in a village or neighborhood, having common interest in their daily lifestyles. Hence, the definition assigned to community maybe narrow or wide depending on the purpose of context. Bray (1996) perceives community with in the field of education is consistent with what has been discussed so far. Accordingly, in the context of education Bray identifies three aspects of community.

The first aspect refers to geographic community which means a community whose members settle in a restricted area like in a village or district. The second aspect of a community is described in terms of membership to the community including such characteristics as ethnic, language, culture etc. The last one is stated based on shared common concerns of the community including parents, associations and institutions. For instance, parents as a community member could have shared concerns for the welfare and learning of their children. MOE (1998) describes community as a group of people living to gather in a particular area and sharing similar economic, political, cultural and social experiences. For the practical purpose of this study community is considered as people within the service area or within the vicinity of the school having common social interest and experiences/practices.

2.8. Community Participation in Educational Supervisions

Education takes places not only in schools but also with in families, communities and society. However, none of these can be soul the soul agent to take 100% responsibility for educating children. Because as children learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing and educating their children. Schools also cannot and should not operate as separate entities. These groups of people play different role in contributing the children’s education. Therefore, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes places most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnership between schools, parents and communities. Collette and Perkins (1995:3) illustrate various forms of community participation in school for education. Research and Data collection, Dialogue with policy makers, School management, Curriculum design, Development of learning materials and School construction. Colletta and Perkins (1995) illustrate various forms of community participation: (a) research and data collection; (b) dialogue with policymakers; (c) school management; (d) curriculum design; (e) development of learning materials; and (f) school construction. Heneveld and Craig (1996 in Mitsue, 1999) also noted that in sub-Saharan African Countries, the parents and communities play a vital role to improve the effectiveness of school services. First, Parents send their children to the school to learn and acquire knowledge. Second, community provides financial and material supports to the school to deliver effective education services. Third, community has a vital role in the school management and there are continuous interactions and communications among actors involved in the education services.

Furthermore, Williams (cited in Mitsue, 1999:3) stated that there are three models of community participation in education services. The first model is “traditional community-based education”. In this model, the community provides and takes the responsibility of delivering education services in order to maintain and transmit their traditional knowledge and culture to the next generation. The second model is “government-provided education”. In this model, the government is the sole responsible body in the provision of education services as well as its delivery. However, due to resources and capacity constraints of the government, this model faces challenges in terms of sustainability. Literature indicates that the failure of the government-provided education services has led to the emergency of the “collaborative model”. In this

model, the government and the community have both an important role to play in the delivery of education services. The community actively participates in the process of education services delivery whereas the government regulates and provides important inputs and supports in education services to be delivered.

2.9. The rationale for Community Participation in School Supervision

Schools are a focal social institution that linked to their community's welfare and growth Dayaram(2011). Strong, sustained community participation in the management of local schools can enhance transparency and accountability in the education system and promote a sense of ownership, agency and responsibility for positive change. Education is also known to have a tremendous impact on social and economic development. Historically, policies and programs that target certain sectors of society have been planned centrally and initiated without consultation or dialogue with intended beneficiaries. Lacking information on the needs of constituents and their local context is a main reason for failure of social welfare programs. Growing recognition of the need for communities to be active agents in change is now spurring policy makers toward a more demand-driven approach in which policies and programs are based on communities' needs and expectations. The delegation of responsibility from centre, regional or local government to school management gives the opportunity to improve the effectiveness of school management and planning, (Kofi, 2007:25). Delegation of responsibility to local government and lower level does not only improve efficiency of resources allocation and management, but also enhances community participation in education services and improves sustainability of services. Regardless of the changes in the focus with time and historical periods, improving instruction has remained a stable and central purpose of supervision. The changes through historical periods imply that supervision as a concept and practice is changing continuously. This has been manifested in the verifying conceptions. It generates to different people at different times and situations illustrating on the major features and purposes of supervision. In general supervision has the following major purposes to achieve: Improving the quality of the instruction, promoting teacher professional growth and development, improving the curriculum through a range of activities extending from selection, organization, evaluation through continuous revision,

To ensure continuity between the levels of education by carefully planning the educational

process minimize the wastage of human resources that may occur due to overlapping assignment and teaching responsibilities i.e. supervision facilitate and ensure that proper assignment and utilization of human resources in schools. Testing and measuring educational progress on the basis of national standards and locally set criteria for diagnosis and classification. Although CP can be a tool to tackle some educational problems, it is not panacea that can solve all the problems that the education sector encountered any strategies to achieve a high degree of CP demand careful examination of communities because each community is unique, and complicated in its nature. UNESCO (2006) also advises to assess the most important and urgent gaps in the provision and management of education in; planning, provision of facilities, maintenance, finance, staffing instruction, supervision and evaluation conditions to be fulfilled for communities effectiveness, a legitimate agreement among all important groups as to the roles, responsibilities and relationships of the different groups should be considered. There ought to be clarity regarding to the roles, responsibilities and relationships.

Furthermore, to carry out the responsibilities the members should have appropriate knowledge. It is not realistic to expect community members to have the technical capability to manage and own education activities without adequate and appropriate training and mentoring. Training programs, ought to examine the capacity of the community and sort out training needs and ways to address. This need the training on the education programs should involve other community members to promote the quality and sustainability of their assistance to the school (UNESCO, 2006). Provision and quality education is not only the concern of representatives or professionals. Thus, the entire community should have taken part and have necessary information regarding the education program though much is needed from school principals. The school principal should support the community representatives by directing and by building their capacity for meaningful and active Cp in school management. To conduct fair and objective teacher appraisal through the development of objective and valid criteria (instrument) and encouraging self-assessment among teachers, Community participation is important for the following are:- It promotes the relevant participation between school stake holders, It enhance effective supervision in school, It promote a good leadership in school, It ensure learners attendance, It facilitates a good teaching learning process, The community shares their experience for school program. It recognizes the mutual benefits that come from collaboration.

2.10. Areas for Community Participation

According to Govinda (1995: 44) the concept of community participation in educational management, planning, decision making, and monitoring and evaluation of educational activities have gained wide popularity during the last decades. Because of this, educational planners and policy makers are convinced on the fact the intended beneficiaries must be involved in efforts to change and improve their life through primary education. Such an approach in fact would require decentralization of education system and transfer of significant powers and authorities directly to the local community members. But it should be done with considerable care in defining the roles and responsibilities of both the government and local community members.

2.10.1. Community Participation in School Management

School management is a co-operating activity or service of activities through which the aims of the school and the means of their achievement are developed and placed in to operation. This involves working closely with people. Moreover, different Scholars in the field of education define school management as social processes for instance, has defined school management as a social processes, Concerned with identifying, maintain, stimulating, and unifying formally organized human and material resources with an integrated system designed to accomplish predetermined objectives furthermore, Oarlock and others explain that school management as follow, at the simplest level, school administration can be explained as a processes that includes planning, deciding, encourages people to direct their creative energies towards organizational goal achievement and gives them some voice in decision making that affects them. In this connection Zaudneh, (1987:10) says that, participation has a potential force for raising productivity, good thinking, and higher moral, through participation in various roles individuals develop knowledge, skill and values that are expected of them. The government of Ethiopia (1994) states that school management is decentralized and the management of schools will be participatory and democratic. Thus, the participation of the community is encouraged one of the rationales for community involvement in school management through decentralization approach is to empower the community members in decision making and to develop sense of belongingness on the parts of the community on affairs pertaining to the school system. Achieving quality education and provision of appropriate education to the citizen are realized

through active CP. Participation in school management may include resource mobilization as well.

Moreover, active participation of the community in school management is helpful to identifying the root causes of the major problems that the education system faced in addressing access and quality education. Schaeffer (1994) maintains that issues like curriculum development, managing resources, sponsoring co-curricular, providing consultancy services etc. could be addressed by involving the community meaningfully managing schools. Devolution (giving away of responsibility and authority to the local people to enable the community to be involved in managing schools) the devolution of operational planning, budget allocation and control. This will lessen the burden of responsibility from the government while building capacity at lower levels. Local people are in a better position to guide the integration of the school with the community participation at lower level will spread among the community awareness of their own capacity to solve problem they face as well as motivate local people towards self-mobilization. In the second place, a decentralized education management system will encourage CP in decision-making and enhance accountability at lower level. Education is seen as a way to increase resources, improve accountability of schools to the community they serve, ensure a more cost-effective use of resources and, importantly, be responsive to local needs. As a result, CP enables improve equitable, access, retention, quality and performance of schools CP in school management is likely ensured through their representative. Community education committees, such as, parent teacher association (PTA), Kebele education, and training board (KETB) are two of the major ones that are established to ensure real involvement in school management. It should be; however, noted that the representation of the community in school affairs by PTA, KETB, or the other community representatives does not guarantee active participation. To make meaningful CP in school management, community through their representatives have to go the extent to involve actively in planning, budgeting, monitoring and evaluating, mobilizing (the entire community) as well as in decision- making activities on issues relevant to school effectiveness. To address these needs countries set up community education committees and established guidelines and directives. To this end, parents and community, PTA members should know what the school is trying to achieve, otherwise, there is a risk that they pull the plan in opposite directions.

2.10.2. Community Participation in Planning

Planning is essential to see the future, see possible problems ahead and make provision on time (Forojalla1993: 39 b). Education planning on the other hand is the process of education planning on the other hand Forojalla, 1993: 39c)Education planning on the other hand, is the process of educational development with the aim of making education more effective and efficient in terms of responding to the needs and goals of students. However, the principal should involve management committees, and PTA by convene meetings and holding discussion and arriving at the decision for implementation parents and community member do not feel they are part of planning the results usually be ignored remain un-Shelves. So, parents, school board members have to be part of thinking and planning this will help to be responsible and to create a better future for tomorrow's child.

2.10.3. Community Participation in Decision Making

One of the areas that the school needs the community participation is decision making. It is selection of course of action among alternatives; which can be taken by individual principal or/ by participating other concerned the community wants to become involved and wants to know the rational before school decisions are made parents and community member become offended if the school arbitrarily makes decisions that directly affect them (Begin and Donald, 2001, 145). Therefore, the school principal has to participate in the communities that concern them. CP in decision making serves as a political model as well as a strategy for tapping additional local resources for education Strengthening this idea Schaeffer (1994: 143) states: When community involve in school decisions, as a result of such participation, contributed more to the school. Bothe financially and in-kind services and parents feel comfortable visiting the school when level they wished.

2.10.4. Community Participation in Resource Management

The school is a social institution created to serve the community. To run the school effectively, Financial, material and human resources are very important, Education is an expensive endeavor, that requires a largest share of countries resources, Resources are, however, always scarce, On the other hand, population changes and the demand for education go up and cost of education rises from time to time. Due to this, educational system in many countries is caught in financial shortage; their further expansion was hampered by inadequate funding. (Peanonin UNESCO,

1988, 89-90). This calls the Participation of community in financing the education system that is beyond the capacity of the government. According to UNESCO (1985:24), the Participation of the community in financing schools takes three forms monetary contribution, contribution in kind and in the form of free labor. To run the schools effectively, the use of these resources should be managed effectively, both by the school as well as by the community. This is because the availability of finance and resources by itself does not bring any attainment of quality of education without efficient use through appropriate financial management.

2.10.5. Community Participation in Monitoring and Evaluation

Successful school improvement is linked to systematically planned and executed monitoring and evaluation process and financial outcomes (Stoll and Fink, 1996:53). Monitoring in this case is the continuous or periodic process to review and gather information by management about an activity or program on a continuing and systematic basis to ensure that actions are implemented according to plan (Aspin Wall and et. al 1992:48). The purpose of monitoring therefore is to achieve effective and efficient performance by providing feedback to management. This enables to improve operational plans and take timely measures in case of short falls and constraints. Therefore, the others hand, evaluation is a process for determining systematically and objectively, the relevance, efficiency, effectiveness and impacts of an activity in the light of their objectives (Aspin wall and et. al, 1992:50).

The representatives of the community who are accountable to the people who elect them to participate in monitoring and evaluation are the school committee/ board and PTA (Rebore, 1985:24). Community Education Committees (CECs) Local communities can play a broader range of roles. For instance, UNESCO (2006) lists down some of the higher levels of CP in education. These functions include administrative (e.g., school maintenance), managerial tasks (such as disciplining teachers and students), financial functions (e.g. budgeting, mobilizing funds and resources) personnel functions (as in monitoring teacher's attendance); pedagogical and the likes. This type of managerial functions by the community is realized through democratically elected members from the entire local community.

According to Schaeffer (1994), to serve as a means to build and foster parental and community involvement in school management community education committees such as PTA and school boards are set up. In this connection, Ethiopia designed CP as one of its strategies to address the

provision and access of quality education to the citizens. Thus, PTA and KETB are established to ensure Pin school management through representative members (MOE, 1998). All-important segments of the community need to be represented in the community education committees by electing them democratically (UNESCO, 2006). Furthermore, the roles and responsibilities of the committees have to be clearly defined. Democratically elected representatives could bring strong and meaningful cohesion between the school and the community. CP enhances acquisition of skills in the governance of schools for the community and develops a sense of belongingness. So, CP is a means of educational decentralization and efficiency in schools. Among others UNESCO, (2003:3) CECs have to discharge the following responsibilities. To discuss on agendas (topics); such CECs should conduct meeting and keep minutes. Issues of concern may include mainly mobilizing the community to assist the school in cash, in kind of Orin labor. CECs are required to provide culturally appropriate approaches for instance flexible school calendar, educational program, curricula that reflect the community context and involve community members.

To promote good relationship between the education program and the community, these committees have the responsibility of communicating with the community. In assessing the impact of CECs at systematic level, UNESCO (2006) lists: the number of meetings held, variety of issues addressed, level of authority mandated and gender disparity, capacity for fund raising tasks and objectives accomplished, etc. are the best indicators of CEC defectiveness. It is also pointed out that investigating the reporting mechanism of these committees and examining their performance is important to understand the practices of CP in school management. As a means of ensuring CP in education (as stated above) in Ethiopia KETB and PTA are set up at primary and secondary schools (MOE, 1998). Of course, before the current education and training policy there had been the so-called parents committee and school committee organized with an overall coordination and democratic leadership by PTA, school boards consisting members from the community, professional principals and students

2.11. Methods of Community Participation

There are different methods of Community Participation ranging from simple consultation to joint decision-making. Therefore, CP in education real one continuum ranging from nominal participation depending on style of management levels of empowerment and the socio- cultural

context (Gajanayak, 1993: 5). Parents and other identifiable community groups contribute towards creating an environment conducive for efficient and effective teaching and learning to that level. While community involvement in education has always been appearing in many countries, recent continuum studies conducted in its impact on education has recognized that CP should be understood along oars ladder of participations. These ladders of participation have been practicing in Ethiopian schools participating in BESOII project. He also argues that the involvement of the community could be analyzed in terms of the extent of participation and the areas of education in which greater participation can occur. Schaeffer's ladder of participation is:

1. Complete non-participation and exclusion from school affairs, except (often) on the provision of resources
2. Involvement (at home) with motivating children and helping them with home works.
3. Involvement as 'audience' on passive supporters of school-run- meetings or assemblies.
4. Participation as 'consultants' on school issues;
5. As 'partners' in teaching and training;
6. As 'implementers' of delegated powers, and
7. As 'citizens' of a community in control of the school.

Schaeffer further provides some specific activities that involve a high degree of community Participation in a wider development context, specifically, it implies CP in the following stages of educational development activities, collecting and analyzing information, defining priorities and setting goals, assessing available resources; deciding on and planning programs; designing strategies to implement these programs and dividing responsibilities among participants, managing programs, monitoring progress of the programs; and evaluating results and impact. Understanding the importance of CP in education, UNESCO (2006) asserts that CP could be understands along a continuum of decision-making power. Manipulation, Decoration, Tokenism, Communities are assigned but informed, participate in project implementation, Initiate and direct decisions, and communities initiate, plan, direct, and implement decisions. At manipulation level, communities do not have awareness on issues with which they encountered. At the level of CP in project implementation, there is a higher degree of responsibility given to the community in the design (such as selecting site) and in the production (building). At this stage from the initiation to the implementation process, the community has a decisive role. Therefore, understanding the level of CP and having the clear picture of the involvement is important to

study the current practice of CP in school system. So far CP is the extent at which the community involves in the school system. Particularly, in relation to this study, meaningful is conceived as the degree at which people within the vicinity of secondary schools take active part in the major management function through their representatives. In other words, CP in education (school) management refers to the involvement of community representatives (i.e. PTA and KETB) in planning, implementing, supporting, monitoring, evaluating and in making decisions on issues pertinent to the school in accordance with the national educational policy. So far, we have seen the involvement the community in education, generally. Now it's important to see the participation of the community in school management.

2.12. Factors affecting Community Participation

Involving the community in various school programs is not an easy task. Several potential setbacks hamper CP in school system. Historically, a number of negative factors implicate CP in education up on. Though the factors that influence CP may vary with different settings, some of the major factors that affect CP shall be discussed here under. In attempts to understand factors that prevent communities from being involved from formal education, Schaeffer (1992) found that the degree of CP is particularly low socially and economically marginalized regions. This is because such regions tend to have the area number of factors that hinder community participation in school supervision. These problems are listed

- a. Lack of appreciation of the overall objectives of education.
- b. A mismatch between parents expectation and what the school is seen as providing.
- c. The belief that education is essentially the task of the state.
- d. The length of time required to realize the benefits of better schooling,
- e. Lack of finance.
- f. Lack of involvement in policy formation and decision-making process.
- g. Shortage of time on part of community.
- h. Lack of awareness about the importance of education for community will- being.
- i. Lack of trust due to provision negative experience
- j. Lack confidence due to failed programs or project.
- k. Lack of experience in participatory knowledge and skills.

1. Passive cultural and social experience and lack of clarity on the concept and scope of community participation or mobilization inadequate education on system administration and supervision and the lack of coordination and synchronization among educational personnel as well as inappropriate and inconsistent approach to mobilize local community are some of the obstacles which limit community participation moreover. lack of resources; sheer lack of managerial experience and skill in encouraging local community; lack of community exposure to recent information and technology; social heterogeneity and conflict; the passivity and harsh environment are among the major constraints and problems which limits greater community participation in improving access of primary education. Rather, the degree of influence of each constraint on community participation varies from community to community depending on socio-economic, political and cultural conditions of each country. There is no rosy road to participatory approaches to development for several reasons. Participatory and collaborate vs. practices through the means of local community organization are not so easy to attain. To support this point, Griesher (1994: 19) asserts that unless there is participation in education there cannot be learning and further development at all. Involvement of parents, local community members and local administration representatives in consultation, decision-making, and cost sharing has made the teaching materials. The curriculum and other school development projects flora suitable to local conditions, to improve achievement scores of students and to increase enrollment demand According to BESO-II/ Project (2003: 23), some the actors that inhibit community participation in education are preconception of the community. Lack of knowledge, confidence by the community, poor interpersonal approach and communication between community and concerned authority, bias on program implementers, cultural and religious barriers, language barriers, lack of awareness creation of the community of concern bodies etc. are the major factors which inhibit community participation in education.

2.13. Methods to Enhance Community Participation

Depending on the area of involvement community Participation takes different types. UNESCO (1985, 7-10) categorize CP on the bases of how it is initiated by itself to participate spontaneous or voluntary participate in running educational activities, induced participation (where the administrator takes the initiative by itself to promote participation and compulsory participation (Coerced manipulated to mobilize to the community to get manpower or financial contribution

from the community). Another type of classification of CP on the extent to which the degree of influence on decision-making takes three forms, purely formal participation (nominal participation) where the flow information is one way from principal to community. It is simply to attend a meeting or receive information. Participation confined to consultation. To make the participation meaningful Community Participation full Community Participation, the greater the community has the share in decision making the better it would be rather than simply to inform them. Thus, unless they do not know as to how to get involved, parents want to participate in their children's education. Dzvimbo (1996: 13- 15) factors that enhance community participation are the initiator, adaptability of the local community, flexibility of government and NGOs, availability of resources, nature of administrative structure and the communication channels. Generally, how to enhance community participation (BESO III scope project, 2003: 22) indicates as living with the community. Understand the community, share their problems. Involve the community in all aspects of the projects, creating openness/ transparency and develop the community's sense of ownership are the major factors.

2.14. The practice of Community Participation in Ethiopia schools

Traditionally the concept and practice of community participation in rural Ethiopia is not a recent phenomenon; it is rather an ancient a cultural phenomenon. On the other hand, education in Ethiopia, as may be the case in many other countries was dominated by religious groups. Every village attached to individual churches and monasteries had its school which was an honored institution starting from the introduction of Christianity. The Ethiopian church education dated back to the fourth century (Teshome Wagaw, 1979: I 0). When we look into the past history of education in Ethiopia, the Orthodox Church and the mosque played a great role in providing religious education to their respective followers. It is the special church education contribution that enables Ethiopia to have her own script (Geez), which the other sub-Saharan, African countries do not own (Pankhurst, 1958: 130).

It was in 1926 that the national education system started having its own budget for education with the imposition of special education tax the same year. Besides this, as Teshome Wagaw (1979:40) wrote, during the time of traditional education the people directly or indirectly participated in the education endeavor in different ways such as by involving themselves in learning, supporting financial expenses and by constructing churches or buildings etc. Gradually,

the process of establishing a modern education began and the state was forced to take the responsibility and educational funds were covered by the state. Hence forth, the education system of the country has been organized. Enrollment increased in greater numbers; there came a greater demand for educational resources and a need in curriculum change. The system became more and more complex than it was in the past adding more responsibility to the state.

For encouraging efficient local community participation the Ministry of Education (MOE, 1984: 121) stated that it has adopted a new law authorizing locally school management committee for operating and maintenance of schools in collaboration with the government. Under proclamations No. 103 of 1976 and No. 260 of 1984, the school committees' were legally charged with the responsibility for overseeing and operating each school system by means of generating resources from their own localities. The latter proclamation was meant to strengthen the management and administration of schools by establishing government and public school committees.

The current government of Ethiopia, the MOE guideline (MOE, 2002) supports this idea that under the principle of decentralized school management, the schools, Kebele Education and Training Boards (KETBs), Woreda Education and Training Boards (WETBs) have to work to strengthen the community efforts of the local community and the concerned authority to promote community participation schools should be organized in such a way that the local community and parents can participate in improving access in schools. Some of the observable contributions being made by parents and the local community are financial and material support; provision of free labor in school construction and transporting instructional materials; participation in school parent-days; encourage and give material and moral incentives, specially for female students; participate in selecting community representatives as members of school committee or Kebele Education and Training Board (KETB) who would participate in school promoting activities.

In general, advocates of decentralization of service assume that decisions made with greater participation will be more responsive to the diverse interests and needs of local communities than those crafted only by national level decision – makers.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter will provide a general overview of the study area along with the methodology, method of data collection, method of data analysis and finally ethical considerations were the major tools to collect data for the research.

3.1 Research Design

In this study descriptive design was employed as it is found to be helpful to find relevant information from variety of group on the actual practice of School community contribution in supervision. Research design is a careful theoretical, philosophical, and scientific platform/structure which decides what methodology and method of data collection, and analysis will be used in the task of conducting a study. Furthermore, designing a research requires determining and/ or limiting an area the study purposes to cover, which also indicates necessity of knowledge of the study area. The effectiveness of any research study depends upon the correctness and effectiveness of the research design and methodology employed. This research method design is used when both quantitative and qualitative data together provide a better understanding of our research problem than either type by itself. The kind of mixed research design is embedded sequential design were used. The purpose of the embedded design is to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data. The reason for collecting the second form of data is that it supports the primary form of data.

3.2 Research Method

There are three broad categories of methodologies i.e. qualitative, quantitative and mixed that determine the nature of the study and guide the entire task of researching (Creswell, 2003:16). Qualitative research explores attitudes, behavior and experiences while quantitative research generates statistics through the use large-scale survey research. However, recognizing the limitations in both qualitative and quantitative methods the researcher combines both methodologies that could neutralize the limitation(Jack, 1979 in Creswell, 2003:16). The mixed method study is conducted when one type of research qualitative or quantitative is not enough to address the research problem (Creswell 2012:135), and when more data is needed to extend, elaborate on, or explain the first database. Accordingly this study employed a mixed approach

owing to a relatively comprehensive nature of the approach and that it provides the researcher with flexibility throughout the task of gathering, combining, organizing, and analyzing data. In addition mixed method study is needed to extend, elaborate on, or explain the first database. To serve this, purposive descriptive survey method which involves both qualitative and quantitative data gathering method was used to attain reliable and relevant information. To this end, the design would be characterized by previous information of specific research question. Thus, the researcher employed this method as it helps to get current information from the principal, student, teacher, PTA, supervisor, vice principals and also the contribution of Bonaya Boshe Woreda education office to investigate what is going in the school currently regarding to the contribution of school community on the participation of school's supervisions.

3.3 Source of Data

Data have been collected from both primary source and secondary source. Primary sources were obtained from primary schools' principals, vice principals, supervisors, students, teachers and PTA while secondary data sources were obtained from documents, school records, staff meeting minutes, and portfolio of school teachers.

3.3.1 Samples and Sampling Techniques of Population of the study

The primary schools of Bonaya Boshe Woreda are administratively divided into five CRC and each CRC having five to six primary schools. The population of the study consisted of all teachers, principals, vice-principals and supervisors of all primary schools in the Woreda. In this regard the total population of this study consisted of 300 teachers, 27 principals, 12 vice principals, 5 Supervisors, 135 PTA members and 12,597 students.

3.3.2 Sample Population and Sample Size Determination

The study employed non-probability sampling and probability sampling techniques. The first stage non-probability sampling, quota-sampling technique was used to select each CRC of Bonaya Boshe Woreda. Since the population is homogeneous the researcher decided to use the Krejcie and Morgan (1970) sampling techniques for the study. Accordingly, from the five CRCs the researcher gives quota to one school for each CRC. The second stage of sampling involves selecting five primary schools from each CRC using simple random sampling technique so as to give equal chance of being included in the study. It also reduces cost and helps the researcher to concentrate on the selected areas. The schools were selected by assigning consecutive numbers

depending on the number of schools the CRC have and Bilo, Ifa Argene, Lalo, Hidi Gure and Boshe primary schools were selected. The researcher employed systematic random method sampling to select sample from 5-8 grade students and teachers from currently attending in the five selected schools. The researcher ordered alphabetically the name of students and teachers to use systematic sampling. This procedure is useful when sampling frame is available in the form of a list. In addition, purposive sampling technique was used to select school principals, vice principals, Supervisors and PTA members.

Table 1. Summary of population, sample size and sampling techniques

No	Name of Clustery	Number of school in each clustery	Sample	%	Sample technique
1	Billo	6	1	16.66	Simple random /Lottery method
2	Ifa Argane	6	1	16.66	
3	Boshe	5	1	20	
4	Idi Gurre	5	1	20	
5	Lalo kere	5	1	20	
6	Total	27	5	18.51	

Table 2. Summary of population, sample size and sampling techniques

No		Population Size			Sample size			%	Sample technique
		M	F	T	M	F	T		
1	Supervisors	4	1	5	4	1	5	100	Purposive
2	School principals	5	-	5	5	-	5	100	
3	Principals	5	1	6	5	1	6	100	
4	PTAs.	20	5	25	20	5	25	100	
5	Teachers	77	63	140	43	27	70	50	Systematic sampling by alphabetical order
6	Students	1640	1500	3224	223	184	407	12.62	Systematic sampling by alphabetical order from 5-8 Grade
7	Totals	1751	1570	3321	300	218	518	15.57	

3.4 Data Collection Instruments(Data Gathering Instrument)

The main data gathering instruments are questionnaires, interviews and document analysis. Accordingly, researchers employed the most effective data collection instruments questionnaires, interviews and document analysis in order to conduct effectively coordinated and comprehensible research. After collecting sufficient and usable data in their respective studies, researchers have to frame/ integrate overall activities and processes within a specified and unambiguous research design. The instruments used to collect data for this study are questionnaire, interview, and analyzing school documents.

3.4.1 Questionnaire

Questionnaire can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007).The questionnaire is the most widely used type of instrument in education. The data provided by questionnaire can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaire provides greater uniformity across measurement situations than do interviews. The researcher used close ended questionnaire in collecting data from teachers, students, vice principals, principals and supervisors. This is because interviewing several participants is not practical and time consuming. Based on the research questions and the review of related literature closed questionnaire were used and some of them were liker's type scale with five possible responses. The closed questionnaire distributed were 20for teachers, 20 for students, 20 for vice principals, 20 for principals and 20 for supervisors. In close-ended questionnaire the five point Likert scale i.e. strongly agree, Agree, Undecided, disagree, strongly disagree and yes, no and I don't know were used. The questionnaire was prepared in English Language and translated into Afan Oromo to enable respondents to understand the question in their mother tongue.

3.4.2 Interview

Interview is a method of gathering information through oral questioning and under this study interview was carried out face to face between the researcher and each PTA. Semi-structured interview questions were prepared to conduct one-on-one interviews with PTA. The researcher preferred one-on-one interview as he found it difficult to bring PTA participants from multiple locations to one location. Gubrium and Holstein (2001) stated that interview is useful instrument

to generate often important and crucial information. It is qualitative data collection tool from the selected sampled schools. Interview could permit the exploration of issues, which might be too complex to investigate through questionnaires and also allows better chance to explain more explicitly what he/she knows on the issue. The question is prepared in Afan Oromo language.

3.4.3 Document analysis

Teachers' portfolios, CPD Manuals and programs, Improvement Package documents for instance Committee establishment Minutes, Meeting schedule and Annual plan Files, Decision made by PTA member, Recording supervision activity document, Self-assessment and finding solutions to problems and other school documents were analyzed in addition to the data obtained through questionnaire and interviews. The researcher tried to find out the way school supervision is made, the extent to which school communities are contributing in supervision, the difference between selected CRC in school supervision bad decisions made in relation to school supervision by concerned organs. The document analysis was done as follows. First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy.

3.5 Pilot test on Questionnaire

Before actual distribution or dissemination of data gathering instruments, the instruments were tested in order to ensure their validity and reliability. To do this, the researcher Carried out pilot study on one primary school by distributing for 20 individuals. The reliability of instruments was analyzed through using reliability analysis at Cornbrash's alpha $\alpha_1 = 0.904$, $\alpha_2 = 0.924$ & $\alpha_3 = 0.958$. Depending on the factors (knowledge, positive attitude, skilled mutual understandings, sufficient time, and enough resources) affecting stakeholder involvement on the supervision primary schools researcher developed questionnaires' and the necessary correction was made based on the feedback obtained from scientific calculation and comment of the advisor.

3.5.1 Reliability

To evaluate the reliability of the tools pretesting has been conducted before distributing the questionnaire. The questionnaires' were assessed for their clarity, sequence, consistency and understandability for the respondents and data collectors.

3.5. 2Validity

Validity is to ensure that the items in questionnaire, interviews and observation guidelines directly and completely address the problem and objective of the study. Therefore, the researcher used the following techniques to obtain the validity. For the purpose of clarity and comprehension on the part of the respondents, the data collection instrument is prepared in English and translated into Afan Oromo to enable respondents best understand the question in their mother tongue. In addition, the researcher discussed about the research design and procedure with thesis advisor and colleagues to ensure the validity preserved at every stage of the process. The Chrome Back alpha coefficient of contribution of school community on the participation of schools' supervisions was 0.958.

3.6 Data Analysis Techniques

The data were analyzed using both qualitative and quantitative methods (i.e. mixed approach) of data analysis technique. According to Creswell.J (2012) mixed method research is an approach to inquiry that combines or associates both qualitative and quantitative forms. Data collected through interview was analyzed qualitatively while other data were analyzed quantitatively. The qualitative data were organized and analyzed into meaningful information by using appropriate instruments based on the research problems. They were logically analyzed and interpreted by relating evidences to the research questions. Therefore the major findings of the study were reported and realistic and appropriate recommendations were forward.

3.7 Location and Population of the Study Area

Bonaya BosheWoreda is located in Eastern Wollega Zone, far from Nekemte 81km to the East, and 287 Km far from the capital city, Addis Ababa to the West. Geographically Sibulire and Gobu Seyo Woreda of East Wollega Zone, on the South by Nono BenjaWoreda of Jimma Zone, on the East by BakoTibe and Ilu Galan Woreda of West Shawa Zone and on the West by Wama Hagalo Woreda of East Wollega Zone, border the Woreda in the North. The Woreda has 27 primary schools and 5 cluster resource centers with population size of 12,597 students attending the schools. It has also 300 primary school teachers and 200 secondary school teachers.

3.8 Procedures of Data Collection

Open ended for PTA and close-ended questionnaires were administered to teachers and students. With respect to open ended questionnaires, assistants have been selected with requirements of

minimum qualification of completion of grade 8. To this end, the researcher has briefed the assistants on the objectives and significances of the study. However, the researcher himself conducted interviews with PTAs in comprehensive and detailed manner.

3.9 Methods of Data Analysis

The data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires, interview and document analysis. The data collected through closed ended questionnaire was interpreted with the help of percentage and frequency. On the other hand, the data obtained from the document analysis, and interview was analyzed qualitatively. The qualitative analysis was done as follows. First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy. Also the results were triangulated with the quantitative findings. Finally, the findings were concluded and suggested recommendations were forwarded.

3.10 Ethical Consideration

Ethical considerations are important, both during data collection and during presentation of data. It is, therefore, essential for the researcher to keep in mind the objectives of inquiry in a questionnaire and interview as human beings. The researcher does not subject both respondents and participants to harmful or uncomfortable situations. The participants made aware of the positive and negative aspects or consequences of participation and the respondents agree to be involved in the study by knowing exactly what they are agreeing to. The researcher assured the confidentiality of the information sources would remain anonymous through the removal of any identified characteristics before widespread dissemination of information.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The purpose of this research was to investigate school community contribution in supervision; the case of Bonaya Boshe Woreda of Primary Schools. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected on the selected research title. It comprises two major parts. The first part presented the characteristics of respondents in terms of sex, age, educational qualification, service year and professional status. The second part presented the results of findings from the data which were gathered through the questionnaire, interview and document analysis as presented, analyzed and interpreted.

4.1 Characteristics of Respondents

This section provides some basic background information pertaining to sample population that helps to know the overall information of the respondents with the assumption that it might have some kind of relationship lean to light on the involvement of community in enhancing students 'academic achievement study. Accordingly, the general characteristics of the questionnaire respondents of the study groups were examined in terms of sex, age, level of education and experience. The characteristics of all respondents are clearly stated in the table below.

Table 3. Distribution of respondents by Sex and Age.

Items		Principals		Supervisors		Vice principals		Teachers		P T A s		S t u d e n t s		T o t a l	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
S e x	M a l e	5	100	4	80	5	83.33	4 3	61.42	20	8 0	223	53.47	3 0 0	5 7 . 9 1
	F e m a l e	0	0	1	20	1	16.66	2 7	38.57	5	2 0	184	46.52	2 1 8	4 2 . 0 8
	T o t a l	5	100	5	100	6	99.99	7 0	99.99	25	100	407	99.99	5 1 8	9 9 . 9 9
A g e	11-15 Years	-	-	-	-	-	-	-	-	-	-	319	78.37	3 1 9	6 1 . 5 8
	16-20 Years	-	-	-	-	-	-	6	8.57	-	-	7 6	18.67	8 2	1 5 . 8 3
	21-25 Years	-	-	-	-	-	-	-	-	-	-	1 2	2 . 9 4	1 2	2 . 3 1
	26-30 Years	-	-	-	-	-	-	1 0	14.28			-	-	1 0	1 . 9 3
	31-35 Years	3	6 0	2	40	2	33.33	2 1	3 0	1		-	-	2 9	5 . 5 9
	36-40 Years	2	4 0	3	60	4	66.66	1 8	25.71	8		-	-	3 5	6 . 7 5
	41-45 Years	-	-	-	-	-	-	1 0	14.28	10	28.57	-	-	2 0	3 . 8 6
	46-50 years	-	-	-	-	-	-	5	7.14	6	17.14	-	-	1 1	2 . 1 2

As it is shown in table 3 above, from the total 518 respondents 300 (57.91%) them are males and the rest 218 (42.08%) are females. This ensures the equitable participation of female respondents and allows the researcher to collect data of the study from all domain of society. Despite this fact the predominance of men in the teaching profession hinder the researcher to use equal number of male and female respondents.

Regarding the age of respondents as indicated in table 3 above the age distribution of the respondents were found between 11-50 years old. This age interval enables the researcher to gather data from different level of respondents and enables any generalization about age influence on community participation in supervision.

Table 4. Distribution of respondents by Level of Educational and experience.

Items		Principal		Supervisor		Vice principal		Teacher		P T A		Student		T o t a l				
		F	%	F	%	F	%	F	%	F	%	F	%	F	%			
Leadership or teaching experience	<5 Years			1	20	1	16.66	11	15.71	2	5	100	-	-	4	3	8.30	
	6-10 Years	3	6	0	4	80	3	5	0	23	32.85				-	2	8	5.40
	11-15 Years	2	4	0	-	-	2	33.33	22	31.42			-	-	3	0	5.79	
	16-20 Years			-	-			14	2	0	-	-	-	-	1	4	3.39	
	25-30 Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	>31 years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Level of Education	Grade 1-8	-	-	-	-	-	-	-	-	8	3	2	407	100	4	15	80.11	
	Grade 9-12	-	-	-	-	-	-	-	-	7	2	8	-	-	7		1.35	
	Grade10complet	-	-	-	-	-	-	-	-	3	1	2	-	-	3		0.57	
	Grade12complet	-	-	-	-	-	-			7	2	8	-	-	7		1.35	
	Certificate	-	-	-	-	-	-						-	-	-		-	
	Diploma -	-	-	-	-	-	-	18	25.71				-	-	1	8	3.47	
	BA/BEd/BSC	5	100	5	100	6	100	52	74.28				-	-	6	8	13.12	
	M.A/ MSc	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

As indicated in table 4 above 115 (22.88%) of respondents were experienced. The numbers of experienced respondents were significant and the incorporation of experienced respondents enables the researcher to collect accurate and relevant data for the study. From the educational

level point of view out of total respondents 407 were students, 18 were Diploma holders, and 68 were first degree holders. These respondents are expected to address the research questions as they are familiar with teaching learning activity.

4.2 Presentation, Interpretation and Analysis of Data

This part of the study was dedicated to the presentation, analysis and interpretation of the data gathered from respondents on the school community on the contribution in supervision; the case of Bonaya Boshe Woreda of Primary Schools. With respect to this, 5 principals, 5 Supervisors, 6 vice principals and 70 teachers were qualified respondents, while 407 students and 25 PTAs were not qualified respondents. Moreover, 20 questionnaires were distributed and 6 interview questions were presented differently. Totally 106 questionnaires were distributed for respondents and making Checklist for observation document analysis. The return rate of the questionnaires was 106% as all the copies were properly filled and returned. All the respondents reacted to both open and closed-ended questionnaire items. The open-ended items from different respondents analyzed, triangulated and the study themes were developed. The closed-ended items across sub-categories were computed and analyzed using the frequency, percentage, mean scores. Percentage was utilized for easy presentation of frequency distribution and for comparison of the degree of the prevailing contribution of school community participation in supervisions. In addition, items across each category were arranged under the rating scale with five points. These five points scales range from strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1 and also very high = 5, high = 4, medium = 3, low = 2 and very low = 1. For the other part of the questionnaire, the five-points scale range for Yes=3, No =2, I don't know=1. Besides, data from interviews were triangulated to validate the findings.

4.2.1 The practice of school supervision in Bonaya Boshe Woreda Primary Schools.

The FDRE Constitution shows a strong recognition of the importance of participation in achieving the much sought social and economic development in the country. It declares the establishment of devolved local governments as a milestone for promoting mass participation, local democracy and well-being of communities through provision of a wide range of social and economic services. The government's decentralization policy including is one strategy to promote the rural and national development that Ethiopia desperately needs. In education,

community engagement in schooling delivery and management is emerging as a “best practice” thought necessary to achieve universal primary enrollment while improving the quality and relevance of teaching and learning. School supervision is a concept widely used as a strategy to bring about educational change in Ethiopia, specifically in rural areas. The effective community participation in educational activities increase the effectiveness of the services, promote further development, encourage a sense of responsibility, assure the felt needs of the participants and ensure the appropriateness of things to be done UNICEF (1982).The study sought to establish the effectiveness of school community contribution in supervision. The results are shown in Table 5 below.

Table 5. How school supervision is effectively implemented in Bonaya Boshe Woreda Primary Schools.

No	Items	Type of respondent	F	The level of respondents					Total		
				Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree			
1	Supervision of classroom is improving teaching and learning activities	Supervisor	F	-	-	1	2	2	5		
			%	-	-	20	40	40	100		
		School Principal	F	-	-	1	2	2	5		
			%	-	-	20	40	40	100		
		Vice principal	F	-	-	1	3	2	6		
			%	-	-	16.66	50	33.33	99.99		
		Teacher	F	5	10	11	14	32	70		
			%	7.14	14.28	15.71	20	45.71	99.99		
		Student	F	15	25	89	158	120	407		
			%	3.68	6.14	21.86	38.82	29.48	99.99		
		2	School supervision is improving students result	Supervisor	F	-	-	-	2	3	5
					%	-	-	-	40	60	100
School Principal	F			-	-	1	1	3	5		
	%			-	-	20	20	60	100		
Vice principal	F			-	-	1	2	3	6		
	%			-	-	16.66	33.33	50	99.99		
Teacher	F			-	5	28	27	10	70		
	%			-	7.14	40	38.57	14.28	99.99		
Student	F			-	13	59	148	187	407		
	%			-	3.19	14.49	36.36	45.94	99.99		
3	School supervision is used for evaluation only			Supervisor	F	2	2	1	-	-	4
					%	40	40	20	-	-	100
		School Principal	F	3	2	-	-	-	5		
			%	60	40	-	-	-	100		
		Vice principal	F	3	2	1	-	-	6		
			%	50	40	10	-	-	100		
		Teacher	F	30	20	12	8	-	70		
			%	42.85	28.57	17.14	11.42	-	99.99		
		Student	F	90	151	78	88	-	407		
			%	22.11	37.10	19.16	21.62	-	99.99		

4	School supervision enhance teamwork	Supervisor	F	-	-	2	3	-	5
			%	-	-	40	60	-	100
		School Principal	F	-	-	2	3	-	5
			%	-	-	40	60	-	100
		Vice principal	F	-	1	2	3	-	6
			%	-	16.66	33.33	50	-	99.99
		Teacher	F	10	15	32	13	-	70
			%	14.28	21.42	45.71	18.57	-	99.99
Student	F	53	186	82	86	-	407		
	%	13.02	45.7	20.14	21.13	-	99.99		
5	School supervision is used for teaching learning activities properly	Supervisor	F	-	-	-	2	3	5
			%	-	-	-	40	60	100
		School Principal	F	-	-	1	1	3	5
			%	-	-	20	20	60	100
		Vice principal	F	-	-	1	2	3	6
			%	-	-	16.66	33.33	50	99.99
		Teacher	F	-	5	28	27	10	70
			%	-	7.14	40	38.57	14.28	99.99
Student	F	-	13	59	148	187	407		
	%	-	3.19	14.49	36.36	45.91	99.99		
6	Parents are not supervise their children at school regularly	Supervisor	F	2	2	1	-	-	5
			%	40	40	20	-	-	100
		School Principal	F	3	2	-	-	-	5
			%	60	40	-	-	-	100
		Vice principal	F	3	2	1	-	-	6
			%	50	33.33	16.66	-	-	99.99
		Teacher	F	30	20	12	8	-	70
			%	42.85	28.57	17.14	11.42	-	99.99
Student	F	90	151	78	88	-	407		
	%	21.11	37.10	19.16	21.62	-	99.99		

In item 1 of table 5 above respondents were asked whether Supervision of classroom is improving teaching and learning activities. Accordingly among 5 Supervisors 2(40) respondents strongly disagree, 2(40) respondents disagree and 1 (20 %) responded undecided. For the same question from 5 School principals 2(40) responded strongly disagree, 2(40) responded disagree and 1 (20 %) responded undecided. Regarding Vice principals 2 (33.33%) strongly disagree, 3 (50%) disagree and 1(16.66 %) responded undecided to this question. Teachers and students of the study area were also asked the question in item 1 of table 5. Among 70 Teachers 32 (45.71%) responded strongly disagree, 14(20) disagree, 11(15.71) undecided, 10 (14.28) agree and 5(7.14) of them strongly agree. From 407 students 120(29.48%) of them strongly disagree, 158(38.82%) disagree, 89(21.86%) of them undecided, 25(6.14%) agree and 15(3.68%) of them responded strongly agree. This data shows majority of Supervisors (40%), majority of School Principals (40%), and majority of Teachers (45.7%) strongly disagree, while majority Vice Principals (50%) and Students (38.82%) disagree to the fact that supervision is improving teaching and learning activity. This implies school supervision implemented in the study area is not effective.

In item 2 of table 5 above respondents were asked whether School supervision is improving students result. Accordingly among 5 Supervisors 3(60%) respondents strongly disagree and 2(40%) respondents disagree. For the same question from 5 School principals 3(50) responded strongly disagree, 1(20) responded disagree and 1 (20%) responded undecided. Regarding Vice principals 3(50%)strongly disagree,2(33.33%) disagree and 1(16.66 %) responded undecided to this question. Teachers and students of the study area were also asked the question in item 2 of table 5. Among 70 teachers 10(14.28%) responded strongly disagree,27(38.57 %) disagree, 28(40%) undecided and 5(7.14 %) of them agree. From 407 students 187(45.94%) of them strongly disagree, 148(36.36%) disagree, 59(14.49%) of them undecided and 13(3.19%) agree. This data shows majority of Supervisors, School Principals, Vice Principals, Teachers and Students believe as school supervision is not improving students result in the study area. Hence the finding under item 2 is similar to finding under item1.

In item 3 same Table 5 the respondents were asked about the purpose of School supervision and the following responses were given. Fromm 5 Supervisors 2(40%) strongly agree, 2(40%) agree and 1(20%) replied undecided. Similarly from 5 School principals 3 (60%) strongly agree and

2(40%) of them replied agree. Regarding Vice principals 3(50%) strongly agree, 2(33.33%) agree and 1(16.66%) of respondents replied undecided. Teacher and student respondents indicated that among 70 teachers 30(42.85%) of respondents strongly agree, 20(28.57 %) of them replied agree, 12(17.14%) of them undecided, 8(11.42%) of them disagree. From 407 students of 90(22.11%) respondents strongly agree, 151(37.10%) of respondents agree, 78(19.16%) of responded replied undecided and 88(21.62%) of respondents disagree. Majority of Supervisors (40%), School Principals (60%), majority of Vice Principals (50%), and majority of Teachers (42.85%) confirms school supervision is used for evaluation only. This implies the main goal of supervision is ignored at study area.

In item 4 of table 5 above respondents were asked whether School supervision enhance teamwork in study area. Accordingly among 5 Supervisors 2(40%) of respondents undecided and 3(60 %) respondents disagree to the item. School principals' response indicates 3(60%) undecided and 2(40%) disagree. Regarding Vice principals .1(16.66 %) of respondents agree, 2(33.33 %) of respondents undecided, and 3 (50 %) of respondents replied disagree to this question. Teachers and students of the study area were also asked the question in item 4 of table 5. Among 70 Teachers 10(14.28%) responded strongly agree, 15(21.42%) agree, 32(45.71%) undecided and 13(18.57%) disagree. From 407 students 53(13.02%) of them strongly agree, 186(45.71%) agree, 82(20.14%) of them undecided, and 86(21.13%) disagree. The above data shows that majority of Supervisors, School Principals, Vice Principals, Teachers and Students believe as supervision is not improving learning teaching activities in the study area. Majority of Supervisors (60%), majority of School Principals (60%) and majority of Vice Principals (50%) disagree to the item school supervision enhance teamwork in study area. Data obtained by interview also confirm the fact that school supervision is not enhancing teamwork of Bonaya Boshe Primary schools. Although majority of Teachers (45.71%) replied undecided and majority of students (45.70%) agree to the item, observation made by researcher and other data do not support the data given by teachers and students. Hence the overall data indicates teamwork in the study area is weak.

In item 5 of Table 6 respondents were reacted to the issue of whether school supervision is properly used for teaching learning activities. Their response shows that 3(60 %) of supervisor respondents strongly disagree and 2 (40 %) of them disagree. Similarly 1(20%) of school principals undecided, 1(20%) of them disagree and 3 (60%) of them replied strongly disagree.

Regarding Vice principals, Teacher and Student respondents out of 6 Vice principals 1(16.66%) replied undecided, 2(33.33%) of them replied disagree and 3(50 %) of them replied strongly disagree, out of 70 Teachers 5(7.14%) replied agree, 28(40%) replied undecided, 27(38.57%) of respondents disagree and 10(14.22%) of respondents strongly disagree and, out of 407 students 13 (3.19%) of respondents agree, 59(14.49%) of respondents undecided, 148(36.36%) of respondents disagree and 187(45.91%) of respondents strongly disagree. According to this data Majority of Supervisors (60%), majority of School Principals (60%) and majority of Vice Principals (50%) strongly disagree, while majority of students (36.36%) disagree to the fact that school supervision is properly used for teaching learning activities. Majority of Teachers (40%) undecided on the item. Data obtained under item 5 of table 5 indicates school supervision is not properly used for teaching learning activities in the study area. Data obtained through interview and document analysis also indicate school supervision is not properly used for teaching learning activities in the study area.

In item 6 of Table 5 above respondents were asked whether Parents are not supervising their children at school regularly. Accordingly among 5 Supervisors 2(40%) respondents strongly agree, 2(40%) respondents agree and 1(20%) undecided. For the same question from 5 School principals 3(60%) responded strongly agree and 2(40%) responded agree. Regarding Vice principals 3(50%) strongly agree, 2(33.33%) agree and 1(16.66 %) responded undecided to this question. Teachers and students of the study area were also asked the question in item 6 of Table 5. Among 70 teachers 30 (42.85%) responded strongly agree, 20(28.57%) agree, 12(17.14 %) undecided and 8(11.42%) disagree. From 407 students 90(21.11%) of them replied strongly agree, 151(37.10%) replied agree, 78(19.16%) of them undecided, 88(21.62%) replied disagree and 5(1.23) of them responded strongly agree. According to this data Majority of Supervisors (40%), School Principals (60%), majority of Vice Principals (50%) and majority of Teachers (42.85%) strongly agree, while majority of students (37.10%) agree to the fact that Parents are not supervising their children at school regularly. Data obtained through interview and observation also indicate Parents are not supervising their children at school regularly. This implies parents' contribution to school supervision is below standard in study area.

4.2.2 Factors negatively affecting school supervision in study area.

All the materialistic, administrative and technical hindrances that obstacle the educational supervisors' performance on his or her way to achieve the objectives of his/ her supervisory program that are clear improving and development the teaching learning process. The study of fizzgibbo (2004), aimed at identifying the challenges standing in the face of developing educational supervisors professional efficiency in combined (main streamed educational environments. The study results indicated that one of obstacles in the way of developing Ftzgibon, D (2005) transforming business and education: the challenge to organization and educator. Organizational and educator, Organizational development journal. 21(4) 6-15.

In order to enhance school community participation in primary schools it is necessary to make the community to understand the concept of participation, share their problems, develop the community's sense of ownership and empowering community through training are some of the factors that enhance community participation in education MOE (BESO 11 project, 2003). To identify the major challenges that affect the current practice of school community contribution in supervision the researcher asked respondents the questions stated in table 6 below.

Table 6. Which factor negatively affects school supervision?

NO	Items	Type of respondent	F	The level of respondent			Total		
				Yes	No	I don't no			
1	Lack of monitoring in primary school	Supervisor	F	3	2	-	5		
			%	60	40	-	100		
		School Principal	F	3	2	-	5		
			%	60	40	-	100		
		Vice principal	F	4	2	-	6		
			%	66.66	33.33	-	99.99		
		Teacher	F	40	20	10	70		
			%	57.14	28.57	16.60	99.99		
		Student;	F	262	45	100	407		
			%	63.37	11.05	24.54	99.99		
		2	Lack of training on proper implementation of School supervision	Supervisor	F	4	1	-	5
					%	80	20	-	100
School Principal	F			3	2	-	5		
	%			60	40	-	100		
Vice principal	F			4	2	-	6		
	%			66.66	33.33	-	99.99		
Teacher	F			38	22	10	70		
	%			54.28	31.42	14.25	99.99		
Student	F			245	57	105	407		
	%			60.19	14.70	14.28	99.99		
3	Stakeholders have no good attitude on school supervision			Supervisor	F	3	2	-	5
					%	60	40	-	100
		School Principal	F	3	2	-	5		
			%	60	40	-	100		
		Vice principal	F	4	2	-	6		
			%	66.66	33.33	-	99.99		
		Teacher	F	42	18	10	70		
			%	60	25.71	14.28	99.99		
		Student	F	297	21	89	407		
			%	72	21.51	21.85	99.99		
		4	Shortage of facilities to undertake school Supervision	Supervisor	F	3	2	-	5
					%	60	40	-	100
School Principal	F			3	2	-	5		
	%			60	40	-	100		
Vice	F			4	2	-	6		

		principal	%	66.66	33.33	-	99.99
		Teacher	F	35	30	5	70
			%	50	42.85	7.14	99.99
		Student	F	237	40	130	407
			%	58.23	9.82	31.94	99.99
5	Poor understanding of the advantages of school Supervision	Supervisor	F	4	1	-	5
			%	80	20	-	100
		School Principal	F	3	2	-	5
			%	60	40	-	100
		Vice principal	F	4	2	-	6
			%	66.66	33.33	-	99.99
		Teacher	F	37	30	3	70
			%	52.85	42.85	4.28	99.99
		Student	F	188	74	145	407
			%	46.19	18.18	35.62	99.99

In item 1 of Table 6, the respondents were asked whether lack of monitoring in school negatively affects school supervision and different responses have been given. Among 5 Supervisors 3(60%) replied Yes and 2(40%) replied No. The responses of School principals were similar to Supervisors. Vice principals' response shows 4(66.66%) Yes and 2 (33.33%) No. Regarding other respondents 40(57.14) of teacher respondents replied Yes, 20 (28.57 of them replied No, 10 (16.66%) of them replied I don't know. Out of 407 students 262 (63.37%) of them replied Yes, 45 (11.05%) of them replied No and 100 (24.54%) of them replied I don't know. The result shows majority of Supervisors (60%), majority of School Principals (60%), majority of Vice Principals (66.66%), majority of Teachers (57.14%), and majority of Students (63.37%) replied as lack of monitoring affects school supervision. This implies school communities are not monitoring school supervision as per the standards.

In item 2 of Table 6, the respondents were asked whether lack of training on proper implementation of School supervision affects supervision negatively and different responses have been given. Among 5 Supervisors 4(80 %) replied Yes and 1(20%) replied No. Among 5 School principals 3(60) replied Yes and 2(40%) replied No. The response of School principals

shows 4(66.66%) Yes and 20(33.33%) No. Regarding Teacher and Student respondents 38 (54.28%) of teacher respondents replied Yes, 22 (31.42%) of them replied No and 10 (14.28%) of them replied I don't know. Out of 407 students 245 (60.19%) of them replied Yes, 57 (14%) of them replied No and 105 (25.79%) of them replied I don't know. Majority of Supervisors (80%), majority of School Principals (60%), majority of Vice Principals (66.66%), majority of Teachers (54.2%), and majority of Students (60.19%) replied as lack of training on proper implementation of School supervision negatively affected supervision. Hence data obtained under item 2 of this table indicates that training is not given to school communities on implementation of school supervision or if given it is not enough. Data obtained through interview and document analysis also confirms such data.

In item 3 of Table 6, the respondents were asked whether Stakeholders' bad attitude on school supervision negatively affects supervision and different responses have been given. Among 5 Supervisors 3 (60 %) replied Yes and 2(40 %) replied No. The responses of School principals on this question were similar to Supervisors response. Vice principals' response shows 4 (80 %) replied Yes and 2 (20 %) replied No. Regarding Teacher and Student respondents 42(60%) of teacher respondents replied Yes, 18(25.71 %) of teacher respondents replied No, 10 (14.28) of teacher respondents replied I don't know. Out of 407 students 297 (72 %) of them replied Yes, 21 (5.15 %) of them replied No and 89 (21.86 %) of them replied I don't know. Majority of Supervisors and School Principals (60%), majority of Vice Principals (66.66%), majority of Teachers (60%), and majority of Students (72%) replied as stakeholders' bad attitude negatively affected supervision. This data shows the existence of stakeholders' bad attitude towards supervision.

In item 4 of Table 6, the respondents were asked whether Shortage of facilities affects the undertaking of school Supervision. Accordingly 3 (60 %) Supervisors replied Yes and 2(40 %) replied No. The responses of School principals were similar to Supervisors. Vice principals' response shows 4 (80 %) replied Yes and 2(20 %) replied No. Regarding Teacher and Student respondents 35 (50 %) of teacher respondents replied Yes, 30(42.85%) of teacher respondents replied No, 5(7.14%) of teacher respondents replied I don't know. Out of 407 students 237(58.23%) of them replied Yes, 40 (9.82%) of them replied No and 130 (31.94%) of them replied I don't know. The response of majority of Supervisors and School Principals (60%), majority of Vice Principals (66.66%), majority of Teachers (50%), and majority of Students

(58.23%) recognize shortage of facilities to undertake school Supervision. This data shows the availability of facilities is below expectations. Data obtained from document analysis and interview shows shortage of budget, supervision manual and office.

In item 5 of Table 6, the respondents were asked about whether Poor understanding of the advantages of School Supervision negatively affect supervision and different kind responses have been given. Among 5 Supervisors 4(80 %) replied Yes and 1 (20%) replied No. The responses of School principals were 3(60%) Yes and 2(40%) No. Vice principals' response shows 4(66.66%) Yes and 22 (33.33 %) No. The response of Teachers and Students shows 37 (52.85%) of teacher respondents replied Yes, 30(42.85%) of teacher respondents replied No, 3(4.28%) of teacher respondents replied I don't know. Out of 407 students 188 (46.19%) of them replied Yes, 74 (18.18) % of them replied No and 145(35.62%) of them replied I don't know. Majority of Supervisors (80%), majority of School Principals (60%), majority of Vice Principals (66.66%), majority of Teachers (52.85%), and majority of Students (46.19%) confirms the ignorance on advantages of school supervision. Hence this data shows the advantage of school supervision is not recognized as expected.

4.2.3 The extent of school community contribution in supervision

The management of each school will be democratized and run with the participation of the community, the teachers, the students and the relevant government institutions (Transitional Government of Ethiopia, 1994, pp. 16–17). Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education. Despite this fact lack of knowledge, lack of confidence, lack of good governess, lack of willingness and lack of awareness are some of the factors that hamper community participation in education MOE (BESO 11 project, 2003). Hence the researcher wants to establish the extent to which school community contribute towards supervision. The results are shown in Table 5 below.

Table 7. To what extent does school community contribute in supervision?

NO	Items	Type of respondent	F	The level of respondent					Total
				Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1	Supervisors observe teachers in classroom regularly	Supervisor	F	-	-	2	3	-	5
			%	-	-	40	60	-	100
		School Principal	F	-	-	2	3	-	
			%	-	-	40	60	-	100
		Vice principal	F	-	1	2	3	-	9
			%		16.66	33.33	50	-	99.99
		Teacher	F	10	15	32	13	-	70
			%	14.28	21.42	45.711	18.57	-	99.99
Student	F	53	186	82	86	-	407		
	%	13.02	45.70	20.14	21.13	-	99.99		
2	The school principals supervise all the school environment and classroom regularly	Supervisor	F	-	-	-	2	3	5
			%				40	60	100
		School Principal	F	-	-	1	1	3	5
			%	-	-	20	20	60	100
		Vice principal	F			1	2	3	6
			%			16.66	33.33	50	99.99
		Teacher	F		5	28	27	10	70
			%	-	7.14	40	38.57	14.28	99.99
Student	F	-	13	59	148	187	407		
	%	-	3.19	14.49	36.36	45.94	99.99		
3	Department heads are not participating in school supervision frequently	Supervisor	F	2	2	1	-	-	5
			%	40	40	20	-	-	100
		School Principal	F	3	2		-	-	5
			%	60	40		-	-	100
		Vice principal	F	3	2	1	-	-	6
			%	50	40	20	-	-	100
		Teacher	F	30	20	12	8	-	70
			%	42.85	28.57	17.14	11.42	-	99.99

		Student	F	90	151	78	88	-	407
			%	22.11	37.10	19.16	21.62		99.99
4	Teachers are participating in school supervision regularly	Supervisor	F	-	-	2	3	-	5
			%	-	-	40	60	-	100
		School Principal	F	-	-	2	3	-	100
			%	-	-	40	60	-	100
		Vice Principal	F	-	1	2	3	-	6
			%		16.66	33.33	50	-	99.99
		Teacher	F	10	15	32	13	-	70
			%	14.28	21.42	45.71	18.57	-	99.99
Student	F	53	186	82	86	-	70		
	%	13.02	45.70	20.14	21.13		99.99		
5	Parents are participating in school supervision regularly	Supervisor	F	-	-	-	2	3	5
			%	-	-	-	40	60	100
		School Principal	F	-	-	1	1	3	5
			%	-	-	20	20	50	70
		Vice principal	F	-	-	1	2	3	6
			%	-	-	16.66	33.33	50	99.99
		Teacher	F	-	5	28	27	10	70
			%	-	7.14	40	38.57	14.28	99.99
Student	F	-	13	59	148	187	407		
	%	-	3.19	14.49	36.36	45.94			
6	PTA are not participating in in school supervision regularly	Supervisor	F	2	2	1	-	-	5
			%	40	40	20	-	-	100
		School Principal	F	3	2	-	-	-	5
			%	60	40	-	-	-	100
		Vice principal	F	3	2	1	-	-	6
			%	50	33.33	16.66	-	-	99.99
		Teacher	F	30	20	12	8	-	70
			%	42.85	28.57	17.14	11.42	-	99.99

		Student;	F	90	151	78	88	-	407
			%	21.11	37.10	19.16	21.62	-	99.99
7	KTB are participating in School supervision regularly	Supervisor	F	-	-	1	1	3	5
			%	-	-	20	20	50	100
		School Principal	F	-	-	1	1	3	5
			%	-	-	20	20	60	100
		Vice principal	F	-	-	1	2	3	6
			%	-	-	16.66	33.33	50	99.99
		Teacher	F	-	5	20	17	28	70
			%	-	7.14	28.57	24.25	40	99.99
		Student	F	-	18	62	155	172	407
			%	-	4.42	15.23	38.08	42.26	99.99

In item 1 of table 7 above respondents were asked whether Supervisor regularly observe teachers in classroom. Accordingly from 5 Supervisors 3(60%) respondents disagree, and 2(40%) responded undecided. School principals replied like supervisors. For the same question1 (16.66%) Vice principals agree, 3(50 %) disagree and 2(33.33 %) responded undecided. Teachers and students of the study area were also asked the question in item 1 of table 7 and 32 (45.71%) teachers responded undecided, 15(21.42%) agree, 13(18.56%) of respondents disagree, 10 (14.28%) strongly agree. From 407 students 186 (45.70%) of them agree, 86(21.13%)of respondents disagree, 82 (20.14%)of them undecided, 53 (13.03 %) of them responded strongly agree. Majority of Supervisors and School Principals (60%), majority of Vice principals (50%) disagrees to the fact that supervisors are observe teachers in classroom regularly. The data obtained through interview and document analysis was similar to the response of Supervisors, School principals and Vice Principals. Majority of Teachers (45.71%) replied undecided and majority of students (45.70%) replied supervisors regularly observe teachers in classroom. This implies teacher and student respondents were not clear on the parameters of regular observation.

In item 2 of table 7 above respondents were asked whether the school principals supervise all the school environment and classroom regularly and the response given was as follows. The response of Supervisors shows 3(60 %) strongly disagree and 2(40%) disagree, from 5 School principals3 (60%) responded strongly disagree, 1(20%) responded disagree and1 (20%) of

respondents responded undecided. Regarding Vice principals 3 (50%) strongly disagree, 2 (33.33%) disagree and 1 (16.66%) undecided to this question. Teachers and students of the study area were also asked the question in item 2 of table 8 and 10 (14.28%) of teachers strongly disagree, 27 (38.57%) of them disagree, 28 (40%) of them undecided, and 5 (7.14%) of them agree. From 407 students 187 (45.94%) of respondents strongly disagree, 148 (36.36%) of them disagree, 59 (14.49%) of undecided and 13 (3.19%) of respondents agree. The data obtained under item 2 of table 7 indicates majority of Supervisors and School Principals (60%), majority of Vice principals (50%) and majority of Students (45.90%) strongly disagree to the fact that School Principals supervise at the school environment and classroom regularly. The data obtained through interview and document analysis also reveals this fact. On the other hand majority of Teachers (45.90%) replied undecided this fact. The overall data of this item implies School principals' contribution in supervision is insignificant.

In item 3 same Table 7 the respondents replied to whether department heads are not participating in school supervision frequently. Accordingly 2 (40%) of supervisors strongly agree, 2 (40%) of supervisors agree and 1 (20%) of supervisors undecided. From 5 School principals 3 (60%) strongly agree and 2 (40%) of them replied agree. Regarding Vice principals 3 (50%) of respondents strongly agree 2 (33.33%) of agree and 1 (16.66%) of respondents replied undecided. In addition 30 (42.85%) of teacher respondents strongly agree, 20 (28.57%) agree, 12 (17.14%) undecided and 8 (11.42%) of them disagree. Finally from 407 respondent students 90 (22.11%) of respondents strongly agree, 151 (37.10%) of respondent agree, 78 (19.16%) of respondents undecided and 88 (21.62%) of respondents disagree. Majority of Supervisors (40%), School Principals (60%), Vice principals (50%) and Teachers (42.85%) strongly agree while majority of Students (37.10%) agree to the fact that department heads are not participating in school supervision frequently. This indicates that department heads contribution in supervision is very low.

In item 4 of table 7 above respondents were asked whether Teachers are participating in school supervision regularly. Accordingly 3 (60%) Supervisors replied disagree and 2 (40%) of them replied undecided School principals replied like Supervisor. Regarding Vice principals 3 (50%) of respondents strongly disagree, 2 (33.33%) of them undecided and 1 (16.66%) of agree to this question. The response of teachers and students of the study area shows 32 (45.71%) of teacher respondents undecided, 13 (18.57%) of teacher respondents disagree, 10 (14.28%) of them

strongly agree and 15 (21.42%) of them agree. From 407 students 186(45.70%) of respondents agree, 82 (20.14%) of respondents undecided, 86(21.13) of respondents disagree and 53(13.02%) of respondents strongly agree. The data obtained under item 4 of table7 indicates majority of Supervisors and School Principals (60%) and majority of Vice principals (50%) disagrees to the fact that Teachers are participating in supervision regularly. On the other hand majority of teachers (45.71%) undecided on the matter and majority of students (45.70%) agree on the issue. This implies teachers are not contributing much in supervision. The data obtained through interview and document analysis also indicates teachers' minimum role in supervision. The data obtained through interview and document analysis also reveals this fact.

In item 5 of table 7 above respondents were asked whether parents are participating in school supervision regularly. Accordingly among 5 Supervisor3 (60%) of respondents strongly disagree and 2(40%) of them disagree. For the same question from 5 School principals 3(60) of respondents strongly disagree,1(20%)of respondents undecided and 1 (20%)of respondents disagree. In addition the response of Vice principals shows 3(50) of respondents strongly disagree, 1(16.66%) of respondents undecided and 2(33.33%) of respondents disagree to this question. Teachers response to the question shows 28(40%) replied undecided, 5 (7.14%) replied agree, 27 (38.57%) of respondents disagree and 10 (14.28%) of them strongly disagree. From 407 students, 187 (45.94%) strongly disagree, 148(39.36%) disagree, 59(14.49 %) undecided and 13(3.19%) agree to the question. The response given shows majority of Supervisors and School Principals (60%), majority of Vice principals (50%) and majority of students (45.94%) strongly agree, while majority of Teachers (40 %) undecided on the question at hand. In addition data obtained by interview and document analysis supports the idea of majority respondents. Hence this data affirms that parents' contribution in supervision is below expectations.

In item 6 of same Table 7 the respondents were asked whether PTAs are not participating in school supervision regularly. The response shows, 2(40%) Supervisors strongly agree, 2 (40%) of them agree and 1 (20%) of them undecided. Regarding the response of School principals 3(60%) of respondents strongly agree and 2(40%) of them replied agree. Vice principals response shows 3(50 %) strongly agree, 2(33.33%) agree and 1(16.66%) replied undecided. In addition Teachers response shows30 (42.85%) strongly agree, 20(28.57 %) agree, 12(17.14%) undecided, and 8(11.42%) disagree to question. Finally from 407 respondent students 90(22.11 %) of respondents strongly agree, 151 (37.10) of respondents agree, 78(19.16 %) of respondents

undecided and 88(21.62) of respondents disagree. Majority of Supervisors (40%), majority of School Principals and Vice principals (60%) and majority of Teachers (42.85 %) strongly agree while majority of Students (37.10%) agree to the fact that PTAs are not participating in school supervision regularly. This indicates that PTAs contribution in supervision is very low. Data obtained through interview and document analysis also affirms PTAs contribution in supervision as insignificant.

In item 7 of table 7 above respondents were asked whether KEBs are participating in school supervision regularly. Accordingly among 5 Supervisors 3(60 %) replied strongly disagree, 1 (20%) of respondents replied undecided and 1 (20%) of respondents replied disagree. School principals' response was similar to Supervisors. Vice principals response shows 3(50 %) strongly disagree, 2(33.33%) disagree and 1 (16.66%) of undecided. The reaction of teachers to the question shows 17(24.28%) disagree, 28(40%) strongly disagree, 20(28.58%) undecided and 5(7.14) agree. From 407 students 172(42.26 %) of respondents strongly disagree, 155(38.08%) of them disagree, 62 (15.23%) of them undecided and 18(4.42 %) of respondents agree. Majority of Supervisors and School Principals (60%), majority of Vice principals (50%), majority of teachers (40%) and majority of students (42.26%) strongly disagree to the fact that KEBs are regularly participating in school supervision. The finding indicates KEBs contribution in supervision is below expectations.

Interview Question analysis

The researcher used interview to address the practice of school supervision and the extent of school community contribution in supervision of Bonaya Boshe Woreda Primary Schools.

1. Does strategic plan and action plan of your school included the contribution of school community on supervision? The data obtained for this question indicates that majority of the respondents agreed on the absence of specific mechanisms to identify instructional limitations of teachers in the classroom because of those School based supervisors did not have specific and tangible plan to specify and identify the limitations of teachers. The study showed that the school improvement strategic plan was developing by the individual school principals. The involvement of teachers, students, and community in planning of SIP was poor. To overcome the problems related to planning even in implementation, all stakeholders should be involved in the planning process.

2. Have your school enough resources to undertaking school supervision? The qualitative data gathered by interview also indicated that School community contribution supervisors inefficiently design appropriate intervention to minimize the identified limitations of teachers in the classrooms because of lack of budget and experience.
3. Do school communities participate on supervision activity? Respondents of this question replied as Supervisors, School principals, Vice Principals, Teachers, Parents, PTAs and KEB contribution in school supervision is below expectation.
4. What are the challenges that affect school supervision? Similarly, the response collected from the interviewed school principals also confirmed that there were no organized training programs given for school-based supervisors. In the same way, the interview Woreda Education Office supervision coordinators revealed that due to financial constraint and lack of vehicles they couldn't offer relevant training programs and The practices and challenges of School based supervision the shortage of allocated budget facilitate supervisory activities, sufficient support for supervisors at school level. Also, three of supervision coordinators declared that the equal status in educational level of woreda supervisors with primary school community contribution supervisors and teachers also made them lack of confidence to assist teachers. The response from the CRC level supervision coordinator revealed that there were no adjustments made to train school-community contribution supervisors at woreda level rather facilitating conditions such as selecting participant trainees, and act as a bridge to handover letters to the concerned bodies when the primary school as well as Woreda Education Office supervision s training programs. As mentioned by the same interviewee, lack of skilled manpower and inadequate number of experts, lack of budget, and lack of in-service training for themselves in turn to assist others were among the hindrances made the Woreda Education Office experts incapable to train school-based supervisors and provide adequate assistance for secondary schools.
5. Do you think that school supervision is fault finding activity rather than giving feedback? Many stockholders believe supervision of classroom is not improving teaching and learning activities in study area. This indicates poor implementation of school supervision by stakeholders and document analysis also show the same result.

Document analysis

The followings are documents observed by researcher to analyze the practice of school supervision in study area.

1. CPD Manuals and programs
2. SIP: School Improvement Program
3. Committee establishment (Minutes)
4. PTA: Parent Teacher Association
5. ETB: School Education and Training Board
6. Committee - Guide line
7. Regulation, Annual plan, Meeting schedule and other files

The findings of these documents indicates;-

- Most of schools have such listed documents but their implementations are poor.
 - PTAs and SETB members have made decision on different issues but their decisions were subject to delay and not on time.
 - There is no workshop or orientation given to PTAs and SETB members.
 - There is no laboratory in the study area.
 - Libraries in the study area were not functioning well.
 - Contribution to the school in cash and kind is insufficient.
 - Labor contribution by parents for construction is insufficient.
 - Communication mechanisms like meeting, official letters, brochures and report were not used.
- The only communication mechanism was home visiting by teachers.
- Recording supervision activity, Feedback from colleagues and parents, self assessment and findings of solutions to problems were not practiced.
 - Recognition of teaching achievements including awards, and inventing school resources was not practiced.
 - Model 19 and model 22 were not properly practiced.

Generally data obtained through document analysis indicates the non existence or the insufficiency of documents evidencing effective school supervision. This in turn confirms data obtained through questionnaire and interview.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of the study deals with the summary of the major findings of the study, conclusion drawn on the basis of the findings and recommendations which are given to be useful in improving the problems related to parents' involvement in investigation of the school community contribution in supervision: The case of Bonaya Boshe Woreda of Primary Schools forwarded for all concerned academic community.

5.1. Summary of the study findings

The main objective of this study was to investigate the practices and study school community contribution in supervision: The case of Bonaya Boshe Woreda of Primary Schools forwarded for all concerned academic community. The study also attempted to meet this purpose research questions related to support how the school community contribution in supervision perceived school supervision, community attitudes towards supervision, practices of school supervision, effect of teaching learning process on daily activities of primary school community and the major challenges that hinder encountered the implementation of supervision in primary schools were considered. To address the basic questions of the study descriptive survey research method both qualitative and quantitative data analysis techniques were employed. It indicated from the findings in terms of percentage and frequency scores of the independent variables among each other to achieve the objective. The basic questions raised under Unit One answered here.

1. How school supervision is effectively implemented in Bonaya Boshe Woreda primary schools?
2. What are the major factors that negatively affect supervision services?
3. To what amount the school supervision serving effectively in selected primary schools?

To this effect, the study was conducted in 5 government primary schools of Bonaya Boshe Woreda. Consequently, 70 Teachers and 407 Students were selected as a sample by using simple random and purposive sampling techniques, whereas 5 CRC Supervisors, 5 School principals and 6 Vice principals were taken as a sample through purposive sampling technique. For the study, primary and secondary data sources were employed. The practices and challenges of school community contribution in supervision data was gathered through mixed research design both quantitative and qualitative tools. Accordingly, 20 copies of a questionnaire were prepared and distributed for 5 school principals, 5

supervisors, 6 vice principals, 70 teachers and 407 students. All distributed questionnaire were returned. On the other hand interview sessions were conducted with PTA from the sample schools. Moreover, document analyses were employed to obtain qualitative data. The quantitative data gathered through questionnaires were analyzed in frequency, and percentage. The reliability of instruments was analyzed through using reliability analysis at Cornbrash's alpha 0.958. Whereas, the qualitative data gathered through the Closed-ended questionnaire, interview checklist and document were analyzed.

The findings revealed that the majority of Student, Teacher, vice principal, School principal and Supervisor respondents including the interviewee school PTA confirmed that the school community contribution in supervision is below standards. As respondents revealed school community contribution in supervisors failed to use the observation properly, and in particular, they left the community before the period was over. Furthermore, data gathered through the interview sessions, document analyses of the sample schools and close -ended questions of the questionnaire show that classroom observation was typically conducted once per a semester.

The findings of the study revealed that the school community contribution in supervisors were not efficient in assisting teachers in conducting required regular meetings with teachers, in organizing conferences and training programs at the school level. This in turn has poor effect in helping community to conduct action research and evaluating the current contribution texts for possible further improvement; in conducting regular contribution supervision , and in providing sufficient professional assistance for other community Regarding the factors that hinder the implementation of school community contribution supervision; the respondents confirmed that: the incapability of school community contribution supervision; for effective contribution activities, lack of relevant training programs to update the supervisors; the scarcity of experienced supervisors in school-based supervision activity; the shortage of allocated budget to facilitate supervisory activities; the supervisors' heavy workload by routine tasks; the negative perception of teachers towards supervision, and the absence of any supervision manual in the school, are the major ones. All these are presumed factors that could hamper the activities of effective supervision in primary schools of the study area.

The majority of the respondents didn't have any understanding and knowledge in how to contribute the school and participate on school supervision. One of the major problems was that principals were unable to disseminate information about school contribution on school supervision. And also, school supervision communities didn't train adequately. Related to the

evidences seen in using contribution in the improvement and contribution of community practices, the main problem identified was that no data or documents (evidences) show the school community participation on the school supervision. This stroked the contribution of the society to the achievements of the desired goals and the observed success did not seem to reflect the real changes of teaching learning process. Generally, most of the community hasn't shown their social contribution to the achievement of the desired goals. Through the roles of sample taken, it convinced that in researched schools, no achievement of the schools' annual plan on the school supervision. It was also clear that no follow up practices were made in all schools and the school administrators left everything in the hands of teachers with little or no support. And this in turn constrained the activities of teaching learning.

The findings indicated that teachers failed to identify their strengths and weakness and revise their plan of teaching. Regarding to the situations which challenge the practices of the school supervision were the lack training, insufficient knowledge of teachers on school supervision, lack of follow up activities, lack of support, lack of concern of the relevant educational authorities and lack of commitment and initiation of teachers have affected the implementation of supervision. Similarly, workloads and shortage of time, lack of incentives for, the stakeholder, lack of resources, were the major factors. On the other hand, conditions that facilitate the successful practices of contribution of school community supervisions were adequate knowledge of administrative support, resources, need assessments, common format on portfolio, decreasing the teaching loads, clear guidance, follow up activities; motivation and close supervision were the main factors to ensure the implementation of the activity.

As information obtained from community discussion lack of stability in the contribution of school supervision, lack of support from the responsible body of educational supervisor, lack of awareness and lack of relationship were some of the barriers which hindered the practices of contribution of school supervision.

Regarding the resource, the contribution of school community on the participation of school supervision the finding of this study showed that most stakeholders have not clear understanding about the resources accumulating in contribution of School supervision. In relation to the perception of teachers attitudes towards education supervision, the opposition has been occurred which prevented from implementing school supervision. The reasons for being resistant were the

problem of awareness and they had no time, had little interest and lacked commitment in school supervision activities.

5.1. Conclusions

The major objective of this study was to investigate school community contribution in supervision in case of Bonaya Boshe primary schools. Based on the analysis and summary of the major findings, the following conclusions were made. The major conclusions are presented as the following based on data analysis and findings.

The main purpose of supervision is professional and conducive environment for creating a better learning condition for students

1. Resistance in adopting contribution of school community on the participation of school supervision. This is one of the factors that hinder school community participation in school supervision since students' parents and other stakeholders do not come to the school when they are called by the school administrations to share experience that obtained from different schools. Also, they neglect the importance of school supervision to their children learning, and they assume that teaching and learning process is only the role of school and teachers. This issue is the major problem in Primary Schools in Bonaya Boshe Woreda.
 2. Lack of parents' awareness on the issue idea of school supervision is also another problem that obtained from this study. There is not sufficient training to parents and all stakeholders on the contribution of school community participation of supervision in most primary schools.
 3. Another problem that was found in this study is lack of leadership commitments. Most of the school principals and supervisors are not paying all efforts that required from them to aware school society on the role of school supervision to ensure the quality of education.
- Most of the School principals and supervisors have not adequate skills to manage and facilitate parents 'involvements on the contribution school community participation supervision.
 - Negative attitude of stakeholders on the contribution of school community participations supervision is the major factor. Many people believe that supervision is for evaluation purpose and they think as it is fault finding.

Trained in capability of school administrators and lack of checking mechanisms in of good relationship between community and schools' administrators and shortage of financial (resource) materials are highly affecting the effective implementation of contribution of school community in researched schools.

- The findings also indicated that the roles played school supervision by vice principals, principals, teachers, department heads key teachers and all of stakeholders' school community especially by supervisors, and principals were very low supervise teaching learning activity on implementation. This has resulted in the failure of the program to attain its aim as it was desired. As stated above due to the lack of teachers' commitment, lack of teachers' positive attitudes towards supervision of the school implementation the practices of the contribution of school community on the participation of school supervision in primary schools of Boneya Boshe Woreda under the study was below the expectation.

5.2. Recommendations

On the basis of overall study and the conclusion drawn, the following recommendations are suggested. Based on the findings, the recommendations are presented as 'recommendation for action or practice' and 'recommendation for further study'.

- Consistent and well-organized trainings should be arranged for School community participating in school supervision. This is to create awareness for school community to avoid unnecessary negative attitudes towards the contribution school community implementation. The training opportunity for the school community should include in trainings the role and responsibility of stakeholder on the contribution of school community on the participation of school supervision and community perceived school supervision.
- School principals, supervisors, vice principal teacher's department head PTAs, KETBs and others concerned bodies need to give more importance to stimulate teaching learning activities' interest and commitment to make them engage actively in the practices of supervision. To bring in to closer relation, intimacy relationship at home and at school, the parents and stakeholder may cooperate intelligently in the training of the supervision. This could be done by providing additional incentives for supervision like, update and upgrading certificates, leaderships promotion, give chances to take part in training, workshops leadership etc.

- School administrators and supervisors should take the responsibility of facilitating conditions and providing sustainable support for stakeholders to implement school supervision effectively. They are able to create conducive learning environments so that stakeholders can actively participate in practices school supervision. They must create a conducive environment that supports collaboration, provide time for school community to participate in supervision activities; recognize, and reward, the concept of school supervision.
- There should be qualified and well-trained leadership at each school level who able to give support (directive) to the overall practice of methods of supervision to primary school community. In addition, prepare updated of style conducive school supervision teaching learning activities and contribution and guidelines for the implementation of teaching contribution of school community that could help the supervisor as reference.
- The school principals should provide valuable support in various ways such as by allocating budget and creating favorable conditions for supervision to participate in school environment - provides time for school community to meet and share ideas with one another and encourages them to make connections across disciplines. As managers, principals should coordinate supervision activities, schedule time, spaces, and opportunities for teachers to work and learn together and align available incentives with professional development supervision.
- Giving feedback for planning implantation organizing staffing and evaluating the implementation of supervision actives contributes much to take contractive measures and find solution for the problems of school supervision implementation. Therefore, it is suggested that stakeholders ought to carry out continuously evaluation of supervision practices. This could be done by assessing the implementation of supervisor persistently.
- According to the obtained information, supervision was relied on observation to evaluate process of teaching learning activity similarly; teachers have still held to common assessment methods to measure their students. It is advisable to link supervision with observation, other assessment and evaluation methods, like active teaching learning process. Research studies similar to this one should be undertaken to examine the practices of the contribution of school community on the participation of school supervision and secondary schools in other regional states of the country, as this study

was limited to the primary schools of Bonaya Boshe Woreda. Further study could also be conducted in non-government school.

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Appendix - A
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaires for Supervisor

Dear respondents: The main function of this study is to gather relevant data to the study allowed” The contribution of school community on the participation of school supervision the case of Bonaya Boshe Woreda primary school in East Wollega Zone, Oromia Regional State”. Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the necessary information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private.

NOTICE:

1. Please, read all the questions before attempting to answer the questions.
2. No need to consult others to fill the questionnaires.
3. You do not need to write your name on the questionnaire.

I. Personal Data.

Hence, you are selected to give information for my questions. I ask you kindly to respond honestly and confidentially.

General information

- Encircle the letter of your choice in the case of closed -ended questions
- Write your opinion in the space provided in the case of open– ended questions

1. Name of school _____
2. Sex M_____ F _____
3. Age A, 20-25 years B, 26-30 yrs. C, 31-35 yrs. D, 36 -40. E,41-45. F 46-50 and above
4. Your qualifications I, Diploma ii, BED/BSC iii, MED/MSC Iv please indicate if the other than the above
5. Service leaders by leading experience in the primary school

A, 0-5yrs B,6-10yrs C,11-15yrs D,16-20 years E, 21 -25 years F,26-30 years G, 31 years and above.

II. Questionaries’ for school community Items related for supervision.

The following items Indicate that Perceive the role of Supervision in Education amount the school supervision serving effectively in selected primary schools? To what amount the school Supervision serving effectively in selected primary schools Read each statement carefully and put ting Use „√“ to indicate your response ' mark in one of the five alternatives to show the level of your perceived agreement in the provided box using (5 Strong Agree 4 Agree 3undeided 2 Disagree 1 Strong disagrees1

N o	Items	The level of respondent				
		5	4	3	2	1
1	Supervision of classroom is improving teaching and learning activities					
2	School supervision is improving students result					
3	School supervision is used for evaluation only					
4	School supervision enhance Teamwork					
5	School supervision is used arning process for teaching learning activities properly					
6	Parents are not supervise their children at school regularly					

III.Questionaries’ for students Items related for supervision role in education.

The following items Indicate that Perceive the ole of major factors that affect supervision services? Supervision in Education Read each statement carefully and put Use „√“ to indicate your response 'to show the level of your perceived agreement in he provided box using (3Yes, 2 No and 1 I don’t know.)

No	Items	The level of respondent				
		5	4	3	2	1
1	Lack of monitoring in primary school					
2	Lack of training on proper implementation of School supervision					
3	Stakeholders have no good attitude on school supervision					
4	Shortage of facilities to undertake school Supervision					
5	Poor understanding of the advantages of school Supervision					

IV. Items related to school community participation in school supervision.

The following question indicated that extent does the school community or stakeholders participating on supervision activity? Read these statements and use „√“ to indicate your response on the given box to show the level of their participation (5 Very high 4 high 3 medium 2 low 1 very low)

No	Items	The level of respondent				
		5	4	3	2	1
1	Supervisors observe teachers in classroom regularly					
2	The school principals supervise all the school environment and classroom regularly					
3	Department heads are participating in school supervision frequently					
4	Teachers are participating in school supervision regularly					
5	Parents are participating in School supervision regularly					
6	PTA are not participating in school supervision regularly					

Appendix- B
Addis Ababa University
College Of Education and Behavioral Studies
Department of Educational Planning and Management Principal
Questionnaire

Questionnaire’s For School Principals

Dear respondents: The main function of this study is to gather relevant data to the study allowed” The contribution of school community on the participation of school supervision the case of Bonaya Boshe Woreda primary school in East Wollega Zone, Oromia Regional State”. Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the necessary information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private.

NOTICE:

1. Please, read all the questions before attempting to answer the questions.
2. No need to consult others to fill the questionnaires.
3. You do not need to write your name on the questionnaire.

I. Personal Data.

Hence, you are selected to give information for my questions. I ask you kindly to respond honestly and confidentially.

General information

- Encircle the letter of your choice in the case of closed -ended questions
- Write your opinion in the space provided in the case of open– ended questions

1. Name of school _____
2. Sex M_____ F _____
3. Age A, 20-25 years B, 26-30 yrs. C, 31-35 yrs. D, 36 -40. E,41-45. F 46-50 and above
4. Your qualifications I, Diploma ii, BED/BSC iii, MED/MSC Iv please indicate if the other than the above
5. Service leaders by leading experience in the primary school

A, 0-5yrs B,6-10yrs C,11-15yrs D,16-20 years E, 21 -25 years F,26-30 years G, 31 years and above

II. Questionaries' for school community Items related for supervision.

The following items Indicate that Perceive the role of Supervision in Education amount the school supervision serving effectively in selected primary schools? To what amount the school Supervision serving effectively in selected primary schools Read each statement carefully and put ting Use „√“ to indicate your response ' mark in one of the five alternatives to show the level of your perceived agreement in the provided box using (5 Strong Agree 4 Agree 3 undecided 2 Disagree 1 Strong disagrees)

No	Items	The level of respondent				
		5	4	3	2	1
1	Supervision of classroom is improving teaching and learning activities					
2	School supervision is improving students result					
3	School supervision is used for evaluation only					
4	School supervision enhance Teamwork					
5	School supervision is used arning process for teaching learning activities properly					
6	Parents are not supervise their children at school regularly					

V. Questionaries' for students Items related for supervision role in education.

The following items Indicate that Perceive the ole of major factors that affect supervision services? Supervision in Education Read each statement carefully and put Use „√“ to indicate your response 'to show the level of your perceived agreement in he provided box using (3Yes, 2 No and 1 I don't know.

No	Items	The level of respondent		
		3	2	1
1	Lack of montoring in primary school			
2	Lack of training on proper implementation ofSchool supervision			
3	Stakkeholders have no good attitude on school supervision			
4	Shortage of facilities toundertake school Supervision			
5	Poor understanding of the advanteges of schoolSupervision			

VI. Items related to school community participation in school supervision.

The following question indicated that extent does the school community or stakeholders participating on supervision activity? Read these stamen par Use „√“ to indicate your response on the given box to show the level of their participation Strong Agree 4 Agree 3 undecided 2 Disagree 1 Strong disagrees1

No	Items	The level of respondent				
		5	4	3	2	1
1	Supervisors observe teachers in classroom regularly					
2	The shcool principals supervise all the school enviroment and classroom regularly					

3	Departement heads are participating in school supervision frequently					
4	Teachers are participating in school supervision regularly					
5	Parents are participating in School supervision regularly					
6	PTA are not participatin in in school supervision regularly					

Appendix C
Addis Ababa University
College Of Education and Behavioral Studies
Department Of Educational Planning and Management

Questionnaires for Vice Principal

Dear respondents: The main function of this study is to gather relevant data to the study allowed” The contribution of school community on the participation of school supervision the case of Bonaya Boshe Woreda primary school in East Wollega Zone, Oromia Regional State”. Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the necessary information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private.

NOTICE

1. Please, read all the questions before attempting to answer the questions.
2. No need to consult others to fill the questionnaires.
3. You do not need to write your name on the questionnaire.

I. Personal Data.

Hence, you are selected to give information for my questions. I ask you kindly to respond honestly and confidentially.

General information

- Encircle the letter of your choice in the case of closed -ended questions
- Write your opinion in the space provided in the case of open– ended questions

1. Name of school _____

2. Sex M_____ F _____

3. Age A. 20-25 years, B. 26-30 yrs., C.31-35 yrs., D.36 -40, E. 41-45, F.46-50 and above

4. Your qualifications I, Diploma ii, BED/BSC iii, MED/MSC Iv please indicate if the other than the above

5. Service leaders by leading experience in the primary school

A, 0-5yrs B,6-10yrs C,11-15yrs D,16-20 years E, 21 -25 years F,26-30 years G, 31 years and above.

II. Questionnaires for school community Items related for supervision.

The following items Indicate that Perceive the role of Supervision in Education amount the school supervision serving effectively in selected primary schools? To what amount the school supervision serving effectively in selected primary schools? Read each statement carefully and putting Use „√“ to indicate your response ' mark in one of the five alternatives to show the level of your perceived agreement in the provided box using (5 Strong Agree 4 Agree 3 undecided 2 Disagree 1 Strong disagrees

No	Items	The level of respondent				
		5	4	3	2	1
1	Supervision of classroom is improving teaching and learning activities					
2	School supervision is improving students result					
3	School supervision is used for evaluation only					
4	School supervision enhance Teamwork					
5	School supervision is used arning process for teaching learning activities properly					
6	Parents are not their children at school regularly					

VII. Questionnaires' for students Items related for supervision role in education.

The following items Indicate that Perceive the ole of major factors that affect supervision services? Supervision in Education Read each statement carefully and put Use „√“ to indicate your response 'to show the level of your perceived agreement in he provided box using (3Yes, 2 No and 1 I don't know.)

No	Items	The level of respondent		
		3	2	1
1	Lack of montoring in primary school			
2	Lack of training on proper implementation ofSchool supervision			
3	Stakkeholders have no good attitude on school supervision			
4	Shortage of facilities toundertake school Supervision			
5	Poor understanding of the advanteges of schoolSupervision			

VIII. Items related to school community participation in school supervision.

The following question indicated that extent does the school community or stakeholders participating on supervision activity? Read these stamen par Use „√“ to indicate your response on the given box to show the level of their participation (5 Very high 4 high 3medium 2low 1 verylow)

No	Items	The level of respondent				
		5	4	3	2	1
1	Supervisors observe teachers in classroom regularly					
2	The shcool principals supervise all the school enviroment and classroom regularly					
3	Departement heads are participating in school supervision frequently					
4	Teachers are participating in school supervision regularly					
5	Parents are participating in School supervision regularly					
6	PTA are not participatin in in school supervision regularly					

Appendix –D
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaires for Teacher

Dear respondents: The main function of this study is to gather relevant data to the study allowed” The contribution of school community on the participation of school supervision the case of BonayaBoshe Woreda primary school in East Wollega Zone, Oromia Regional State”. Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the necessary information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private.

NOTICE:

1. Please, read all the questions before attempting to answer the questions.
2. No need to consult others to fill the questionnaires.
3. You do not need to write your name on the questionnaire.

I Personal Data.

Hence, you are selected to give information for my questions. I ask you kindly to respond honestly and confidentially.

General information

- Encircle the letter of your choice in the case of closed -ended questions
- Write your opinion in the space provided in the case of open– ended questions

1. Name of school _____
2. Sex M_____ F _____
3. AgeA. 20-25 years, B. 26-30 yrs., C. 31-35 yrs., D.36 -40yrs, E .41-45yrs, F 46-50 and above
4. Your qualifications I, Diploma ii, BED/BSC iii, MED/MSC Iv please indicate if the other than the above
5. Service leaders by leading experience in the primary school
A, 0-5yrs B,6-10yrs C,11-15yrs D,16-20 years E, 21 -25 years F,26-30 years G, 31 years and above

II Questionaries' for students Items related for supervision

The following items Indicate that Perceive the role of Supervision in Education amount the school supervision serving effectively in selected primary schools? To what amount the school supervision serving effectively in selected primary schools? Read each statement carefully and put ting Use „√“ to indicate your response ' mark in one of the five alternatives to show the level of your perceived agreement in the provided box using (5 Strong Agree 4 Agree 3 undecided 2 Disagree 1 Strong disagrees

No	Items	The level of respondent				
		5	4	3	2	1
1	Supervision of classroom is improving teaching and learning activities					
2	School supervision is improving students result					
3	School supervision is used for evaluation only					
4	School supervision enhance Teamwork					
5	School supervision is used arning process for teaching learning activities properly					
6	Parents are notsupervise their children at school regularly					

IX. Questionaries' for students Items related for supervision role in education.

The following items Indicate that Perceive the ole of major factors that affect supervision services? Supervision in Education Read each statement carefully and put Use „√“ to indicate your response 'to show the level of your perceived agreement in he provided box using (3Yes, 2 No and 1 I don't know.)

No	Items	The level of respondent		
		3	2	1
1	Lack of monitoring in primary school			
2	Lack of training on proper implementation of School supervision			
3	Stakeholders have no good attitude on school supervision			
4	Shortage of facilities to undertake school Supervision			
5	Poor understanding of the advantages of school Supervision			

X. Items related to school community participation in school supervision.

The following question indicated that extent does the school community or stakeholders participating on supervision activity? Read these statements and use „√“ to indicate your response on the given box to show the level of their participation (5 Very high 4 high 3 medium 2 low 1 very low)

No	Items	The level of respondent				
		5	4	3	2	1
1	Supervisors observe teachers in classroom regularly					
2	The school principals supervise all the school environment and classroom regularly					
3	Department heads are participating in school supervision frequently					
4	Teachers are participating in school supervision regularly					
5	Parents are participating in School supervision regularly					
6	PTA are not participating in school supervision regularly					

Appendix- E
Addis Ababa University
College Of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaires for Students

Dear respondents: The main function of this study is to gather relevant data to the study allowed” The contribution of school community on the participation of school supervision the case of Bonaya Boshe Woreda primary school in East Wollega Zone, Oromia Regional State”. Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the necessary information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private.

NOTICE:

1. Please, read all the questions before attempting to answer the questions.
2. No need to consult others to fill the questionnaires.
3. You do not need to write your name on the questionnaire.

I. Personal Data.

Hence, you are selected to give information for my questions. I ask you kindly to respond honestly and confidentially.

General information

- Encircle the letter of your choice in the case of closed -ended questions
- Write your opinion in the space provided in the case of open- ended questions1. Name of school _____
- 2. Sex M_____ F _____
- 3. Age A. 20-25 years, B. 26-30 yrs, C, 31-35 yrs, D,36 -40, E .41-45, F .46-50 and above
- 4. Your qualifications I, Diploma ii, BED/BSC iii, MED/MSC Iv please indicate if the other than the above
- 5. Service leaders by leading experience in the primary school

A, 0-5yrs B,6-10yrs C,11-15yrs D,16-20 years E, 21 -25 years F,26-30 years G, 31 years and above

II. Questionaries’ for school community Items related for supervision

The following items Indicate that Perceive the role of Supervision in Education amount the school supervision serving effectively in selected primary schools? To what amount the school supervision serving effectively in selected primary schools? Read each statement carefully and put ting Use „√“ to indicate your response ' mark in one of the five alternatives to show the level of your perceived agreement in the provided box using (5Strong Agree 4 Agree 3 undecided 2 Disagree 1 Strong disagree

No	Items	The level of respondent				
		5	4	3	2	1
1	Supervision of classroom is improving teaching and learning activities					
2	School supervision is improving students result					
3	School supervision is used for evaluation only					
4	School supervision enhance Teamwork					
5	School supervision is used arning process for teaching learning activities properly					
6	Parents are not supervise their children at school regularly					

XI. Questionaries’ for students Items related for supervision role in education.

The following items Indicate that Perceive the ole of major factors that affect supervision services? Supervision in Education Read each statement carefully and put Use „√“ to indicate your response 'to show the level of your perceived agreement in he provided box using (3Yes, 2 No and 1 I don’t know.)

No	Items	The level of respondent		
		3	2	1
1	Lack of monitoring in primary school			
2	Lack of training on proper implementation of School supervision			
3	Stakeholders have no good attitude on school supervision			
4	Shortage of facilities to undertake school Supervision			
5	Poor understanding of the advantages of school Supervision			

XII. Items related to school community participation in school supervision.

The following question indicated that extent does the school community or stakeholders participating on supervision activity? Read these statements and use „√“ to indicate your response on the given box to show the level of their participation (5 Very high 4 high 3 medium 2 low 1 very low)

No	Items	The level of respondent				
		5	4	3	2	1
1	Supervisors observe teachers in classroom regularly					
2	The school principals supervise all the school environment and classroom regularly					
3	Department heads are participating in school supervision frequently					
4	Teachers are participating in school supervision regularly					
5	Parents are participating in School supervision regularly					
6	PTA are not participating in school supervision regularly					

Appendix- F
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
Interview Questions for PTAs

Dear respondents: The main function of this study is to gather relevant data to the study allowed”
The contribution of school community on the participation of school supervision the case of
Bonaya Boshe Woreda primary schools. Your answer is very important for the achievement of
the study. Thus, you are kindly requested to respond the questions, in order to provide the
necessary information on top of the different issues related to the study. The achievement of this
study depends on your truthful and real response to the questions. The information will be used
for academic reason only and responses will be kept private. General information you are not
expected to write your name General information you are not expected to write your name

Tell your opinion about the following information in the case of open – ended questions

1. Name of school _____
2. Sex M _____ F _____
3. Age A. 20-25 years, B. 26-30 yrs, C. 31-35 yrs, D. 36 and above
4. Your qualifications _____
5. Service of PTAs in the committee a, 0-2yrs b, 3-4 yrs, c, 5-6 yrs. d, 8-10yrs e, 11 and above
- 1 Does strategic plan and action plan of your school included the contribution of school community on supervision?
- 2 Have your school enough resources to undertaking school supervision?
- 3, Does school community participate on supervision activity?
- 4, what are the challenges that affect school supervision
5. Do you think that the school community participation on supervision has involvement to enhance the students result? How?
6. Do you think that school supervisionis fault finding activity rather than giving feedback?

APPENDIX-G

Department of Educational Planning and Management

Challenges of Community Participation on Educational Material Resources Management in
primary School of Ester Wollega Zone, Oromia Regional State

Checklist for observation document gathering regarding to community participation
Availability of Document guide Different document

No	Check list observation document gathering regarding to community availability	Responses	
		Yese	NO
1	Availability of school curriculu		
	Educatio sector development programs I,II,III,and IV		
	Bilu puernt		
	CPD manuals and programs		
2	Committee establishment (Minutes)		
	PTAs ; Parent Teacher Association		
	ETB : School Educatio and Training Board		
	SIP ;School Improvement program		
3	Committees ,Guide Luideline		
	Regulation		
	Annual plan		
	Meeting schedule		
4	Documents , available in the school		
	Parent teacher meetings		
	Decision made by PTA, and SETB member (Minutes , files ,reports)		
	Experience taken by PTAs and SETBs		
	Workshops or orientation given to parents		
	Contribution to the school community In cash and kind Money material		
	Labor contribution mechanisms		

	Parents as teacher aid		
5	Communication mechanisms		
	Meeting		
	Official letters		
	Brochures		
	Report card		
	Home visiting by teachers		
6	Recording supervision activity document		
	Given Feedback/evidence from colleagues and parents		
	Self-assessment and finding solutions to problems		
	Recognition of teaching achievements including awards		
	Inventing school resource		
7	Reflection on feedback, including self-reflection		
	Use model 19 in your school when materials submitted to store		
	Use model 22 in your school when draw materials from store		
	Inventor report document in your school		
	Receipt of income and out going		

Dabalee– A
Yuniveersiitii Addis Ababaa
Kolleejjii qorannoo barnootaatti
Muummee hoggansa barootaa
Gaaffannoo supervaayizerootaan Guutamu

Kabajamtoota deebistoota gaafannoo kanaa: Hojiin ijoo qorannoo kanaa odeeffannoo qabatamaa waa'ee “Qooda fudhannaa hawaasni mana barumsaa dawwannaa mana barumsaa irratti qabu ilaalchisee akka Godina Wallaggaa Bahaa Aanaa Boonayyaa Bosheetti” jedhu hojjechaan jira. Deebiin isin kennitan ragaa kana dhugoomsuuf baay'ee barbaachisaa dha. Kanaafuu dhugummaa qorannoo kanaa kan mirkaneessu deebii sirrii ta'e isin kennitan waan ta'eef, dhimmoota gaafatamtan irratti odeeffannoo barbaachisaaf qorannicha dhugoomsuu danda'a jettan irratti yaada keessan bilisa taatanii akka nuuf deebistan kabajaan isin gaafanna. Odeeffannoon isin qorannoo kana irratti kennitan bu'aa barnootaa qofaaf kan fayyadu ta'ee, yaadni dhuunfaa keessanis icciitiin kan qabame dha.

Hubachiisa:

- 1, Gaaffiilee dhiyaataniif deebii utuu hin kenniin dura, gaaffilee hunda sirriitti dubbisi.
- 2, Deebii gaaffilee dhiyaatani deebisuuf namaan mari'achuun hin eeyyamamu.
- 3, waraqaa gaafannoo irratti maqaa kee hin barreessiin.

I Ajaja Duraa:

Gaafannoo isiniif dhiyaateef filannoo keessan agarsiisuuf gabatee kenname keessatti mallattoo „√“ kaa'aa

Maqaa mana barumsaa _____

Koorniyaa dhiira _____ dubara _____

Umurii waggaa A, 20-25 B, 26-30 C, 31-35 D, 36-40 E, 41-45 F, 46-50 fi oli

sadrkaa barnoota 1 Dippiloomaa 2 Digirii 3 Digirii 2ffaa.

Muuxannoo hooggansaa/barsiisummaan qabdan waggaa A 0-5 B 6-10 C 11-15 D 16-20 E 21-25 F 26-30 G 31oli

II Gaaffileen itti aanan gahee hawaasni superviiziyinii manneen barnoota keessatti qabu agarsiisu.

Tokkoo tokkoo gaaffilee ofeeggannoon dubbisuun yaada kee kennuuf mallattoo mallattoo „√“ kana saanduuqa siif kenname keessatti guuti. Deebii kee kennuuf 5= Baay`een itti waliigala 4= Ittin waliigala 3= Hin murteessu 2= Itti walii hin galu 1=Cirumaa nan mor

Lak	Gaaffnnoo gahee daawwannaan mana barumsaa keessatti qabu agarsiisu	Sadarkaa raawwii				
		5	4	3	2	1
1	Daawwannaan daree gocha barubarsiisuu battalatti fooyyeessa					
2	Barnoota fooyyeessuu keessati daaw wannaan mana baru msaa yeroo amaati Qabxii barattoota ni fooyyeessa					
3	Daawwannaan mana barumsaa madaalli qofaaf gargaara					
4	Daawwannaan mana barumsaa banootaa sadarkaa tokkoffa keessatti Hojii gareen hojjechuu ni cimsaa					
5	Daawwannaan mana barumsaa adeemsa baruu fi barsiisuu fooyyeessa					
6	Maatiin barattoota ijoollee isaan daawwachuun barnoota akka fooyya uuf hin hojjetu ?					

III Gaafannoo barattootaaf gahee superviiziyinii barumsaattif dhiyaate

Gaaffileen itti aanan waantoota rakkoo ta`anii superviiziyinii manneen barnootaa dangan agarsiisu. Tokkoon tokkoon gaaffilee sirriitti dubbisii deebiikebak ka siif kenname keessatti mallattoo „√“ kaa`I. Deebii kee kennuuf 3 =Eeyyee 2 = Lakki yookaan immoo 1=Hinbeeku filannoowwan jedhan fayyadamii jala isaaniitti deebii kee kenni

	Waantoota ijoo tajaajjia superviiziyinii hubann	Sadarkaa filannoo yaadaa		
1	To'annoon superviiziyinii manneen barnootaa dhibuu	3	2	1
2	Hojiirra oolmaa superviiziyinii manneen barnootaaf leenjii gahaa qabu			
3	Ilaalch dhimmamtoonni barnootaa superviiziyinii manneen ilaalcha gaarii qabu			
4	Superviiziyinii manneen barnootaa gaggeessuuf faasiliitiiwwan barbaachisaa dhabamuu			
5	Waa'een barbaachisummaa superviziyinii manneen barnootaarratti m hubannoo dhabuu			

IV Gaafannoonn asiigadiitti dhihaatan hirmaannaa hawwaasin mana barumsaa superviziyiin gaggeessuun (daawwachuu keessatti taasisan ilaallatan.)

Gaafannoowwaisiniif dhiyaataniif sadarkaawwaannaanaa isaaniif dhiyaate agarsiisuuf gabatee kenname 5 =Daran olaan 4=Olaanaa 3=Giddu galeessa 2 =Gadaanaa = 1 daran gadaanaa jalatti mallattoo „√“ kana kaa`aa

	Gaaffilee sadarkaa hirmaannaa hawaasni mana barumsaa keessatti qabu agarsiisaan	Sadarkaa raawwii				
1	Supervaayizeroonni yeroo barsiisoni barsiisan ni daawwatu	5	4	3	2	1
2	Dura bu`aan mana barumsaa hojii superviziin hunda ni daawwataa					
3	Ittigaafatamtoonni muummeewwan mana barumsaa ni daawwataa jira?					
4	Barsiisonni mana barumsaa daawwanna keessatti ni hirmataa jiru ?					
5	Maatiin barattoota mana barumsaa daawwachaa jiruu					
6	Gamtaan maatii barattootaa fi barsiisotaa manan barumsaa daawwachaa hin jiru ?					
7	Boordiin barnootaa fi leenjii gandaa mana barumsaa daawwachaa jiru ?					

Dabalee – B
Yuniveersiitii Addis Ababaa
Kolleejjii Qorannoo Barnootaatti
Muummee Hoggansa Barootaa
Gaaffannoo Hooggantootaan Guutamu

Kabajamtoota deebistoota gaafannoo kanaa: Hojiin ijoo qorannoo kanaa odeeffannoo qabatamaa waa'ee “Qooda fudhannaa hawaasni mana barumsaa dawwannaa mana barumsaa irratti qabu ilaalchisee akka Godina Wallaggaa Bahaa Aanaa Boonayyaa Bosheetti” jedhu hojjechaan jira. Deebiin isin kennitan ragaa kana dhugoomsuuf baay'ee barbaachisaa dha. Kanaafuu dhugummaa qorannoo kanaa kan mirkaneessu deebii sirrii ta'e isin kennitan waan ta'eef, dhimmoota gaafatamtan irratti odeeffannoo barbaachisaaf qorannicha dhugoomsuu danda'a jettan irratti yaada keessan bilisa taatanii akka nuuf deebistan kabajaan isin gaafanna. Odeeffannoon isin qorannoo kana irratti kennitan bu'aa barnootaa qofaaf kan fayyadu ta'ee, yaadni dhuunfaa keessanis icciitiin kan qabame dha.

Hubachiisa:

- 1, Gaaffiilee dhiyaataniif deebii utuu hin kenniin dura, gaafilee hunda sirriitti dubbisi.
- 2, Deebii gaaffilee dhiyaataniif deebisuuf namaan mari'achuun hin eeyyamamu.
- 3, waraqaa gaafannoo irratti maqaa kee hin barreessiin.

I Ajaja Duraa:

Gaafannoo isiniif dhiyaateef filannoo keessan agarsiisuuf gabatee kenname keessatti mallattoo „√“ kaa'aa

Maqaa mana barumsaa _____

Koorniyaa dhiira _____ dubara _____

Umurii waggaa A, 20-25 B, 26-30 C, 31-35 D ,36-40 E ,41-45 F, 46-50 fi oli

Sadarkaa barnoota 1 Dippiloomaa 2 Digirii 3 Digirii 2ffaa

Muuxannoo hooggansaa/barsiisummaan qabdan waggaa A 0-5 B 6-10 C 11-15 D 16-20 E 21-25 F 26-30 G 31, oli

II Gaaffileen itti aanaan gahee hawaasni superviiziyinii manneen barnoota keessatti qabu agarsiisu.

Tokkoo tokkoo gaaffilee ofeeggannoon dubbisuun yaada kee kennuuf mallattoo mallattoo „√“ kana saanduuqa siif kenname keessatti guuti. Deebii keekennuuf 5= Baay`een itti waliigala 4= Ittin waliigala 3= Hin murteessu 2=Itti walii hin galu 1=Cirumaa nan mormaa

Lak	Gaaffnnoo gahee daawwannaan mana barumsaa keessatti qabu agarsiisu	Sadarkaa raawwii				
1	Daawwannaan daree gocha barubarsiisuu battalatti fooyyeessa	5	4	3	2	1
2	Barnoota fooyyeessuu keessati daaw wannaan mana baru msaa yeroo amaati Qabxii barattoota ni fooyyeessa					
3	Daawwannaan mana barumsaa madaalli qofaaf gargaara					
4	Daawwannaan mana barumsaa banootaa sadarkaa tokkoffa keessatti Hojii gareen hojjechuu ni cimsaa					
5	Daawwannaan mana barumsaa adeemsa baruu fi barsiisuu fooyyeessa					
6	Maatiin barattoota ijoollee isaan daawwachuun barnoota akka fooyya uuf hin hojjetu ?					

III Gaafannoo barattootaaf ahee superviiziyinii barumsaattif dhiyaate

Gaaffileen itti aanan waantoota rakkoo ta`anii superviiziyinii manneen barnootaa dangan agarsiisu. Tokkoon tokkoon gaaffilee sirriitti dubbisii deebiikebak ka siif kenname keessatti mallattoo „√“ kaa`I. Deebii kee kennuuf 3 =Eeyyee 2 = Lakki yookaan immoo 1=Hinbeeku filannoowwanjedhan fayyadamii jala isaaniitti deebii kee kenni

	Waantoota ijoo tajaajjia superviiziyinii hubann	Sadarkaa filannoo yaadaa		
1	To'annoon superviiziyinii manneen barnootaa dhibuu	3	2	1
2	Hojiirra oolmaa superviiziyinii manneen barnootaaf leenjii gahaa qabu			
3	Ilaalch dhimmamtoonni barnootaa superviiziyinii manneen ilaalcha gaarii qabu			
4	Superviiziyinii manneen barnootaa gaggeessuuf faasiliitiiwwan barbaachisaa dhabamuu			
5	Waa`een barbaachisummaa superviziyinii manneen barnootaarratti m hubannoo dhabuu			

IV Gaafannoonn asiigadiitti dhihaatan hirmaannaa hawwaasin mana barumsaa superviziin gaggeessuun (daawwachu keessatti taasisan ilaallatan)

Gaafannoowwa isiniif dhiyaataniif sadarkaawwaannaanaa isaaniif dhiyaate agarsiisuuf gabatee kenname 5 =Daran olaan 4=Olaanaa 3=Giddu galeessa 2 =Gadaanaa daran gadaanaa jalatti mallattoo „√“ kana kaa`aa

	Gaaffilee sadarkaa hirmaannaa hawaasni mana barumsaa keessatti qabu agarsiisaan	Sadarkaa raawwii				
1	Supervaayizeroonni yeroo barsiisoni barsiisan ni daawwatu	5	4	3	2	1
2	Dura bu`aan mana barumsaa hojii superviziin hunda ni daawwataa					
3	Ittigaafatamtoonni muummeewwan mana barumsaa ni daawwataa jira?					
4	Barsiisonni mana barumsaa daawwanna keessatti ni hirmataa jiru ?					
5	Maatiin barattoota mana barumsaa daawwachaa jiruu					
6	Gamtaan maatii barattootaa fi barsiisotaa manan barumsaa daawwachaa hin jiru ?					
7	Boordiin barnootaa fi leenjii gandaa mana barumsaa daawwachaa jiru ?					

Dabalee – C
Yuniveers Itii Addis Abaaba
Kollejjii Qorannoo Barnoota
Muummee Hoggansa Baroota
Gaaffannoo Itti`aana mana barumsaan Guutamu

Kabajamtoota deebistoota gaafannoo kanaa: Hojiin ijoo qorannoo kanaa odeeffannoo qabatamaa waa'ee “Qooda fudhannaa hawaasni mana barumsaa dawwannaa mana barumsaa irratti qabu ilaalchisee akka Godina Wallaggaa Bahaa Aanaa Boonayyaa Bosheetti” jedhu hojjechaan jira. Deebiin isin kennitan ragaa kana dhugoomsuuf baay'ee barbaachisaa dha. Kanaafuu dhugummaa qorannoo kanaa kan mirkaneessu deebii sirrii ta'e isin kennitan waan ta'eef, dhimmoota gaafatamtan irratti odeeffannoo barbaachisaaf qorannicha dhugoomsuu danda'a jettan irratti yaada keessan bilisa taatanii akka nuuf deebistan kabajaan isin gaafanna. Odeeffannoon isin qorannoo kana irratti kennitan bu'aa barnootaa qofaaf kan fayyadu ta'ee, yaadni dhuunfaa keessanis icciitiin kan qabame dha.

Hubachiisa:

- 1, Gaaffiilee dhiyaataniif deebii utuu hin kenniin dura, gaaffilee hunda sirriitti dubbisi.
- 2, Deebii gaaffilee dhiyaataniif deebisuuf namaan mari'achuun hin eeyyamamu.
- 3, waraqaa gaafannoo irratti maqaa kee hin barreessiin.

I. Ajaja Duraa:

Gaafannoo isiniif dhiyaateef filannoo keessan agarsiisuuf gabatee kenname keessatti mallattoo „√“ kaa`aa

Maqaa mana barumsaa _____

Koorniyaa dhiira _____ dubara _____

Umurii waggaa A, 20-25 B, 26-30 C, 31-35 D ,36-40 E ,41-45 F, 46-50 fi oli

Sadarkaa barnoota 1 Dippiloomaa 2 Digirii 3 Digirii 2ffaa

Muuxannoo hooggansaa/barsiisummaan qabdan waggaan A 0-5 B 6-10 C 11-15 D 16-20E 21-25F 26-30 G 31,oli

II. Gaaffileen itti aanaan gahee hawaasni superviiziyiniimanneen barnoota keessatti qabu agarsiisu.

Tokkoo tokkoo gaaffilee ofeeggannoon dubbisuun yaada kee kennuuf mallattoo mallattoo „√“ kana saanduuqa siif kenname keessatti guuti. Deebii kee kennuuf 5= baay`een itti waliigala 4= ittin waliigala 3= hin murteessu 2= itti walii hin galu 1=cirumaa nan mormaa

Lak	Gaaffnnoo gahee daawwannaan mana barumsaa keessatti qabu agarsiisu	Sadarkaa raawwii				
		5	4	3	2	1
1	Daawwannaan daree gocha barubarsiisuu battalatti fooyyeessa					
2	Barnoota fooyyeessuu keessati daaw wannaan mana baru msaa yeroo amaati Qabxii barattoota ni fooyyeessa					
3	Daawwannaan mana barumsaa madaalli qofaaf gargaara					
4	Daawwannaan mana barumsaa banootaa sadarkaa tokkoffa keessatti Hojii gareen hojjechuu ni cimsaa					
5	Daawwannaan mana barumsaa adeemsa baruu fi barsiisuu fooyyeessa					
6	Maatiin barattoota ijoollee isaan daawwachuun barnoota akka fooyya uuf hin hojjetu ?					

III. Gaafannoo barattootaaf gahee superviiziyinii barumsaattif dhiyaate

Gaaffileen itti aanan waantoota rakkoo ta`anii superviiziyinii manneen barnootaa dangan agarsiisu. Tokkoon tokkoon gaaffilee sirriitti dubbisii deebiikee bakka siif kenname keessatti mallattoo,√“ kaa`I. Deebii kee kennuuf 3 =Eeyyee 2 = Lakki yookaan immoo 1=Hinbeeku filannoowwanjedhan fayyadamii jala isaaniitti deebii kee kenni

	Waantoota ijoo tajaajjia superviiziyinii hubann	Sadarkaa filannoo yaadaa		
1	To`annoon superviiziyinii manneen barnootaa dhibuu	3	2	1
2	Hojiirra oolmaa superviiziyinii manneen barnootaaf leenjii gahaa qabu			
3	Ilaalch dhimmamtoonni barnootaa superviiziyinii manneen ilaalcha gaarii qabu			
4	Superviiziyinii manneen barnootaa gaggeessuuf faasiliitiiwwan barbaachisaa dhabamuu			
5	Waa`een barbaachisummaa superviiziyinii manneen barnootaarratti m hubannoo dhabuu			

I. Gaafannoonn asiigadiitti dhihaatan hirmaannaa hawwaasin mana barumsaa superviziin gaggeessuun (daawwachuu keessatti taasisan ilaallatan)

Gaafannoowwa isiniif dhiyaataniif sadarkaawwaannaanaa isaaniif dhiyaate agarsiisuuf gabatee kenname 5 =Daran olaan 4=Olaanaa 3=Giddu galeessa 2 =Gadaanaa daran gadaanaa jalatti mallattoo „√“ kana kaa`aa

	Gaaffilee sadarkaa hirmaannaa hawaasni mana barumsaa keessatti qabu agarsiisaan	Sadarkaa raawwii				
		5	4	3	2	1
1	Supervaayizeroonni yeroo barsiisoni barsiisan ni daawwatu					
2	Dura bu`aan mana barumsaa hojii superviziin hunda ni daawwataa					
3	Ittigaafatamtoonni muummeewwan mana barumsaa ni daawwataa jira?					
4	Barsiisonni mana barumsaa daawwanna keessatti ni hirmataa jiru ?					
5	Maatiin barattoota mana barumsaa daawwachaa jiruu					
6	Gamtaan maatii barattootaa fi barsiisotaa manan barumsaa daawwachaa hin jiru ?					
7	Boordiin barnootaa fi leenjii gandaa mana barumsaa daawwachaa jiru ?					

Dabalee – D
Yuniveers Iitii Addis Abaaba
Kolleejjii Qorannoo Barnoota
Muummee Hoggansa Baroota
Gaaffannoo Barsiisotaan kan Guutamu

Kabajamtoota deebistoota gaaffannoo kanaa: Hojiin ijoo qorannoo kanaa odeeffannoo qabatamaa waa'ee "Qooda fudhannaa hawaasni mana barumsaa dawwannaa mana barumsaa irratti qabu ilaalchisee akka Godina Wallaggaa Bahaa Aanaa Boonayyaa Bosheetti" jedhu hojjechaan jira. Deebiin isin kennitan ragaa kana dhugoomsuuf baay'ee barbaachisaa dha. Kanaafuu dhugummaa qorannoo kanaa kan mirkaneessu deebii sirrii ta'e isin kennitan waan ta'eef, dhimmoota gaafatamtan irratti odeeffannoo barbaachisaaf qorannicha dhugoomsuu danda'a jettan irratti yaada keessan bilisa taatanii akka nuuf deebistan kabajaan isin gaafanna. Odeeffannoon isin qorannoo kana irratti kennitan bu'aa barnootaa qofaaf kan fayyadu ta'ee, yaadni dhuunfaa keessanis icciitiin kan qabame dha.

Hubachiisa:

- 1, Gaaffiilee dhiyaataniif deebii utuu hin kenniin dura, gaaffilee hunda sirriitti dubbisi.
- 2, Deebii gaaffilee dhiyaataniif deebisuuf namaan mari'achuun hin eeyyamamu.
- 3, waraqaa gaaffannoo irratti maqaa kee hin barreessiin.

I Ajaja Duraa:

Gaaffannoo isiniif dhiyaateef filannoo keessan agarsiisuuf gabatee kenname keessatti mallattoo „√“ kaa`aa

Maqaa mana barumsaa _____

Koorniyaa dhiira _____ dubara _____

Umurii waggaa A, 20-25 B, 26-30 C, 31-35 D ,36-40 E ,41-45 F, 46-50 fi oli

Sadarkaa barnoota 1 Dippiloomaa 2 Digirii 3 Digirii 2ffaa

Muuxannoo hooggansaa/barsiisummaan qabdan waggaa A 0-5 B 6-10 C 11-15 D 16-20 E 21-25 F 26-30 G 31, oli

II Gaaffileen itti aanaan gahee hawaasni superviiziyinii manneen barnoota keessatti qabu agarsiisu.

Tokkoo tokkoo gaaffilee ofeeggannoon dubbisuun yaada kee kennuuf mallattoo mallattoo „√“ kana saanduuqa siif kenname keessatti guuti. Deebii keekennuuf 5= baay`een itti waliigala 4= ittin waliigala 3= hin murteessu 2= itti walii hin galu 1=cirumaa nan mormaa

Lak	Gaaffnnoo gahee daawwannaan mana barumsaa keessatti qabu agarsiisu	Sadarkaa raawwii				
1	Daawwannaan daree gocha barubarsiisuu battalatti fooyyeessa	5	4	3	2	1
2	Barnoota fooyyeessuu keessati daaw wannaan mana baru msaa yeroo amaati Qabxii barattoota ni fooyyeessa					
3	Daawwannaan mana barumsaa madaalli qofaaf gargaara					
4	Daawwannaan mana barumsaa banootaa sadarkaa tokkoffa keessatti Hojii gareen hojjechuu ni cimsaa					
5	Daawwannaan mana barumsaa adeemsa baruu fi barsiisuu fooyyeessa					
6	Maatiin barattoota ijoollee isaan daawwachuun barnoota akka fooyya uuf hin hojjetu ?					

III Gaafannoo barattootaaf gahee superviiziyinii barumsaattif dhiyaate

Gaaffileen itti aanan waantoota rakkoo ta`anii superviiziyinii manneen barnootaa dangan agarsiisu. Tokkoon tokkoon gaaffilee sirriitti dubbisii deebiikeebak ka siif kenname keessatti mallattoo„√“ kaa`I. Deebii kee kennuuf 3 =Eeyyee 2 = Lakki yookaan immoo 1=Hinbeeku filannoowwan jedhan fayyadamii jala isaaniitti deebii kee kenni

	Waantoota ijoo tajaajjia superviiziyinii hubann	Sadarkaa filannoo yaadaa		
1	To'annoon superviiziyinii manneen barnootaa dhibuu	3	2	1
2	Hojiirra oolmaa superviiziyinii manneen barnootaaf leenjii gahaa qabu			
3	Ilaalch dhimmamtoonni barnootaa superviiziyinii manneen ilaalcha gaarii qabu			
4	Superviiziyinii manneen barnootaa gaggeessuuf faasiliitiiwwan barbaachisaa dhabamuu			
5	Waa'een barbaachisummaa superviziyinii manneen barnootaarratti m hubannoo dhabuu			

IV Gaafannoonn asiigadiitti dhihaatan hirmaannaa hawwaasin mana barumsaa superviziin gaggeessuun (daawwachu keessatti taasisan ilaallatan).

Gaafannoowwaisiniif dhiyaataniif sadarkaawwaannaanaa isaaniif dhiyaate agarsiisuuf gabatee kenname 5 =Daran olaan 4=Olaanaa 3=Giddu galeessa 2 =Gadaanaa daran gadaanaa jalatti mallattoo „√“ kana kaa`aa

	Gaaffilee sadarkaa hirmaannaa hawaasni mana barumsaa keessatti qabu agarsiisaan	Sadarkaa raawwii				
1	Supervaayizeroonni yeroo barsiisoni barsiisan ni daawwatu	5	4	3	2	1
2	Dura bu`aan mana barumsaa hojii superviziin hunda ni daawwataa					
3	Ittigaafatamtoonni muummeewwan mana barumsaa ni daawwataa jira?					
4	Barsiisonni mana barumsaa daawwanna keessatti ni hirmataa jiru ?					
5	Maatiin barattoota mana barumsaa daawwachaa jiruu					
6	Gamtaan maatii barattootaa fi barsiisotaa manan barumsaa daawwachaa hin jiru ?					
7	Boordiin barnootaa fi leenjii gandaa mana barumsaa daawwachaa jiru ?					

Dabalee – E
Yuniveersiitii Addis Abaaba
Kolleejjii Qorannoo Barnoota
Muummee Hoggansa Baroota
Gaaffannoo Barattootaan Guutamu

Kabajamtoota deebistoota gaaffannoo kanaa: Hojiin ijoo qorannoo kanaa odeeffannoo qabatamaa waa'ee “Qooda fudhannaa hawaasni mana barumsaa dawwannaa mana barumsaa irratti qabu ilaalchisee akka Godina Wallaggaa Bahaa Aanaa Boonayyaa Bosheetti” jedhu hojjechaan jira. Deebiin isin kennitan ragaa kana dhugoomsuuf baay'ee barbaachisaa dha. Kanaafuu dhugummaa qorannoo kanaa kan mirkaneessu deebii sirrii ta'e isin kennitan waan ta'eef, dhimmoota gaafatamtan irratti odeeffannoo barbaachisaaf qorannicha dhugoomsuu danda'a jettan irratti yaada keessan bilisa taatanii akka nuuf deebistan kabajaan isin gaafanna. Odeeffannoon isin qorannoo kana irratti kennitan bu'aa barnootaa qofaaf kan fayyadu ta'ee, yaadni dhuunfaa keessanis icciitiin kan qabame dha.

Hubachiisa:

- 1, Gaaffiilee dhiyaataniif deebii utuu hin kenniin dura, gaafilee hunda sirriitti dubbisi.
- 2, Deebii gaaffilee dhiyaataniif deebisuuf namaan mari'achuun hin eeyyamamu.
- 3, waraqaa gaaffannoo irratti maqaa kee hin barreessiin.

I Ajaja Duraa:

Gaaffannoo isiniif dhiyaateef filannoo keessan agarsiisuuf gabatee kenname keessatti mallattoo „√“ kaa'aa

Maqaa mana barumsaa _____

Koorniyaa dhiira _____ dubara _____

Umurii waggaa A, 20-25 B, 26-30 C, 31-35 D, 36-40 E, 41-45 F, 46-50 fi oli

Sadarkaa barnoota 1 Dippiloomaa 2 Digirii 3 Digirii 2ffaa.

Muuxannoo hooggansaa/barsiisummaan qabdan waggaa A 0-5 B 6-10 C 11-15 D 16-20 E 21-25 F 26-30 G 31, oli

II Gaaffileen itti aanaan gahee hawaasni superviiziyinii manneen barnoota keessatti qabu agarsiisu.

Tokkoo tokkoo gaaffilee ofeeggannoon dubbisuun yaada kee kennuuf mallattoo mallattoo „√“ kana saanduuqa siif kenname keessatti guuti. Deebii kee kennuuf 5= Baay`een itti waliigala 4= Ittin waliigala 3= Hin murteessu 2= Itti walii hin galu 1=Cirumaa nan mormaa

Lak	Gaaffnnoo gahee daawwannaan mana barumsaa keessatti qabu agarsiisu	Sadarkaa raawwii				
1	Daawwannaan daree gocha barubarsiisuu battalatti fooyyeessa	5	4	3	2	1
2	Barnoota fooyyeessuu keessati daaw wannaan mana baru msaa yeroo amaati Qabxii barattoota ni fooyyeessa					
3	Daawwannaan mana barumsaa madaalli qofaaf gargaara					
4	Daawwannaan mana barumsaa banootaa sadarkaa tokkoffa keessatti Hojii gareen hojjechuu ni cimsaa					
5	Daawwannaan mana barumsaa adeemsa baruu fi barsiisuu fooyyeessa					
6	Maatiin barattoota ijoollee isaan daawwachuun barnoota akka fooyya uuf hin hojjetu ?					

III Gaafannoo barattootaaf gahee superviiziyinii barumsaattif dhiyaate.

Gaaffileen itti aanan waantoota rakkoo ta`anii superviiziyinii manneen barnootaa dangan agarsiisu.tokkoon tokkoon gaaffilee sirriitti dubbisii deebiikeebak ka siif kenname keessatti mallattoo„√“ kaa`I. Deebii kee kennuuf 3 =Eeyyee 2 = Lakki yookaan immoo 1=Hinbeeku filannoowwan jedhan fayyadamii jala isaaniitti deebii kee kenni

	Waantoota ijoo tajaajjii superviiziyinii hubann	Sadarkaa filannoo yaadaa		
1	To'annoon superviiziyinii manneen barnootaa dhibuu	3	2	1
2	Hojiirra oolmaa superviiziyinii manneen barnootaaf leenjii gahaa qabu			
3	Ilaalch dhimmamtoonni barnootaa superviiziyinii manneen ilaalcha gaarii qabu			
4	Superviiziyinii manneen barnootaa gaggeessuuf faasiliitiiwwan barbaachisaa dhabamuu			
5	Waa`een barbaachisummaa superviziyinii manneen barnootaarratti m hubannoo dhabuu			

IV Gaafannoonn asiigadiitti dhihaatan hirmaannaa hawwaasin mana barumsaa superviziin gaggeessuun (daawwachuu keessatti taasisan ilaallatan).

Gaafannoowwa isiniif dhiyaataniif sadarkaawwaannaanaa isaaniif dhiyaate agarsiisuuf gabatee kenname 5 =Daran olaan 4=Olaanaa 3=Giddu galeessa 2 =Gadaanaa daran gadaanaa jalatti mallattoo „√“ kana kaa`aa

	Gaaffilee sadarkaa hirmaannaa hawaasni mana barumsaa keessatti qabu agarsiisaan	Sadarkaa raawwii				
1	Supervaayizeroonni yeroo barsiisoni barsiisan ni daawwatu	5	4	3	2	1
2	Dura bu`aan mana barumsaa hojii superviziin hunda ni daawwataa					
3	Ittigaafatamtoonni muummeewwan mana barumsaa ni daawwataa jira?					
4	Barsiisonni mana barumsaa daawwanna keessatti ni hirmataa jiru ?					
5	Maatiin barattoota mana barumsaa daawwachaa jiruu					
6	Gamtaan maatii barattootaa fi barsiisotaa manan barumsaa daawwachaa hin jiru ?					
7	Boordiin barnootaa fi leenjii gandaa mana barumsaa daawwachaa jiru ?					

Dabalee – F

Yuniveersiitii Addis Ababaa Kolleejjii Qorannoo Barnootaatti Muummee Hoggansa Barootaa

Gaaffii Qomaa: Koree Gamtaa Maatii, Barattootaaf Barsiisotaaf Dhiyaate

Kabajamtoota deebistoota gaafannoo kanaa: Hojiin ijoo qorannoo kanaa odeeffannoo qabatamaa waa'ee “Qooda fudhannaa hawaasni mana barumsaa dawwannaa mana barumsaa irratti qabu ilaalchisee akka Godina Wallaggaa Bahaa Aanaa Boonayyaa Bosheetti” jedhu hojjechaan jira. Deebiin isin kennitan ragaa kana dhugoomsuuf baay'ee barbaachisaa dha. Kanaafuu dhugummaa qorannoo kanaa kan mirkaneessu deebii sirrii ta'e isin kennitan waan ta'eef, dhimmoota gaafatamtan irratti odeeffannoo barbaachisaaf qorannicha dhugoomsuu danda'a jettan irratti yaada keessan bilisa taatanii akka nuuf deebistan kabajaan isin gaafanna. Odeeffannoon isin qorannoo kana irratti kennitan bu'aa barnootaa qofaaf kan fayyadu ta'ee, yaadni dhuunfaa keessanis icciitiin kan qabame dha.

Hubachiisa:

- 1, Gaaffiilee dhiyaataniif deebii utuu hin kenniin dura, gaaffilee hunda sirriitti xiinxali.
- 2, Deebii gaaffilee dhiyaatani deebisuuf namaan mari'achuun hin eeyyamamu.

AJAJA DURAA: Odeeffannoo waa'ee Dhuunfaa keessanii

- 1, Koorniyaa: 1, Dhiira 2, Dubara
- 2, Umurii: A. 20-25 B. 26-30 C. 31-35 D. 36 fi isaa ol
3. Sadarkaa Barnootaa _____
4. Tajaajila koree keessatti hojjettani a, 0-2 b, 3-4 c, 5-6 d, 8-10 e, 11 fi isaa ol

Gaaffilee Qomaa Dhiyaatan

- 1, Karoorri Tarsiima'aa fi karoorri Gochaa Mana Barumsaa keessanii qooda fudhannaa Hawaasni mana Barumsaa superviiziyinii barnootaa keessatti qabu hammachiiseeraa?
- 2, Manni Barumsaa keessan qabeenya gahaa superviiziyinii barnootaa gaggeessuuf oolu qaba?
- 3, Haawaasni Mana Barumsaa Suuperviiziyinii Barnootaa keessatti hirmaachaa jiru?
- 4, Hojii Suuperviiziyinii Barnootaa wantootni danqan maal faadha?
5. Qooda fudhannaan hawaasni mana barumsaa dawwannaa mana barumsaa irratti qabu qabxii barattoota fooyyessuu danda'a jettanii yaadduu? Attamitti?
6. Suuperviiziyinii Barnootaa duubdeebii kennuu caalaa hanqina barbaaduu irratti xiyyeeffata jet tayaadduu?