

**AN ASSESSMENT OF THE ROLES AND CHALLENGES OF PRIMARY SCHOOL  
CLUSTER SUPERVISORS IN METEKEL ZONE**

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## DECLARATION

I under declare that, this thesis is my original work and has not been presented for a degree in any other university and that all source or materials used for the thesis have been dully acknowledged.

This thesis, "An assessment of the roles and challenges of primary school cluster supervisors in Metekel zone", is approved as the original work of Adane Abulie.

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## **Abstract**

*This study was conducted to assess the roles and challenges of primary school cluster supervisors in Metekel zone. To study the problem, five basic research questions were drawn. The focus of these research questions was benefits teachers gained from cluster supervisory practice; contribution of cluster supervisors for the improvement of the schools' management; actual functions of cluster supervisors; professional preparation of cluster supervisors; and challenges cluster supervisors. To conduct the study, descriptive survey design was employed. Multistage sampling technique was employed to select the sample Woredas, cluster centers, schools principals and teachers. By this, six Woredas Education Officers, 18 cluster supervisors, 26 schools and principals and 94 teachers were included in this study. Questionnaire was the main data gathering instrument for this study. Thus, 94 teachers, 23 school principals, and 15 cluster supervisors filled the questionnaire. An interview was also conducted to enrich the quantitative data. As a result, six Woreda Education Officers, three school principals and three cluster supervisors, totally 12 participants were interviewed. To observe the comments written on the schools' logbooks and to assess the working conditions, particularly the availability and conditions of basic facilities for cluster supervisors, an observation was conducted in 18 cluster centers using structured checklist. Quantitative data collected through questionnaire was analyzed by using mean scores and 'F' test by using SPSS v.16.o. Percentage was also used to analyze the quantitative data gathered by using structured checklist. The data gathered through interview was discussed in line with questionnaire. Consequently, the main findings emerged from this study were: benefits teachers gained from cluster supervisors practice was insignificant; the contribution of cluster supervisors for the improvement of the school's management was insufficient; school visits by cluster supervisors were irregular; cluster supervisors were not well prepared to give the required service; and the working conditions were unfavorable for cluster supervisors. Finally, to minimize and if possible to solve the problems, the following recommendations were drawn: arranging short term refresher training and discussion forums; providing professional on the job training, experience sharing and manuals and guides for cluster supervisors; supervising far away schools from cluster centers by WEO and providing a means of transport and other basic resources for cluster supervisors; and conducting further investigation regarding factors that impede cluster supervisory practice.*

# Table of Contents

<b>Contents</b>	<b>Page</b>
Acknowledgements.....	I
Abstract.....	II
Table of Contents.....	III
List of Tables.....	VI
Acronyms and Abbreviations.....	VII
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	2
1.3. Objectives of the Study.....	4
1.3.1. General Objective.....	4
1.3.2. Specific Objectives.....	4
1.4. Significance of the Study.....	4
1.5. The Scope of the Study.....	5
1.6. Limitation of the Study.....	5
1.7. Operational Definitions of Key Terms.....	6
1.8. Organization of the Study.....	6
CHAPTER TWO.....	7
2. REVIEW OF RELATED LITERATURE.....	7
2.1. Introduction.....	7
2.1.1. Definition of Supervision.....	7
2.1.2. Principles of Educational Supervision.....	8
2.2. Historical Development of Supervision.....	9
2.3. Approaches to Educational Supervision.....	11
2.4. The Relationship between Supervision and Education Quality.....	12
2.5. School Clusters.....	12
2.5.1. The Origin of School Clusters.....	12
2.5.2. Definition of School Clusters.....	13
2.5.3. Objectives of School Clusters.....	13

2.5.3.1.	Improving the Quality of Teaching and Learning.....	13
2.5.3.2.	Training and Teacher Development.....	14
2.5.3.3.	Improving Educational Management.....	14
2.5.3.4.	Improving Community Involvement.....	15
2.5.4.	Organization of School Clusters .....	15
2.5.5.	Personnel in the School Cluster .....	17
2.6.	Functions of Supervisors.....	18
2.7.	Various Opinions on the Contribution Of Supervisors .....	23
2.8.	Professional Preparation and Support Instruments .....	24
2.8.1.	Professional Preparation of Supervisors .....	24
2.8.2.	Support Instruments .....	26
2.9.	The Challenges of Supervisors .....	27
2.9.1.	Organizational Problems.....	27
2.9.2.	The Lack of Resources.....	29
3.	THE RESEARCH DESIGN AND METHODOLOGY .....	32
3.1.	The Research Design .....	32
3.2.	Sources of Data .....	32
3.3.	The Study Site and Population.....	32
3.4.	Sample Size and Sampling Technique.....	32
3.5.	Data Gathering Tools .....	35
3.5.1.	Questionnaire .....	35
3.5.2.	Interview .....	36
3.5.3.	Observation.....	36
3.6.	Procedures of Data Collection .....	36
3.7.	Reliability and Validity Checks .....	37
3.8.	Method of Data Analysis .....	38
3.9.	Ethical Considerations .....	38
4.	ANALYSIS AND INTERPRETATION OF DATA .....	39
4.2	.Benefits Teachers Gained from Cluster Supervisory Practices .....	41
4.3	.Contributions of Cluster Supervisors for School Management .....	46
4.4	. Actual Functions of Cluster Supervisors .....	51
4.5	.Professional Preparation of Cluster Supervisors.....	55

4.6	.Challenges of Cluster Supervisors .....	59
4.6.1.	The Workload, Access to Schools and Support from Educational Organization .....	59
4.6.2.	The Availability of Resources.....	62
CHAPTER FIVE .....		66
5.	SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	66
5.1.	Summary.....	66
5.2.	Conclusions.....	68
5.3.	Recommendations.....	69
References.....		70
Appendixes		



## **List of Tables**

Table I: The development of supervision through different periods .....	9
Table II: The Characteristics of the Respondents .....	39
Table III: The Benefits Teachers Gained from Cluster Supervisory Practice .....	41
Table IV: The Contribution of Cluster Supervisors for School Management .....	46
Table V: The Actual Functions of Cluster Supervisors .....	51
Table VI: The Professional Preparation of Cluster Supervisors .....	55
Table VII: The Workload, Access to Schools and Support from Educational Organization .....	59
Table VIII: The Availability and Conditions of Facilities .....	62

## **Acronyms and Abbreviations**

ANOVA-Analysis Of Variance

BGREB -Benishagul Gumuz Regional Education Bureau

ESDP - Education Sector Development Program

IIEP- International Institute for Educational Planning

MoE- Ministry of Education

NGO-Non Governmental Organization

SPSS- Statistical Package for Social Science

UNESCO- United Nations Educational Scientific and Cultural Organization

WEO- Woreda Education Office

ZED- Zonal Education Desk

## **CHAPTER ONE**

### **1. INTRODUCTION**

#### **1.1. Background of the Study**

Improving the quality of education has given priority throughout the world. To monitor the quality, the national authorities highly depend on the school supervision (De Grauwe, 2001a:13). Quality has different meanings depending on the kind of organization and the customers served (Certo, 2006:7). Education quality, according to Dittmar, Mendelson and Ward (2002:30) is, “the provision of good education by well prepared teachers”. However, all teachers are not qualified enough and as a result they need support from supervisors (Giordano, 2008:11).

Govinda and Tapan (1999:27) indicated that, supervision is a key factor for ensuring the good functioning of the primary education. In line with this, Education Sector Development Program IV [ESDP IV] by the Ministry of Education [MoE] noted the importance of providing quality based supervision to improve the quality of education (MoE, 2010:10).

The school clusters are established to provide a closer and more regular supervision for schools (De Grauwe, 2001a:17). Likewise, Prasertsri (1996), in Giordano (2008:11) indicated that, school clusters are established to provide an administrative and pedagogic support and considered as “an effective, decentralized means of developing primary education with full community participation”. In line with this, it is indicated that, school cluster is an important way to improve the quality of teaching and learning in the schools (MoE, 2006:140).

School clusters often use supervisors to facilitate activities and give technical support. The supervisors are also known as coordinators or facilitators, sometimes appointed by the ministry. The supervisors are not considered as the hierarchical supervisors to teachers and head teachers, rather they are facilitators, advisors or coordinators (Giordano, 2008:137). In line with this, MoE (2012:3) indicated that cluster supervisors are not part of the line managers but they play a role in monitoring, supporting, evaluating and linking schools vertically and horizontal. De Grauwe (2001a:17) similarly indicated that, school clusters have an officers to take the responsibility. Supervisors are responsible for planning, organizing, leading and controlling, that help deliver high quality. They contribute far more than “the latest equipment” to the organization (Certo,

2006:7).The Supervisor is responsible for many activities. However, these activities are summarized as support, control and linking (De Grauwe, 2001a:35; MoE, 2012:3).

However, studies conducted in the area indicated that, supervisors are not able to play an expected role because of many problems (De Grauwe, 2001a:13). Similarly, the Directive for educational administration, public participation and finance (MoE, 1994 E.C:30-31) indicated the focus of educational supervision on administrative areas than pedagogical tasks and lack of necessary skill and training to give support for teachers and head teachers. Thus, the contribution of supervisors for quality of education was low.

Discussing about school clusters, Giordano (2008:103) indicated that, the results of school clusters in many cases are ‘disappointing’. Likewise the MoE (2006:146) also showed that the school clusters have not been able to fulfill the original intension of improving the capacity of teaching and learning in the schools.

From what has been discussed so far it is possible to say that, supervision can play a great role in monitoring and assuring the quality of education and supervisors are responsible for coordinating activities. Thus, it is significant to assess the roles and challenges of the primary school cluster supervisors.

## **1.2. Statement of the Problem**

Most researches on the quality of education focus on the key role of teachers and school leaders in bringing education quality. However, as all teachers and school leaders are not qualified enough, they need support from supervisors (Giordano, 2008:11).

Supervisors play a critical and undeniable role for the success of an organization(Certo, 2006:3).Similarly it is indicated that, the cluster supervisors are expected to play a great role in assuring the quality of education(Benishagul Gumuz Regional Education Bureau[BGREB], 2003 E.C:1).

The research conducted on the practice of primary school cluster supervisors at national level indicated the ineffectiveness of primary school cluster supervisors in providing support to teachers (Gashaw, 2008:65).

So, what was different needed to be investigated in this study? Research conducted on the practice of the primary school cluster supervisors at national level recommended further investigations regarding the problems that impede supervisory practices (Gashaw, 2008).

Although such studies were conducted at the national context, no systematic study was conducted on the roles and challenges of primary school cluster supervisors, generally in Benishagul Gumuz Region and particularly in Metekel zone, as far as the present knowledge of the researcher is concerned.

At regional, zonal and Woreda level in community mobilization documents (BGREB, 2005 E.C; ;2004 E.C), seminars and workshops repeatedly indicated that, primary school cluster supervisors are not performing as expected. The researcher has personally participated in these workshops.

Moreover, the researcher has a personal experience as a teacher and primary school cluster supervisor in one of the Woredas of Metekel zone since 2010 and by this the research believe the existence of gap between what was demanded and what they were really doing.

Besides, the current initiation for quality of education further rationalized the researcher to deal in the area under discussion, as supervision is a quality monitoring tool.

Indeed, these circumstances initiated the researcher to conduct study on the issue. Therefore, the main purpose of the study was to assess the roles and challenges of the primary school cluster supervisors in Metekel zone. To this end, the researcher has come up with the following basic questions;

1. To what extent do teachers' gained instructional benefits from primary school cluster supervisory practice?
2. What were the major contributions of primary school cluster supervisors for the management of school?
3. What were the actual functions of primary school cluster supervisors?
4. To what extent do primary school cluster supervisors professionally prepared to give the required supervision service?
5. What challenges do primary school cluster supervisors face?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The overall objective of this study was, to assess the roles and challenges of the primary school cluster supervisors in Metekel zone.

#### **1.3.2. Specific Objectives**

Specifically, the study has the following objectives:

1. To examine whether or not teachers gained instructional benefite from primary school cluster supervisory practice.
2. To explore the extent to which primary school cluster supervisors have contributed for the management of school.
3. To identify the actual functions of primary school cluster supervisors.
4. To examine whether primary school cluster supervisors are professionally prepared to give the required service.
5. To assess the challenges of primary school cluster supervisors.

#### **1.4. Significance of the Study**

Cluster supervisors are expected to play a great role in improving and assuring the quality of education by giving technical support, controlling the quality of education and linking schools horizontally (each other) and vertically (with educational administration).

Now a day, the schools at Woreda level are grouped in cluster and supervisors are assigned to each cluster. So, assessing the major roles and challenges of primary school cluster supervisors and recommending the possible solutions contribute for improving the primary school cluster supervisory practice in Metekel zone. Thus, the findings of the study may have the following significances:

- It may inform the responsible officers and decision makers at Woreda Education Office, Zonal Education Desk and Regional Education Bureau to have a better understanding of what primary school cluster supervisors are actually doing.
- It may bring out the main challenges that primary school cluster supervisors are facing and thus, help take actions of improvement.

- It may inform responsible educational officers and decision makers at Woreda, Zone and Regional level to consider different factors while demanding primary school cluster supervisors to accomplish their tasks successfully.
- It may contribute for the improvement of the quality of education at local level, as supervision is part of an overall quality monitoring system.
- It may initiate researchers to conduct further research by showing the gaps in this area.
- It may also add to the existing body of literature on supervision, particularly primary school cluster supervision.

### **1.5. The Scope of the Study**

The study was delimited to Dangure, Mandura and Pawi Woredas of Metekel zone. Metekel zone was selected because of two reasons. The first is financial limitation. The other one is that, the researcher is a colleague with cluster supervisors, teachers, school principals and Woreda education officers, where he has been working in one of the Woredas of Metekel zone. This helps the researcher easily obtain relevant information.

The study was also, conceptually delimited to assessing, the benefit that the teachers get from supervisory practice, contribution of supervisors for school management, actual functions of cluster supervisors, the professional preparation of supervisors to give the required service and challenges cluster supervisors. This study was conducted and completed within September, 2012 to September, 2013 time frame.

### **1.6. Limitation of the Study**

The lack of relevant and recent literatures on cluster supervision, especially locally printed materials was limitation for this study. In spite of this limitation, an effort was made to make the study as complete as possible.

## 1.7. Operational Definitions of Key Terms

- **An assessment of roles:** Reviewing the various functions of cluster supervisors in Metekel zone.
- **Challenges:** Are problems that primary school cluster supervisors in Metekel zone were facing.
- **Cluster supervisor:** A coordinator in charge of one cluster, in the case of a cluster which serve large schools with many teachers, or could be responsible for a number of clusters (MoE, 2006).
- **Primary school:** Schools that provide primary education for eight years(1-8), which include primary first cycle (1-4) and primary second cycle (5-8) to prepare students for further general education and training as stated in education and training policy (MoE, 1994).
- **School cluster:** Schools grouped together to share knowledge, skills and facilities. One school selected as a cluster center. Satellite schools are all schools in a cluster other than cluster center school. Cluster center school which is relatively accessible to all satellite schools is, a place where cluster meetings took place and the office of the cluster supervisors located (BGREB, 1997 E.C).

## 1.8. Organization of the Study

This research paper is organized in to five chapters. The first chapter is the introductory part which includes the background of the study, statement of the problem, objective, significance, scope, the limitation and operational definitions of terms. The second chapter presents the review of literature relevant to the research. The third chapter discuss about research methodology. The collected data are carefully analyzed and interpreted under the fourth chapter. The final chapter holds summary, conclusions and recommendations of the study. Reference and appendixes are also the parts of this paper.



## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction**

Educational supervision is an instrument for monitoring and ensuring the quality of education. Supervisors are assigned to play various roles. However, to play an expected role, supervisors are facing many challenges (De Grauwe, 2001a:13). Thus, in this chapter an attempt has been made to highlight the definitions of supervision, school clusters, various functions of supervisors, professional preparations of supervisors and working conditions of supervisors.

##### **2.1.1. Definition of Supervision**

Different definitions of supervision found in the literature. However, Lowery (1985:10) in Gashaw (2008:7) indicated that, supervision as “an act of overseeing people doing work” is a commonly shared feature.

Supervision is defined as, an interpersonal interaction between the supervisor and the supervisee, in an effort to make the supervisee more effective in helping people(Peter Hawkins and Robin Shohet,2006:225 in Surya, n.d.)

Govinda and Tapan (1999:8) defined educational supervision as, “all those services whose main function is to control and evaluate, and/or advice and support school heads and teachers.”

The MoE (1987 E.C:9) defined educational supervision as follows:

The set of activities designed to attain educational objectives, make the teaching learning effective, to enrich and develop curriculum, to help teachers to find out their teaching problems and come up with the solution by themselves and develop professional growth.

According to UNESCO (2007:6),external supervision is the work of inspectors, supervisors, advisors, councilors, coordinators ,facilitators etc that are located outside the school at local, regional or central level. The common characteristics of all these officers involved in the external

supervision are :(i) explicitly responsible for control and/or support;(ii) located outside the school; and( iii) they regularly visit schools.

The school supervision can be both summative and formative. It provide not only summary of the performance of school but also shows the developmental directions for school (Gurr, 1999:101).

Supervisors are indicated as managers that are responsible to oversee what is going on the organization (Certo, 2006:3).MoE (2012:3) indicated that, supervisors are responsible for monitoring, supporting, evaluating and linking schools, but not part of the line managers.

From the above definitions it is clear that supervision include many activities targeted towards achieving educational objectives.

### **2.1.2. Principles of Educational Supervision**

The basic principles of educational supervision, according to the MoE (1987 E.C:10-15) are:

1. Supervision is cooperative

To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level.

2. Supervision is creative

Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.

3. Supervision should be democratic

Freedom should be given for every member to try and give his or her ideas freely. The supervisor is expected to consider various factors while doing his/her activities.

4. Supervision is attitudinal

To create favorable environment, supervisor is expected not only to give advice but also accept comments from teachers. He/she is expected to be responsible and ready to accept change.

5. Supervision is evaluative and planned activity

Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, school administrators and parents to get information and should observe situations in the school.

## 2.2. Historical Development of Supervision

### 1. The World Perspective

Supervision has gone through many changes caused by the political, social, religious and industrial forces. Supervision as a field of educational practice emerged slowly, "did not fall from the sky fully formed"(<http://www.education.stateuniversity.com/pages/2472/supervision>). Likewise, Surya (n.d.) indicated the development of supervision through different periods as shown in the following table:

Table I: The development of supervision through different periods-World perspective

Period	Type of Supervision	Purpose	Person responsible
1620-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selectmen, Citizens' committees
1850-1910	Inspection, instructional improvement	Maintaining rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, principals, general and special central office supervisors, superintendents
1930-1950	Human relations, democratic	Improving instruction	Principals, central office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resource, democratic	Improving instruction	Principals, central office supervisors, school based supervisors
1975-1985	Scientific, clinical, human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative	Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events	Principals, central office supervisors, school based supervisors, participative, mentor
1985-present	Scientific, clinical human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative, culturally responsive	Improving instruction, increasing teacher satisfaction, creating learning communities, expanding students' classroom events, analyzing cultural and linguistic patterns in the classroom	School based supervisors, peer coaching mentor, principals, central office supervisors

## **2 .Development of Supervision in Ethiopia**

According to the educational supervision manual ,educational inspection for the first time started in Ethiopian in 1934 E.C. Headed by the British national named Lt. Command John Miller and assisted by two Ethiopians, Central Inspection Office was established in 1937 E.C to keep the record of the students, teachers, and classrooms and to write report. When educational activities became complex and beyond the capacity of the former three inspectors because of the increasing number of students and the opening of new schools, training of inspectors was started in Addis Ababa training school in 1943E.C.From 1934-1946 E.C the school was able to train a total of 24 inspectors and assigned to inspect educational programs and financial accounts. In 1948 E.C the training program was reopened in Kokeb Tsebha School because of the increasing number of schools. Training of both the school directors and inspectors continued for seven years and from 1948-1954 E.C a total of 124 inspectors were graduated. In 1955 E.C the inspection program was changed to supervision to improve the teaching-learning process and supporting of teachers .From 1962-1965 E.C the trained supervisors were expected to serve in a regular education, sport, adult education and educational mass media program supervisors. In 1973 E.C the socialist regime had shifted from supervision to inspection .As a result, the main goal of the program was monitoring and evaluation of the policy, directives, planned programs and strategies as the pre job description at each level of the education system. In 1986 E.C the inspection was replaced by supervision and new offices have been established at federal, regional and Woreda level (MoE, 1987E.C:3-6).

## **3. The Current Practice of Educational Supervision in Ethiopia**

According to Million (2010:23), there are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of the intended objectives .These are, out of school supervision and school based supervision .Out of school supervision is given by the Ministry of Education, Regional Education Bureau, Woreda Education Office and Cluster Resource Centers. Further, Million indicated that, for each cluster center, the Woreda designated one supervisor who should report to Woreda education office.

### **2.3 Approaches to Educational Supervision**

Authors in the field identified six approaches for educational supervision. These are, directive supervision, alternative supervision, collaborative supervision, non-directive supervision, self-help-explorative and creative supervision (MoE, 1987 E.C:55-58). These models are discussed as follows:

In directive supervision, the supervisor shows the 'best' teaching methodology for the teacher and then evaluate whether or not the teacher used this methodology in the class room. The drawbacks of this model are, there is no evidence that the indicated methodology is best or not; teachers remain inactive; and teachers lack self-confidence.

In alternative supervision, the supervisor conducts class observation. After class observation, the supervisor shows other alternatives for the teacher, considering the method use by the teacher as one alternative. Thus, the supervisor do not enforce the teacher to follow one best method, rather he/she motivate the teacher to consider other alternatives.

In collaborative supervision, both the teacher and the supervisor actively participate and discusses together to solve the problem in the teaching learning process. In this approach ,the willingness of the teacher to work together with the supervisor is very important.

In non-directive supervision, the supervisor is expected to listen and respect the opinion of the teacher. The supervisor should explain ideas for the teacher and seek reasonable justification from the teacher. This model helps avoid self defending by teachers. While using this method for inexperienced teachers, care should be taken.

In self-help-explorative supervision, the teacher and supervisor continuously work together, until the supervisor believes that the teacher achieved the intended objective. This approach tries to narrow the gap between the supervisor and the teacher.

The creative supervision approach believes in creativeness and use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor); and using methods that are effective in other fields.

## **2.4 .The Relationship between Supervision and Education Quality**

The meaning of the quality is different depending on the kind of the organization and the customers served. However, all activities in the organization should be directed towards delivering high quality (Certo, 2006:7). UNESCO (2007:2) indicated that, Supervision is the main component of the overall quality monitoring and improvement system. It has strong relationship with the quality of education. This is because, monitoring the quality of schools and teachers is expected to have a positive effect on their quality.

Govinda and Tapan (1999:27) indicated that supervision has always been an integral future of an educational program in all countries and a key factor to ensure the good functioning of the primary education. Similarly, De Grauwe (2001a:13) pointed out that, improving the quality of schools and the achievement of the students is the priority in both developed and developing countries. For monitoring the quality of education, national authorities depend on the supervision service . Govinda and Tapan (1999:7) indicated that, the weakening of the supervision service in many countries was one reason for the deterioration of the quality of education.

Indicating the progress made on the quantity, ESDP IV by the MoE (2010:10) pointed out the deterioration of the quality of education and suggested the importance of focusing on the quality based school supervision. Likewise, MoE (2006:14) indicated the importance of establishing supervision at each level for quality of education. Similarly, BGREB, (2003E.C:1) indicated that, supervision play a great role for ensuring the quality of education.

## **2.5 .School Clusters**

### **2.5.1. The Origin of School Clusters**

According to Giordano (2008:23-25), the school clusters were first established in Great Britain and India in the early 1940's to deliver quality education in rural areas by grouping several schools together and selecting a large and well equipped school as the lead school. In the late 1960's and early 1970's, as the result of educational reform in many countries, school clusters were considered as the 'innovative strategies' to improve the teaching and learning in the post-conflict and rural schools in Asia and Lain America. Even after this period of reform, the school clustering continued to function in some countries. However, due to the financial problem and political changes in the 1980's, many school cluster centers were closed down.

To improve the quality and provision of education in developing world especially in Asia and Africa, the educational ministries and donor organizations showed ‘anew commitment’ following the world declaration of education for all(EFA)formulated at the Jomtien Conference in 1990.Since then, school clusters have been set up to give support. Many countries have taken part in decentralization of educational administration and management to the local authority. School clusters as part of decentralization in many countries have brought decision making and supervision close to school (P: 24).

School clusters have transformed from being an innovative strategies to improve the teaching and learning conditions in rural schools to become a part of national packages for improving education in schools found in both rural and urban areas (P:25).

### **2.5.2. Definition of School Clusters**

Giordano (2008:25) defined school clusters as, “a grouping of schools for educational and administrative purpose” .Similarly, Dittmar et al. (2002:4), defined school clusters as, “grouping of schools that are geographically close and accessible to each other.”Likewise, the decentralization management of education, a reference manual, defined school clusters as a grouping of schools to share knowledge, skills and facilities (MoE, 2006:146).

The purpose of school clustering is bringing supervision system closer to school level. It is an additional layer created between the district and the school level (UNESCO, 2007:18).Similarly, Giordano(2008:34) indicated that, the school clusters bring supervision and support closer to the school level. As the result supervisors can have more inside view of teachers and head teachers in the cluster.

### **2.5.3. Objectives of School Clusters**

#### **2.5.3.1. Improving the Quality of Teaching and Learning**

According to Giordano (2008:31), the school clusters aim to improve the quality of teaching and learning by bringing staff and students from different schools together. This collaborations among schools and teachers help establish clear goals for learning and work together to achieve these goals. Dittmar et al. (2002:11) indicated that, school clusters benefit the teaching and learning by preparing test papers with the broader range of questions and developing a culture of working together.

Carron and De Grauwe (1997:40) indicated that, school clusters have two fold objectives: first, they improve teaching by sharing resources, experience and expertise; and the other is, facilitating administration and gaining from the economies of scale. Similarly, BGREB (1997 E.C:2) indicated that, school clusters can improve the quality of teaching and learning through experience sharing and mutual support.

### **2.5.3.2. Training and Teacher Development**

The Arusha conference indicated that, Teacher Resource Centers should be "places where professional and academic support is provided and where teachers discuss and solve their problems for the improvement of the quality of education (Knamiller, 1999:117).

Similarly, it is indicated that the school clusters help provide more comprehensive and efficient training for teachers (Dittmar et al., 2002:16). For example, School clusters in Zimbabwe used for in-service teacher training and a means for inspection and supervision of teachers (Carron and De Grawue,1997:42).Likewise, Giordano(2008:33) indicated that, one goal of cluster training is, an active teaching to replace the traditional ‘chalk and talk style’. Giordano further indicated that, school clusters sometimes set up exclusively for this purpose. Similarly, it is recommended that school clusters need to be strengthened as an enter points for capacity development at local level (MoE, 2010:12).

In explaining the advantages of experience sharing of teachers in the cluster, Bray (19 87:19) writes that, "the older and more experienced staff can help the younger and less experienced ones and the enthusiastic teachers can inject new life to tired ones".

### **2.5.3.3. Improving Educational Management**

In many developing countries, school clusters are part of an educational management intended to promote decentralized management and financing (Giordano, 2008:39).In line with this, Perera (1997:11) indicated that, school clusters enable schools to be managed by a more competent personnel. Bray (1987:18) indicated that, School clusters simplify the educational administration. As indicated by Dittmar et al.(2002:12),in Namibia for example the school administration improved after the introduction of school clusters. Likewise, “providing management training for school directors and department heads” is indicated one objective of school clusters in Ethiopia (MoE, 2006:47).



Bray (1987:21) also indicated that, school clusters in some countries serve as a formal unit between the school and the district .The coordinators collect statistics from these schools and transmit to district or provisional office.

#### **2.5.3.4. Improving Community Involvement**

According to Perera (1997:11), school clusters help increase community participation and ensure their contribution especially in areas where resources are scarce. Similarly, BGREB (1997 E.C:2) pointed that, school clusters contribute for development of community participation in education.

In addition it is indicated that, school clusters organize both academic and non-academic competition through examination and sports. These activities initiate pupils to work harder, promote unity and expand the horizons of pupil (Bray, 1987:20). Similarly, De Grauwe (2001a:147) indicated that, more than any other purposes, school clusters are expected to focus on strengthening support activity between schools.

In sum, school clusters "have been used for surprising variety of applications and functions", as described by Dittmar et al.(2002:11).However, the fundamental goal is, “to improve the quality of teaching and learning at the school and class level” (Giodano,2008:28).

#### **2.5.4. Organization of School Clusters**

It is not possible to provide standard that applies to all clusters, as they differ from one to the other in their organization, scope and activities they carry out. Giordano (2008:47-75) identified and discussed five models. These are; the national cluster model, the resource center model, the teacher group, the network and the rural cluster model. Each of this are discussed as follows;

##### **1. The national cluster model**

In many countries, school clusters are established as a formal unit due to the decentralization of educational administration. Clusters in this model are expected to transmit information, used for distribution of resources and provision of supervision and support to schools. This model is complex and costly that need large amount of money and technical support from ministry of education and donors.

##### **2. Resource centre model**

Teacher resource centers usually serve one or more clusters using tutors, resource people and advisory teachers for teacher development and training, peer exchange and problem solving. For

example New York state teacher resource center bring support service closer to schools and even to improve the management capacity.

### **3. The teacher group**

To get benefit the teacher need not be dependent on a large clusters and resource centers. Small group of teacher, often six to ten teachers group together for informal exchange and project based work. In most cases, teachers cover their own travel expenses, and in some cases the educational authorities provide funds .In the absence of formal hierarchy, the teacher groups are assisted by a supervisor or advisory teacher. Ecuador's micro groups are an example of the teacher groups.

### **4. The net work**

The net works, like Education Action Zone in United Kingdom, are the voluntary participation of schools initiated by small group of innovators, a research institute or university, NGOs, or government organizations. In contrast to most school clusters, the net works are not the part of the formal hierarchy and can involve schools that are geographically dispersed.

### **5. The rural cluster model**

Since the middle of 20<sup>th</sup>, school clusters have existed in many countries to improve the teaching and learning conditions in rural areas. Currently, the rural cluster model is encouraged instead of a national cluster model due to the decentralization of educational administration and management.

Bray (1987:27-28) indicated three alternative models in the formation of school clusters. These are: extreme (far-reaching) model, intermediate model, and the list extreme model.

#### **1. The extreme model**

In this model, the higher authorities formally group schools. The cluster committees determine cluster budgets and recommend staff promotion. For example in Sir Lanka cluster committees can transfer staff.

#### **2. Intermediate model**

In this model the higher authorities formally group schools. However, the selected committees have less power. The government establishes and indicates the resource centers. The school

directors can arrange workshops and distribute materials but cannot transfer staff. Indonesia, Malaysia and Papua New Guinea are few examples.

### **3. The list extreme model**

In this model, schools voluntarily group themselves and can abandon themselves when they want. The advantage of this model is that, it does not require financial or other resources from the government. The disadvantage is that, it may be fragile as, "if people can voluntarily to join a cluster, they can also voluntary to leave it"(P: 115).

The school clusters in Ethiopia are national programs that all regions are practicing. In each cluster center, cluster supervisors are assigned to support and coordinate cluster activities. In addition, the cluster center principals and various committees are established and given various responsibilities. However, the cluster supervisors, the cluster center school's principal and committees have less power. For instance, they cannot determine cluster budgets or recommend staff promotion. By this, the school cluster in Ethiopia is similar with national model and intermediate model.

#### **2.5.5. Personnel in the School Cluster**

According to Giordano (2008:85-87), cluster coordinators, cluster center directors, and administrative staffs are among the key actors.

##### **1. Cluster coordinators**

Coordinators are professionals that provide technical support and “animate activities” of the cluster. Coordinators, also called facilitators or supervisors, sometimes appointed by the ministry are not hierarchical superiors to teachers and head teachers in the school(Giordano2008:85). Similarly it is indicated that, a coordinator is “a professional in charge of a cluster or a number of clusters” (MoE, 2006:148).Likewise, BGREB (2003E.C:1) indicated that, cluster supervisor is a professional that provide technical support in schools grouped in a cluster.

##### **2. The cluster center principal**

The cluster centre principals are responsible for promoting and coordinating various cluster activities. For example, the cluster center principals in Namibia organize the functioning of the

cluster management committee (Dittmar et.al, 20002:24). Similarly, the cluster center principals have many responsibilities. He or she is the chairman of the cluster (BEREB, 1997 E.C:15).

### **3. Supportive staff**

In order to function well, the school clusters require sufficient staff and other resource (Giordano, 2008: 109). Discussing about the personnel required for school clusters, MoE (2006:148) indicated that, a cluster coordinator should be supported by a full time assistant or by several part – time assistants.

## **2.6. Functions of Supervisors**

### **1. Planning**

According to De Grauwe (2001a:94), supervisors usually prepare annual and monthly plan and provide the head office for approval. In addition, Certo (2006:7) indicated that, some supervisors accomplish tasks planned by their superiors.

### **2. School Visits**

Visiting schools for pedagogical and administrative purpose is the task of supervisors .This task, according to Carron, et al. (1998a:26) made clear by the specifying the number of schools visited and the number of times each school visited. Similarly, it is indicated that school visits are the main instruments to necessarily perform the activities of supervisors (De Grauwe, 2001a:36). Likewise, it is indicated that visiting of schools and teachers is the most important task of supervisors to do their actual supervision (UNESCO, 2007:9).

De Grauwe (2001a:130) indicated that, both teachers and head teachers appreciated school visits for different purposes. For head teachers, teacher supervision not only ensures teacher discipline, but also asserts head teachers autonomy. However, teachers feel that it help them in arguing change in the way the school functions.

Follow up of school visits help check the implementation of recommendations given and also assist the reportees in implementing. However, the lack of follow up is a problem in many countries .For example in Botswana ,head teachers complained that follow up visits are undertaken after a long time and are superficial( De Grauwe, 2001a:122).Further, it is indicated

that, “recommendations made in inspection reports and address to the administrative and or pedagogical authorities remain "the words in the wind", which frustrates the school staff as well as the supervisors”( De Grauwe, 2001a:15).Supervisors however, indicated that follow up visits are planned but not implemented because of some practical problems like lack of transportation (De Grauwe, 2001a:123).

However, it is indicated that in many countries school visits are indicated insufficient because of various problems such as lack funds, lack of transport and unscheduled meetings and workshops. As De Grauwe (2001a:94) indicated, "many visits take place unplanned and many planned visits cannot be held as for seen.” For example in Botswana, school visits are indicated inadequate (De Grauwe, 2001b:66).Similarly, study conducted by Sri Lanka Association for the Advancement of Education(SLAAED) in 1993 indicated that, even after the establishment of clusters system school visits remained low(Perera,1997:12).

Ones the supervisors are in the school, they are responsible for three different but complementary tasks. These are :(i) to control and evaluate;(ii) to give support and advice; and(iii) to act as a liaison agent (UNESCO,2007:7).

### **i. Control**

Supervisors are responsible for monitoring the performance and making the corrections when necessary. However, they are not expected to enforce employee to accept, rather motivate and enable them to solve the problem by themselves (Certo, 2006:9).

Govinda and Tapan (1999:27) indicated that, supervision play two major roles. First, it helps maintain certain common patterns even though each school is unique. Second, it encourages change .However, this is the theoretical and supervisors practically focus on control and provide no support for change and development. Further, it is indicated that supervision focus on both teachers performance and administrative efficiency.

In many countries, controlling of pedagogical activities is an important function of the supervisors and also an integral part of teacher promotion system. For example, in Belgium each inspector has to prepare 180 reports concerning the individual teacher's behavior based on the class visit (UNESCO, 2007:8).

In spite of their position , educational supervisors at all levels are responsible for monitoring and controlling whether or not the schools are functioning based on the prescribed rules, regulations, guidelines and standards (MoE,2000E.C:45-46).Similarly, MoE (1994E.C:31-32) indicated that supervisors are responsible for monitoring and controlling activities such as teachers' discipline and performance of school directors. According to MoE (2012:3), controlling as a function of supervisors is not enforcing, it is monitoring compliance requirements and providing feedbacks.

It is indicated that, in developing countries supervision of material inputs gets priority over human inputs because of the deteriorated school infrastructure (UNESCO, 2007:9).

Traditionally, quality parameters prescribed from outside and imposed on school and emphasis was given for control. However, it is indicated that, "control without support cannot lead to quality improvement" (Govinda and Tapan, 1999:280).

## **ii. Support**

Supervisors are expected to identify and solve the problems that the employees facing before the problem deteriorate their performance. They are also responsible to give clear direction and make sure that the employees have fully understood their tasks (Certo, 2006:11).

Usually supervisors "wear two or other hats", however, the specific activities, according to (<http://www.education.stateuniversity.com/pages/2472/supervision.html>instructionofinstruction.) include all or some of the following activities arranged in ascending order;

1. Mentoring or providing induction for beginning teachers.
2. Bringing individual teachers up to the minimum standards.
3. Improving the competency of the individual teacher.
4. Working in collaboration with teachers to improve learning.
5. Working with group of teachers to adopt the local curriculum and at the same time bring the local curriculum in line with state and national standards.
6. Relating teachers' effort to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

Further, it is indicated that, the supervisor is expected to participate in the classroom teaching, as it help expose him or her to the actual situations: to design change and to bring improvement in

the functioning of the teachers. The supervisor is expected to ensure the quality of learning and the development of every child in the school. “If classroom teaching has to be child centered”, Govinda and Tapan (1999:28) asked, “should not, the supervision be?”

The job description of many educational supervisors included many support related tasks, like in service training and demonstration lesson (Carron et al. 1998:27). Similarly, identifying the skill gap and giving the capacity building training for school principals and teachers is among the responsibilities of supervisors at different levels (MoE, 1994 E.C:05; BGREB, 2004 E.C:35). Indicating the biases of the supervision towards administrative controls and its ineffectiveness in the past, MoE (1994 E.C:30) noted the importance of providing technical support.

Ahmed (1998) cited in Gashaw (2008:23) indicated that cluster supervisors provide support in the form of demonstration, facilitating experience sharing and action research and this can improve the quality of teaching and learning.

Generally, it is indicated that, to be effective the supervisors are expected to truly supportive as traditional fault finding not improve the quality of teaching and learning (De Grauwe, 2001b:66).

### **iii. Linking**

Supervisors are expected to provide accurate and timely information for managers and at the same time give clear direction for the employee. Thus, they serve as a “linking pin” between employee and management (Certo, 2006:10.)

Similarly it is indicated that, supervisors are expected to link both vertically and horizontally. Vertically, they provide information for the ministry or its representatives at local level regarding the needs and realities in the school and inform schools about the norms and rules set from the top. Horizontally, they identify and spread new ideas among schools and facilitate interaction among schools (MoE, 2012:3).

Linking as a role of supervisors directly and indirectly indicated as one responsibility of supervisors (De Grauwe, 2001a:35; MoE, 2000E.C:45; BGREB, 2003 E.C:35).

De Grauwe(2001a:35) indicated that, supervisors are expected to accomplish many and intricate tasks and summarized as control, support, linking and some administrative tasks not grouped in to control and support such as payment of teachers salary. Likewise, Carron et al. (1998:27) pointed out the involvement of supervisors in support, administrative tasks and even in the collection of data and information. Further, Carron et al. indicated the participation of supervisors in teacher promotion and discipline (for example in Nepal) and criticized that, "such an employer employee relationship makes it difficult to turn supervisors in to teachers' guides and councilors."

Similarly, after examining job descriptions of supervisors in three different countries (Assistant Basic Education Officer in Uttar Pradesh, School Supervisor I in Trinidad and Tobago and Primary School Inspector in Tanzania) it is indicated that, the job descriptions of supervisors are generally characterized by an overload of responsibilities, dispersion of tasks and inclusion of activities that have little relationships to the main functions of supervisors (UNESCO, 2007:6).

### **3. Writing Reports**

In many countries emphasis is given for writing report. For example, a circular by the Chief Education Officer in Zambia states that, report is "the only means by which the ministry gets to know about the state of education provision in the schools"(De Grauwe, 2001a:116).

Supervision reports have the following advantages on the education system. First, they lead to the allocation of resources to schools and within schools. Second, at national level, they are used to obtain external assistance from funding agencies. In addition, they are used as a "sensing mechanism" of what is going on, that lead to corrective activities (De Grauwe, 2001b:283).Also, keeping the record of various activities and then reporting to education office regularly and any time when required is among the various responsibilities of cluster supervisors (BGREB, 2003E.C:8).

Carron et al. (1898:27) indicated that, reports are written in a number of copies. For instance, in Sri Lanka supervisors prepare reports in three copies (for school, the higher authority and one kept in the office of the supervisor).Further, Carron et al. indicated that, superiors evaluate the supervisors based on the volume of the report they write.



However, supervisors claim that writing report for every school visit is time consuming. Supporting this, Carron et al. (1998:27) indicated that, this “might incite supervisors to spend more time writing reports, to the detriment of the actual visit.” To solve this problem, for example in Namibia, supervisors are recommended three months summary reports (De Grauwe, 2001a:116).

## **2.7. Various Opinions on the Contribution Of Supervisors**

According to Govinda and Tapan (1999:45), the final indicator of the success of the work of the supervisors as well as that of the school is the progress of learners.

De Grauwe (2001a:134) indicated that, the activities of supervisors such as school visits, teacher inspection, training course, meeting with school leaders are 'stages in a cycle' which lead towards school improvement. Supporting this, Certo (2006:30) indicated that all activities of supervisors are directed towards a quality improvement.

However, supervisors, teachers and head teachers have different opinion on the actual contributions of the supervisors (De Grauwe, 2001a:133).

### **1. The Opinion of Teachers and Head Teachers**

Both teachers and head teachers appreciate certain aspects of pedagogical character (De Grauwe 2001a:134). Supporting this, one primary school teacher in Bangladesh said, “when I first started teaching I could not keep the children on the task and the ss [school supervisor] helped me for five days with classroom management and now I can manage easily” (Govinda and Tapan, 1999:54).

However, many schools feel that the overall impact of supervision and support service on what goes on school is weak. For instance, in Namibia, Botswana, Tanzania and many others, there is an overall dissatisfaction with the functioning and the effectiveness of the supervisors (De Grauwe 2001a:13). Similarly it is indicated that, in most countries, teachers are dissatisfied with the practice of supervisors. Regarding this dissatisfaction, "there is little difference in opinion between teachers in different zone, from the developed urban to the marginalized rural"(UNESCO, 2007:38).

Similarly, Gashaw (2008:66) in his study conducted on the practice of the primary school cluster supervisors in west Gojjam zone identified the existences of similar problem and a teacher participant explained the situation as follows:

The supervisor is now serving as a postal worker to the WEO [Woreda Education Office] taking the report to WEO and returning with mission. The advantage that might be achieved by the WEO is that, the experts know seldom visit schools and left the burden to supervisors.

## **2. The Opinion of Supervisors**

The opinion of the supervisors regarding the effectiveness of their function is different from the school staff. In many cases, supervisors are more satisfied than both teachers and head teachers. Supervisors also recognize the limit on what they can achieve, however they point out that, it is out of their hands because of some practical problems( De Grauwe ,2001a:134;Carron et al.,1998b:53).

In many cases, it is indicated that the activities of supervisors are “one-off events, which might lead to a report, but to nothing much more” (De Grauwe, 2001a:134).

## **2.8. Professional Preparation and Support Instruments**

### **2.8.1. Professional Preparation of Supervisors**

#### **1. Recruitment**

Most supervisors, as indicated by Certo (2006:13) are promoted from the department they are working based on seniority. Good working habits and leadership skills are also reasons to select a supervisor among an employee. In addition, organizations can employ a recent graduate to be supervisor because of the specialized skill in the position.

Identifying the correct recruitment criteria is difficult. In education, an emphasis is placed on the academic qualification and experience .It is indicated that, only few of school supervisors occupy the position with the same grade with the principals. As a result, many principals do not consider supervisors as their superiors. The successful performance as a teacher and head teacher which is used in many countries is also difficult to assess and judge (De Grauwe, 2001a:70). It is also

indicated that, females not apply to this position usually because of “vast distance to travel” and “being away from family for long period” (De Grauwe, 2001b:110).

However, neither promotion nor hiring is a guarantee to know how to supervise. As Certo, (2006:13) indicated, “a hotel employee promoted to a supervisory position, for instance, might be at loss for ways to motivate those who now report to her.”

## **2. Training**

Training equips an employee with the skill and thus enables to contribute his or her best for an organization. Well trained employee, compared with poorly trained, can deliver high quality (Certo, 2006:434).

Training of supervisors had been given attention throughout the history of supervision. The international conference on education in 1937, stressed that, "no one should be appointed to the inspectorate who has not previously shown an interest in, and an understanding of general educational problems, either in period of probation or by following a special course organized by a post graduate institution"(Pauvert, 1987:47 in Carron and De Grauwe, 1997:30).

Giordano (2008:142) also indicated the necessity of matching an employee with the demands of the job and giving the training when necessary. Similarly, it is indicated that, the profession of supervision requires technical, conceptual and human relation skills. To give the required professional support for teachers and head teachers, the supervisors are expected to get professional training in addition to short term training (BGREB, 2003 E.C:14).

However, studies conducted in the area of supervision revealed that both induction and in-service training not exist and even they exist, they are neither part of an overall capacity building nor sufficiently targeted on supervision. They are given for the implementation of a given project (De Grauwe, 2001a:75,2001b:110).

Similarly, it is indicated that cluster coordinators in many cases are not necessary prepared to play coordination and leadership roles. Wheeler et al. (1992) in Giordano (2008:111) writes, “it cannot be assumed that those who enter the position in the cluster office will know what their responsibilities are or how best to carry them out”. Likewise, it is described that, professional personnel responsible for supervision, such as cluster coordinators are doing their work “without

having any professional preparation for it, finding by trial and error what seems to work for them"(http://www.education.stateuniversity.com/pages/2472/supervision.htmlinstructionofinstruct ion).

In line with, it is indicated that, due to decentralization in Ethiopia many training activities have been undertaken in all regions. However, many staff do not receive induction training and the demand remained high (MoE, 2010:14).

### **2.8.2. Support Instruments**

Certo (2006:13) indicated that, supervisors can prepare themselves for the job by reading various books on management and supervision. Likewise, reference books on education and pedagogy when available to supervisors, help improve their understanding of education process (Govinda and Tapan,1999:25).Similarly, Carron and De Grauwe(1997:31) indicated that the performance of supervisors depend on the availability and quality of support instruments such as manuals and guides. Bray (1987:135) also indicated that, guidebooks provide concrete illustrations of the situations and suggest ways how to tackle difficulties.

It is also indicated that, manuals and guides are important for supervisors .They make the supervision more transparent and objective. However it is also indicated that, theses instruments are not flexible and make supervision 'straight jacket'(UNESCO, 2007:19).

However in most countries, supervisors lack these instruments. For example in Bangladesh the supervisors had lacked manuals or hand book for guidance (Carron and De Grauwe, 1997:32).

Similarly it is indicated that, the provision of support instrument such as manuals and guidelines in many cases proved to be inadequate and as a result the supervisors are “starved of useful information”(De Grauwe, 2001b:292).Further, discussing about supervision in four African countries, De Grauwe (2001a:76) noted that, when this instruments are available in some cases, they are not more than circulars and administrative forms.

## **2.9. The Challenges of Supervisors**

Supervisors in various countries are facing different challenges. De Grauwe (2001a:13) indicated that, some of the problems are related to the organization of the service and others are related to the lack of resources. De Grauwe further indicated that, the challenges are repeatedly complained by the supervisors and are evidence based.

### **2.9.1. Organizational Problems**

#### **1. The Work Load**

Discussing about the school clusters, Giordano (2008:11) indicated that, school clusters are expected to accomplish "a thousand different things" and tended to be overburdened. Likewise, the MoE (2006:140) indicated the shortage of personnel and the work load of the coordinators.

In addition to control, support and linking roles, supervisors are responsible for many other activities. It is indicated that, the "administrative organization automatically makes use of intermediate posts, and tries to fit in to them every conceivable intermediate functions" (Olivera, 1979:51 in Carron and De Grauwe, 1997:25).

It is indicated that, the number of schools which the supervisor is responsible greatly contributes for the work load of supervisor. As Carron and De Grauwe (1997:21) indicated, the increasing number of teachers and schools in recent years is not proportional to the number of supervisors.

Giordano (2008:26) indicated that, the number of schools in a cluster can vary depending on the geography and the accessibility. However, cluster usually includes 2-15 schools. Similarly, it is indicated that, the number of schools grouped in a cluster varies based on different conditions. For example, in Namibia five to seven schools found per cluster (Dittmar et al., 2002:5). In Ethiopia, it is the group of five to ten schools. As the schools vary in size, it is difficult to make a clear cut rule and 100 teachers per a coordinator used as "a rough rule of thumb" (MoE, 2006:148). The primary school cluster organization guideline indicated that, the primary school cluster include 3-8 schools (BGREB, 1997 E.C:5). However, Bray (1987:63) pointed that, when the number of schools in the cluster is more than seven, faced major problem of coordination.

In addition, it is indicated that, expecting a supervisor to cover so many schools is difficult and even problematic if the roads are bad and long (Dittmar et al., 2002:4).

Furthermore, it is indicated that, assigning both administrative and pedagogical tasks for a single person in a cluster can undermine the goal of improving educational quality (Giordano, 2008:137).

## **2. Inadequate Support from Education Administration**

Giordano (2008:111) indicated that, cluster coordinators are isolated from their peers and get inadequate support from the district level. For example in Nepal, the resource people complained that they receive little support and feedbacks from the district education office and in Kenya similarly, the resource people indicated the lack of support from the education officials.

## **3. The Lack of Authority**

A supervisor needs an authority to accomplish his or her job (Certo, 2006:15). However, it is indicated that supervisors lack an authority to take actions even in their own recommendations. Similarly, the study conducted in four African countries revealed that, in all four countries supervisors frustrated the lack of authority to take action (Grauwe, 2001a:15).

It is also indicated that, supervisors get difficulty of returning back to schools knowing well that many of recommendations that were made will not be implemented by the administration (UNESCO, 2007:25).

Likely, Giordano (2008:13) indicated that, the cluster coordinators have little ability to influence the cluster initiatives unless the head teachers are willing. To get the head teachers' willingness the cluster coordinators are expected to "beg every school principal."

Generally, Carron and De Grauwe (1997:24) in their review discussed various challenges that the supervision service and supervisors faced and explained the situation as follows:

Theses [supervision] services and officers indeed seem to be the victims of more structural neglect, the result arguably of an under estimation of their tasks. This structural neglect takes the form, on the one hand, cumbersome job description, characterized by internal conflicts and, on the other hand, of weak management of supervision services.

### **2.9.2. The Lack of Resources**

Giordano (2008:109) pointed that, school clusters are not “low cost alternatives” and necessarily require resources to carry out their activities. De Grauwe (2001a:15) indicated that, the supervision service need to be supported by resources and without such commitment, the impact of the service will be very little.

Raj Khaniya, (1997) in Giordano (2008:110) indicated that, “the resource centers do not have funds for many activities they proposed to carry out”. Likewise, discussing about school clusters in Costa Rica, Bray (1987:93) indicated that, the resources promised in the original guideline were not provided for school clusters. Similarly, the MoE (2006:146) pointed that, school clusters in Ethiopia are under resourced in terms of personnel and equipment and this created problem to achieve the initial objective of building the capacity of teachers and improvements of the teaching and learning.

It is also indicated that, what is 'basic' for a country depend on the context of the country. However, to improve the working conditions of supervisors, they should be provided at least with some form of transport, an office with telephone and filing cabinet. In addition, it is indicated that, asking supervisors working without secretary typist and computer to prepare and distribute report makes little sense (UNESCO, 2007:25).

#### **1. Lack of Office and Office Equipment**

To carry out their activities supervisors need an office and some basic office equipments such as computers (at least type writer), telephone, filing cabinet and so on. However, only very few supervisors have such basic equipment. For example in Tanzania very few supervisors have an office and among them, most are working within an empty office. Also it is indicated that, in the absence of the computer, report writing will be difficult and time consuming (De Grauwe, 2001a:13).Further De Grauwe noted that, “it is somewhat startling, that such are relatively cheap items as filing cabinet is absent in so many offices” (p:92).

## **2. Lack of Secretarial Service**

In many countries supervisors are working alone without any supportive staff. The absence of the secretarial experts creates a problem for regular communication with schools and preparation and dissemination of reports (De Grauwe, 2001b:177).

## **3. Lack of Transport**

To improve the supervision service, the availability of transport is the first step. As, De Grauwe ( 2001a:92) indicated, "recruiting officers and paying them salaries ,without giving them the possibility to go out and visit schools is hardly a good investment" and without transport supervisors, "remain in their office ,unemployed, without the possibility to visit schools."

The lack of transport is repeatedly reported challenge. In many countries transportation for visiting of schools is not available and when available, used for other purposes (De Grauwe, 2001b:294).Regarding this problem, one educational inspector in Botswana surprisingly asked, "how can a field officer operate effectively without a vehicle for the station?" and another inspector indicated, "when transport is not available, work comes to a standstill" (De Grauwe, 2001a:47).

Similarly, Giordano, (2008:109)indicated that, in the school cluster programs of many countries, the lack of transport created a problem to transport staff for sharing experience and lead to poor coordination

## **4. Lack of Travel Allowance and Per Diem**

Describing the importance of providing the travel allowance and per diem for supervisors in Cambodian school clusters, Greeves (2003) in Giordano (2008:118) pointed that, "trainers and trainee have usually participated enthusiastically in the training" when there has been travel allowance and per diem. However, the lack of travel allowance and per diem for supervisors is one problem. For example it is indicated that, coordinators in some cases cover their own travel expenses (Giordano, 2008:64).

De Grauwe (2001a:14) pointed that, the lack of resources has many implications. It causes heavy work load. If combined with the lack of resource, the work load becomes difficult to manage.



In many countries, school clusters might not be feasible because of the lack of resources. To perform effectively, the school clusters as an additional level of educational administration between the ministry and school need heavy investment in which many countries cannot afforded. "One can wonder if there were not enough resources are available to strength the existing supervisors", UNESCO (2007:19) asked, "why create a new structure?"

## **CHAPTER THREE**

### **3. THE RESEARCH DESIGN AND METHOD**

This part of the research paper presents the research design, sources of data, the study site and population, sample size and sampling technique, data gathering tools, ethical considerations procedures of data collection, validity and reliability checks and methods of data analysis.

#### **3.1. The Research Design**

Quantitative design particularly descriptive survey was employed to study the problem. This was because it can provide sufficient information concerning the roles and challenges of primary school cluster supervisors. In addition, it helps draw valid generalization and conclusions (Yalew, 2004 E.C:23).

#### **3.2. Sources of Data**

The Woreda education officers, primary school cluster supervisors, primary school principals, and primary school teachers were the sources of data.

#### **3.3. The Study Site and Population**

The study was conducted in Metekel zone, one of the three zones of the Benishagul Gumuz region in North West Ethiopia. Metekel zone is bordered by Assosa in North West, Kamashi in the South, Amhara region in the north and North East and Sudan in the West. Metekel zone has seven Woredas. These are: Wombera, Bullen, Mandura, Debati, Dangure, Pawi and Guba.

#### **3.4. Sample Size and Sampling Technique**

Multistage sampling technique was used to select the samples. The researcher favored this technique as it helps get more representative sample from geographically scattered participants (Koul, 1984).

Four successive multi-stage sampling techniques were used to select sample Woredas, cluster centers, schools, and principals and teachers. In the first stage, three (42.9%) Woredas (Dangure, Mandura and Pawi) were selected among seven Woredas found in Metekel zone, through simple random sampling technique particularly lottery system to get representative sample. Among 36

Woreda education officers (12 in each selected Woredas), six (16.7%) were selected through purposive sampling. Here, two Woreda education officers were selected from each Woreda: one is the coordinator of curriculum preparation and provision department; and the other is the coordinator in the department of teachers, principals and supervisors development. The purpose of selecting these two officers was to get more critical information because of their close contact with cluster supervisors due to their current position in Woreda education office.

There are 18 cluster centers in the selected Woredas: six in Dangure Woreda; five in Mandura Woreda; and seven in Pawi Woreda. In the second stage, all of the cluster centers and supervisors were selected through comprehensive sampling technique, as they were very important source of data for this study and their number was easily manageable.

In the third stage, 26(30.2%) schools were selected among 86 schools grouped under 18 cluster centers. To get representative sample, simple random sampling, particularly lottery system was used. The size of sample schools was made proportional to the number of cluster centers in each Woreda. Accordingly, nine (34.6%) schools were selected from six cluster centers containing a total of 31 schools in Dangure Woreda; seven (26.9%) schools were selected among five cluster centers having a total of 18 schools in Mandura Woreda; and 10(38.5%) schools were selected among seven cluster centers, containing a total of 37 schools in Pawi Woreda.

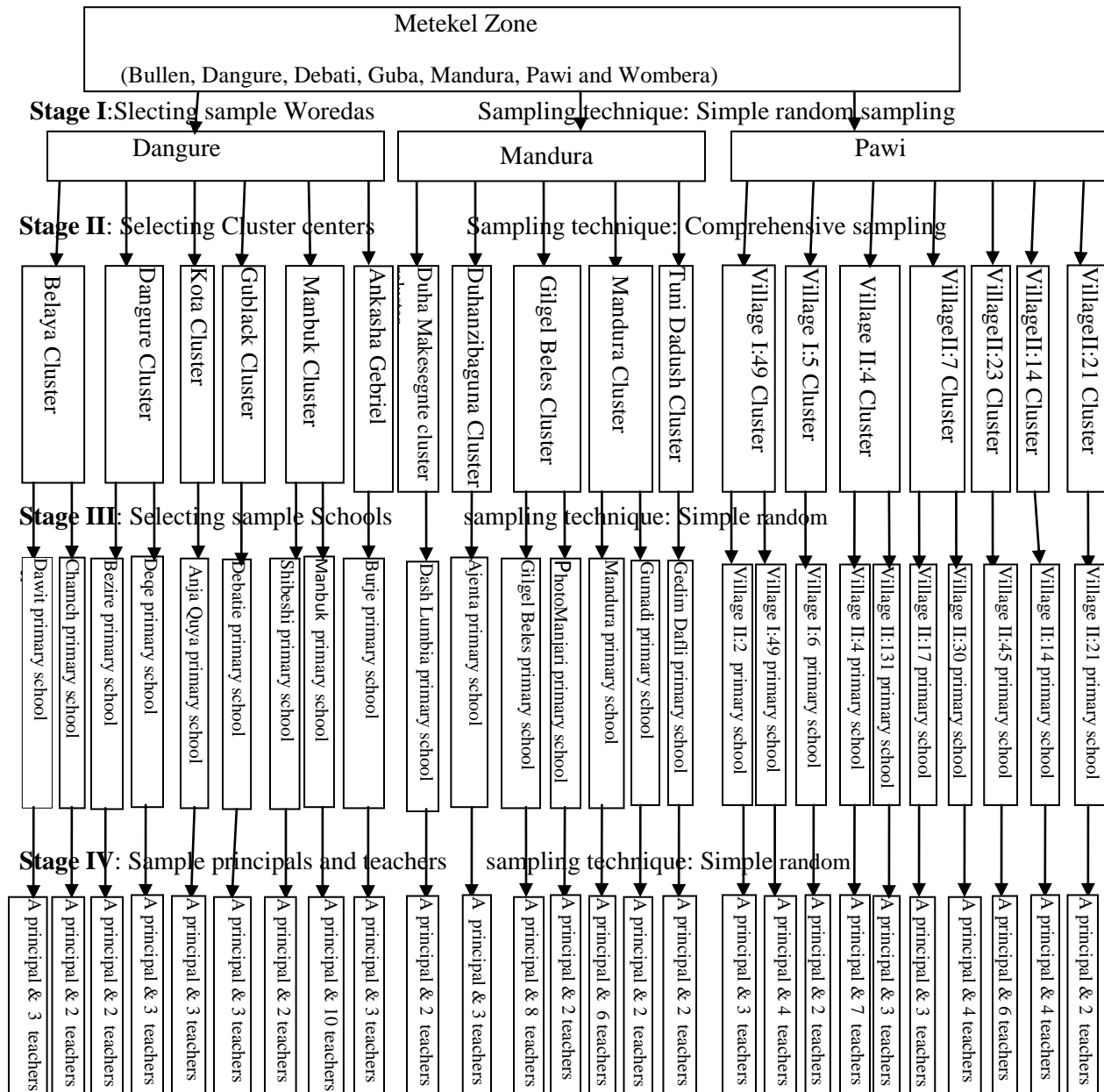
Finally, all 26(30.2%) primary school principals who were working in the selected 26 schools were included through simple random sampling particularly lottery system. And, out of 394(100%) teachers working in the selected 26 schools, 94(24 %) were selected through simple random sampling, particularly, lottery system. Here again, to make the sample more representative, the size of sample teachers was made proportional to the total number of teachers in each selected school.

As a result, 31(33%) teachers were selected among 129(100%) teachers working in nine selected schools of Dangure Woreda; 25(26.6%) were selected out of 104(100%) teachers working in seven schools of Mandura Woreda; and 38 (40.4%) teachers were selected among 161 (100%) teachers working in 10 selected schools in Pawi Woreda.

Thus, a total of 144 samples were selected to fill the questionnaire and for interview. Among these, six (4.2%) were Woreda education offices; 18(12.5%) were cluster supervisors; 26(18%)

were school principals; and 94(65.3%) were teachers. The researcher believed that the total sample size of 144 was sufficient to obtain data needed for this study, with existing resources. The diagram below shows multistage sampling technique used for selecting samples.

Thus, a total of 144 samples were selected to fill the questionnaire and for interview. Among these, six (4.2%) were Woreda education offices; 18(12.5%) were cluster supervisors; 26(18%) were school principals; and 94(65.3%) were teachers. The researcher believed that the total sample size of 144 was sufficient to obtain data needed for this study, with existing resources. The diagram below shows multi-stage sampling technique used for selecting samples.



### **3.5. Data Gathering Tools**

Questionnaire, interview and observation were data gathering instruments. In addition, the researcher consulted relevant reference books, internet sources and supervision manuals to support the findings of the study.

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##### **3.5.1. Questionnaire**

The researcher used questionnaire as major data gathering tool to explore the area defined by the research objective. The questionnaire was prepared in English as the researcher believes that the respondents could understand the questions. Accordingly, a total of 38 close ended questions were prepared by using logical method. Close-ended questionnaire was preferred by the researcher as they are relatively objective, time saving, and easy to respond, tabulate and analyze (Yalew, 2004 E.C:159). The questionnaire had five Likert scales (strongly agree, agree, undecided, disagree and strongly disagree). Likert scale was preferred because it enable the respondents to choose one opinion from the given scales that best aligns with their views(Koul,1984).The questionnaire has six parts to obtain necessary information regarding, characteristics of the respondents; benefits teachers were getting from cluster supervisory practice; the contribution of cluster supervisors for school's management; actual functions of cluster supervisors; professional preparation of cluster supervisors; and challenges of cluster supervisors. The questionnaire was distributed to a total of 132 respondents: 94 teachers; 23 school principals; and 15 cluster supervisors. The questionnaire was personally administered by the researcher himself. This increased the return rate and enabled the researcher to explain the meaning of the questions which were not clear for respondents.

### **3.5.2. Interview**

The researcher used interview to get in-depth information that may not be easily secured by the questionnaire (Yalew, 2004 E.C:176).Semi-structured interview were prepared in English and administered in Amharic to lessen the communication barriers that may occur. Semi-structured questions were preferred by the researcher, as they permit greater flexibility and much freedom to talk about the problem under investigation for interviewee (Yalew, 2004 E.C:179). The interview was conducted on a total of 12 respondents individually: six Woreda education officers; three primary school cluster supervisors not responding to questionnaire; and three primary schools principals not responding to questionnaire. Three cluster supervisors and three school principals were selected for interview through simple random sampling, particularly lottery system, among selected 18 cluster supervisors and 26 school principals respectively. The researcher used tape recorder to save the time of interviewer (researcher) used for recording the responses and to eliminate the omission and distortion of responses.

### **3.5.3. Observation**

The researcher observed 18 cluster centers. The aim of this observation was to gather data on the working conditions, particularly on the availability and conditions of facilities for cluster supervisors and comments written in the school's log book by cluster supervisors. To this end, the researcher used structured checklist that included nine questions.

## **3.6. Procedures of Data Collection**

In this study, the researcher followed series of data gathering procedures to collect data. The researcher prepared questionnaire, interview guide and observation checklist. This was followed by validity and reliability test. Modification was made on questionnaire, interview guides and observation checklist based on the feedbacks. Then, the purpose of the study was explained for participants and the necessary data was collected through data gathering tools.

### **3.7. Reliability and Validity Checks**

Pilot test of the instruments was done before launching in to the actual investigation. The purpose of the pilot test was, to check whether the responses fulfilled the objectives of the investigation; to determine the extent to which the questionnaire promoted an appropriate relationship with respondents; and to check whether or not the respondents understood the instruments (Yalew, 2004 E.C:175). Accordingly, Pawi Woreda was selected for pilot test among the sample Woredas through simple random sampling technique, particularly lottery system. From Pawi Woreda, Almu primary school, which was not included in the main study, was selected among schools not included in the study through simple random sampling, particularly lottery system. Then, 11(50%) teachers who were selected through simple random sampling technique of lottery system and a school principal filled the questionnaire.

In addition, a school principal of village II: 12 and a Woreda education officer were interviewed. Here, the selection of a school principal was through simple random sampling technique, particularly lottery system, among school principals not included in the main study. Regarding the selection of the Woreda education officer, the researcher used purposive sampling to select the curriculum preparation and provision department. As explained earlier in the sampling technique, this was because of close contact with cluster supervisors. However, the selection of this officer among five offices in the same department was through simple random sampling, particularly lottery system. Thus, a total of 14 samples were included in the pilot test: 12 of them filled the questionnaire; and the rest two were interviewed. By this, the internal consistency of the questionnaire was measured 0.8427 Cronbach alpha.

To assure the face validity of the instruments, the researcher secured the feedbacks from teachers in Gilgel Beles College of Teacher Education. The content validity of the instruments was confirmed by preparing sufficient number of questions (38), which included all objectives of the study. In addition, the return rate of the questionnaire was high (97.7%).

Finally, the instruments were modified based on the feedbacks of the pilot test. Triangulation of the data gathering tools was executed by using interview, questionnaire and observation. Using the variety of respondents (Woreda education officers, cluster supervisors, principals and teachers) the information source was multifaceted.

### **3.8. Method of Data Analysis**

The researcher collected both quantitative and qualitative data from sample respondents. The quantitative data collected through questionnaire was statistically organized and imported into SPSS V.16.0 to obtain Frequency, Sum, Mean value and Standard deviation. The mean scores were used to interpret data gathered through questionnaire. To compare and test whether the mean scores of the three groups of respondents was statistically significant or not, one way ANOVA was used. The items in the table were presented according to conceptual similarities.

In addition, percentage was also used to interpret the background information of the respondents and data gathered through observation checklist. The researcher used 3.0 as an average mean. Finally, the data gathered through interview and observation was presented and analyzed qualitatively to supplement the data gathered through questionnaire, and categorized and discussed in line with questionnaire.

### **3.9. Ethical Considerations**

The researcher has taken an official letter of cooperation from Jimma University and communicated with all institutions and individuals legally. The purpose of the study was made clear for all participants. Communication with participants was smooth and voluntarily. Besides, the identity of the informants was kept confidential.



## CHAPTER FOUR

### 4. ANALYSIS AND INTERPRETATION OF DATA

The objective of this study was assessing roles and challenges of the primary school cluster supervisors in Metekel zone. To this end, both quantitative and qualitative data was gathered by using questionnaire, interview and observation. The data gathered through interview was supposed to complement the quantitative data. Moreover, an observation was conducted in 18 cluster centers by using checklist to observe the comments written in the school's log book and assess the working conditions of cluster supervisors, specially the availability and conditions of resources.

Questionnaire was distributed to 132 respondents and 129 (97.7%) were returned back. The return rate of the questionnaire was 91(96.8%) copies from teachers, 23(100%) copies from the school principals and 15(100%) from cluster supervisors. In addition, six Woreda education officers, three school principals and three cluster supervisors, totally 12 individuals were interviewed.

#### 4.1 The Background Information of the Respondents

Table II: The Characteristics of the Respondents

No	Items		Respondents						Total	
			teachers		Principals		Cluster supervisors			
			No	%	No	%	No	%	No	%
1	Sex	Male	56	61.5	21	91.3	15	100	92	71.3
		Female	35	38.5	2	8.7	-	-	37	28.7
		Total	91	100	23	100	15	100	129	100
2	Experience	1 – 5 years	27	29.7	2	8.7	10	66.7	39	30.2
		6 – 10 years	43	47.2	10	43.5	5	33.3	58	44.9
		11 – 15 years	15	16.5	6	26.1	-	-	21	16.3
		16 – 20 years	1	1.1	3	13	-	-	4	3.1
		21 – 25 years	4	4.4	2	8.7	-	-	6	4.7
		26 - 30 years	1	1.1	-	-	-	-	1	0.8
		31 &above years	-	-	-	-	-	-	-	-
		Total	91	100	23	100	15	100	129	100
3	Educational background	Certificate	-	-	-	-	-	-	-	-
		Diploma	81	89	17	73.9	-	-	98	76
		First degree	10	11	6	26.1	15	100	31	24
		Total	91	100	23	100	15	100	129	100

As can be observed from table II item 1, 61.5% of teachers and 91.3% of principals were males. On the other hand, all of the cluster supervisors were males. In addition, all of the interviewees (Woreda education officers, cluster supervisors, and school principals) were also male respondents. From this, it is possible to conclude that the supervisory position was dominated by males. Similar with this, Farquhar (1991:160) cited in Carron and De Grauwe (1997:30) indicated that, the supervision staff is still dominated by the male, while the teaching staff becoming feminized. As Carron and De Grauwe (2001b:110) indicated, this may be because females not apply for this position because of " long distance to travel" and "being away from family for long period".

Regarding the experience of teachers, the majority (70.3%) have above 5 years of experience. Only 29.7 % are between 1-5 years of experience. Concerning the experience of the school principals, the majority (91.3%) are above 5 years of experience. Only 8.7 % were between 1-5 years of experience. Among the interviewed three principals, only one is between 6-10 years; however the rest two were between 11-15 years. On the other hand, as can be seen in item 2 of the same table, 66.7% of the cluster supervisors are between 1-5 years and the rest 33.3 had an experience between 6-10 years. From this, one can conclude that, cluster supervisors were relatively less experienced than both teachers and school principals in the sample Woredas of Metekel zone.

Regarding the educational background of teachers and school principals, the majority, 81(89%) and 17(73.9%) respectively were diploma holders. Moreover, all (3) interviewed school principals and all cluster supervisors had first degree. However, all of the cluster supervisors had first degree. From this, it is possible to conclude that, cluster supervisors in the sample Woredas of Metekel zone were relatively more qualified than the primary school teachers and principals.

## 4.2.Benefits Teachers Gained from Cluster Supervisory Practices

Table III: Respondents View on Benefits Teachers Gained from Cluster Supervisory Practice

No	Items	Response	Respondents			Computed F value
			Teachers (n=91)	Principals (n=23)	Cluster supervisors (n=15)	
1	Arranging induction training for beginner teachers.	$\Sigma$	218	57	42	.67
		$\bar{x}$	2.39	2.47	2.8	
		S.D	1.289	1.122	1.207	
2	Observing teachers in the class for instructional improvement.	$\Sigma$	255	66	47	.42
		$\bar{x}$	2.8	2.86	3.13	
		S.D	1.309	1.217	1.355	
3	Not providing support for teachers to use appropriate instructional materials.	$\Sigma$	217	59	46	2.47
		$\bar{x}$	2.38	2.56	3.06	
		S.D	1.072	1.079	1.387	
4	Giving training to solve instructional problems.	$\Sigma$	238	62	44	.45
		$\bar{x}$	2.61	2.69	2.93	
		S.D	1.289	.973	.961	
5	Coordinating teachers to meet and learn from each other.	$\Sigma$	270	67	43	.05
		$\bar{x}$	2.96	2.91	2.86	
		S.D	1.303	.996	1.245	
6	Spreading new teaching methodologies among schools.	$\Sigma$	220	58	41	.44
		$\bar{x}$	2.41	2.52	2.73	
		S.D	1.282	1.122	1.099	
7	Facilitating professional growth of teachers through short term training, workshops and seminars.	$\Sigma$	219	56	39	.17
		$\bar{x}$	2.4	2.43	2.6	
		S.D	1.229	1.079	.985	
8	Supporting teachers in doing action research, supporting materials and text book evaluation.	$\Sigma$	216	63	48	4.41
		$\bar{x}$	2.37	2.73	3.2	
		S.D	1.060	1.136	.941	

$\Sigma$ =Sum,  $\bar{x}$  =Mean, S.D=Standard Deviation

Table value, F=3.07 at 0.05 significance level and with 2 and 126 areas of freedom.

The respondents were asked whether the cluster supervisors were arranging induction training for beginner teachers or not. Thus, teachers, principals and cluster supervisors with ( $\bar{x} = 2.39$  S.D=1.289), ( $\bar{x}=2.47$ , S.D=1.122) and ( $\bar{x}=2.8$ , S.D=1.207) mean scores respectively reported that, cluster supervisors were not arranging induction training as expected. This is because, the mean scores are below the average mean (3). The computed 'F' value .674 with 2 and 126 areas of freedom and 0.05 significance level is less than the table value (3.07). This shows, there is no significant difference among the responses. Similarly, during interview the respondents informed that, cluster supervisors were not arranging induction training for teachers. Even though the cluster supervisors were not arranging induction training for teachers, MoE (1987 E.C) indicated that, supervisors are expected to provide induction training for beginner teachers.

As shown in table III item 2, teachers and principals with ( $\bar{x}=2.8$ , S.D=1.309) and ( $\bar{x}=2.86$ , S.D=1.217) mean scores respectively indicated that ,cluster supervisors were not conducting class observation for instructional improvement of teachers as expected. On the other hand, cluster supervisors with ( $\bar{x} = 3.13$ , S.D=1.355) mean scores indicated their effectiveness. However, as Carron and De Grauwe (2007:26) indicated, class observation allows the identification of an efficient teaching learning ways. In addition, MoE (1987 E.C:9) noted that, class observation help planning for improvement by indentifying strengths and weakness.

In item 3 of table III, the respondents were requested whether the cluster supervisors were supporting teachers to use appropriate instructional materials or not. The mean scores of teachers and school principals, ( $\bar{x}=2.38$ , S.D=1.072) and ( $\bar{x}=2.59$ , S.D=1.079) respectively depicted that, cluster supervisors were not supporting teachers to use appropriate instructional materials to the required level. Similarly, the informants during interview indicated that, cluster supervisors were not supporting teachers to use appropriate instructional materials. However, cluster supervisors with ( $\bar{x}=3.06$ , S.D=1.387) mean score showed that they were supporting teachers to use appropriate instructional materials. BGREB (1997 E.C: 10) however indicated that, cluster supervisors are expected to facilitate the preparation, distribution and utilization of instructional materials in the cluster schools.

Concerning providing training to solve instructional problems, as indicated in item 4 of table III, teachers, principals and cluster supervisors, with ( $\bar{x}=2.61$ , S.D=1.289),( $\bar{x}=2.69$ , S.D=.978) and ( $\bar{x}=2.93$ , S.D=.961) mean score respectively indicated that, cluster supervisors were not

providing training as expected. Although cluster supervisors were not effective, MoE (1987 E.C:10) indicated that, supervisors are responsible to provide training to solve various instructional problems that teachers face.

As item 5 of table III indicates, teachers, principals and cluster supervisors with mean scores ( $\bar{x}=2.96$ , S.D=1.303), ( $\bar{x}=2.91$ , S.D=.996) and ( $\bar{x}=2.86$ , S.D=1.245) respectively confirmed that, cluster supervisors were not coordinating teachers to meet and learn from each other, as to the required level. However, Bray (1987:19) noted that, through experience sharing among teachers in a cluster, the more experienced teachers help the less experienced teachers and this contribute for quality of education. Similarly, primary schools cluster organization guideline indicated that, cluster supervisors are expected to facilitate the experience sharing among schools in a cluster (BGREB 1997 E.C:10).

Regarding spreading new teaching methodologies among schools, the mean scores ( $\bar{x}=2.4$ , S.D=1.283), ( $\bar{x}=2.5$ , S.D=1.122) and ( $\bar{x}=2.73$ , S.D=1.099) of teachers, principals and cluster supervisors respectively showed that, cluster supervisors were not spreading new teaching methodologies among schools in the cluster. However, cluster supervisors are expected to spread the best practices like new teaching methodologies among schools in a cluster (BGREB 1997 E.C:10).

Regarding facilitating the professional growth of teachers through short term training, workshops, and seminars, teachers, principals and cluster supervisors with ( $\bar{x}=2.4$ , S.D=1.282), ( $\bar{x}=2.43$ , S.D=1.122) and ( $\bar{x}=2.6$ , S.D=1.099) mean scores respectively reported that, cluster supervisors were not facilitating professional growth of teachers through short term training, workshops and seminars as needed. Even though the cluster supervisors are indicated ineffective, supervisors are expected to give training for teacher to improve their profession (BGREB, 1997 E.C:10).

For items 2-7 in table III, the computed 'F' values with 2 and 126 areas of freedom and 0.05 significance level are less than the table value (3.07). This shows there is no significant difference among the responses.

In item 8 of table III, the respondents were asked whether the cluster supervisors were supporting teachers in doing action research, supportive materials and textbook evaluations. In this case,

teachers and principals with ( $\bar{x}=2.37$ , S.D=1.060) and ( $\bar{x}=2.73$ , S.D=1.136) mean scores respectively indicated that, cluster supervisors were not supporting teachers in doing action research, supportive materials and textbook evaluations to the demanded level. Conversely, the cluster supervisors, with ( $\bar{x}=3.2$ , S.D=.941) mean score showed their effectiveness. However, the computed 'F' value 4.415 is greater than the table value (3.07). This shows there is significant difference among the respondents. This was cross checked by the data gathered through interview. As the participants of the interview indicated, cluster supervisors inform the schools to do action researches, supportive educational materials and textbook evaluations and then check whether or not performed. However, they did not show how to do it. As one cluster supervisor indicated, what is considered as support was "just counting the performed and not performed activities in the school, but no support". Even though the cluster supervisors were not supporting teachers to do action research, supportive materials and textbook evaluations, it is noted that action researches in the cluster help to adopt the curriculum to fit the local needs (BGREB, 1997 E.C:10).

During interview participants informed that, benefits teachers gained from cluster supervisory practice was insufficient. Cluster supervisors also indicated that they were supporting teachers. However, they indicated that the support was not as expected. But they externalized by indicating the practical problems that were affecting their practice. Therefore, based on the computed 'F' values and the data gathered through interview, it is possible to conclude that the benefits teachers gained from the cluster supervisory practice were insufficient.

Teachers are an important medium to achieve the teaching and learning. They are also the heart of the quality of education (UNESCO, 2007:22). However, all teachers are not qualified enough and as a result they need support from supervisor (Giordano, 2008:11). Similarly, different studies have shown that, teachers need both internal and external supervision (Carron and De Grauwe, 1997:38). Giordano (2008:34) indicated that, some cluster programs use coordinators to provide support for teachers through follow up training, class observation, and feedback. They also provide an advice, guidance and information to improve teachers' practice. In line with this, MoE (1994 E.C:32) indicated that, supervisors are expected to provide technical support for teachers by identifying various problems teachers face and look for possible solutions. Likewise, BGREB (1997 E.C: 10) in primary schools cluster organization guideline indicated the provision

of support for professional development of teachers in a cluster school as one responsibility of cluster supervisors.

Carron et al. (1998b:95) noted that, although teachers consider supervision as an important support service, they are not satisfied by the service they gained. Similarly, in their review, *current issues in supervision*, Carron and De Grauwe (1997:38) indicated the dissatisfaction of teachers on the work done by the supervisors. Likewise, the study conducted on the cluster supervisory practice in west Gojjam zone of Amhara region indicated the insignificant role of cluster supervisors in supporting teachers (Gashaw, 2008:66).

### 4.3. Contributions of Cluster Supervisors for School Management

**Table IV: Respondents View on the Contribution of Cluster Supervisors for School Management**

No	Items	Response	Respondents			Computed F value
			Teachers (n=91)	Principals (n=23)	Cluster supervisors(n=15)	
1	Supporting school management during school planning.	$\Sigma$	263	54	49	3.14
		$\bar{x}$	2.89	2.34	3.26	
		S.D	1.233	1.070	.798	
2	Facilitating community participation in decision making.	$\Sigma$	239	49	44	2.53
		$\bar{x}$	2.62	2.13	2.93	
		S.D	1.226	.868	1.032	
3	Arranging training for school management.	$\Sigma$	234	56	43	.64
		$\bar{x}$	2.57	2.43	2.86	
		S.D	1.221	1.036	.915	
4	Providing the necessary information for school management.	$\Sigma$	295	71	57	2.16
		$\bar{x}$	3.24	3.08	3.8	
		S.D	1.138	.949	.861	
5	Helping school management in solving various management problems.	$\Sigma$	257	60	52	2.50
		$\bar{x}$	2.82	2.6	3.46	
		S.D	1.234	1.157	.915	
6	Supporting the school management to get materials support from the local community.	$\Sigma$	118	50	41	1.11
		$\bar{x}$	2.39	2.17	2.73	
		S.D	1.172	.984	1.032	
7	Enabling the well performing principals to get reward.	$\Sigma$	229	54	43	1.04
		$\bar{x}$	2.51	2.34	2.86	
		S.D	1.109	1.027	1.060	
8	Improving the relationship among the school's staff.	$\Sigma$	270	66	53	1.49
		$\bar{x}$	2.96	2.86	3.53	
		S.D	1.320	1.179	.915	
9	Bringing school principals together to share experience.	$\Sigma$	292	76	63	5.54
		$\bar{x}$	3.2	3.3	4.2	
		S.D	1.150	1.019	.414	
10	Supporting the school management in improving the teachers discipline.	$\Sigma$	259	59	47	1.11
		$\bar{x}$	2.84	2.56	3.13	
		S.D	1.237	.843	1.125	
11	Facilitating the monitoring and evaluation in the school.	$\Sigma$	253	55	48	2.10
		$\bar{x}$	2.78	2.39	3.2	
		S.D	1.218	1.196	1.082	
12	Not improving school governance.	$\Sigma$	233	60	50	2.92
		$\bar{x}$	2.56	2.6	3.33	
		S.D	1.185	1.157	.899	

$\Sigma$ =Sum,  $\bar{x}$  =Mean, S.D=Standard Deviation

Table value, F=3.07 at 0.05 significance level and with 2 and 126 areas of freedom.



As has been presented in item 1 of table IV, the respondents were requested whether or not the cluster supervisors were supporting school's management during planning. Consequently, teachers and principals with ( $\bar{x}=2.89$ , S.D=1.233) and ( $\bar{x}=2.34$ , S.D=1.070) mean scores respectively indicated that, cluster supervisors were not supporting school's management during school planning as required. On the other hand, cluster supervisors with ( $\bar{x}=3.25$ , S.D=.798) mean score seemed to contend that, they were supporting school management during planning. The table value (3.07) is less than the computed 'F' value (3.142). This shows there is significant difference among the respondents. However, during interview school principals indicated that, cluster supervisors did not support them during planning rather they check whether or not they had plan. Cluster supervisors also agreed that they were only checking whether or not the schools had plan for their activities but most of the time not participated during planning. Hence, it is possible to conclude that cluster supervisors were not supporting schools during their planning.

As shown in table IV item 2, the respondents were asked whether or not cluster supervisors were facilitating community participation in decision making. Thus, the mean scores ( $\bar{x}=2.62$ , S.D=1.226), ( $\bar{x}=2.13$ , S.D=.868) and ( $\bar{x}=2.93$ , S.D=1.032) by teachers, principals and cluster supervisors respectively indicated that, cluster supervisors were not facilitating community participation in decision making as needed.

In item 3 of the same table, the respondents were asked whether cluster supervisors were giving training for school management or not. In this case, teachers, principals and cluster supervisors with ( $\bar{x}=2.57$ , S.D=1.221), ( $\bar{x}=2.43$ , S.D=1.036) and ( $\bar{x}=2.86$ , S.D=.915) mean scores respectively indicated that, cluster supervisors were not giving training for school management as expected. The qualitative data gathered through interview similarly indicated that, cluster supervisors were not arranging induction training.

The respondents were asked whether the cluster supervisors were providing information for schools' management or not. As item 4 of table IV indicates, teachers, principals and cluster supervisors with ( $\bar{x}=3.24$ , S.D=1.138), ( $\bar{x}=3.08$ , S.D=.949) and ( $\bar{x}=3.8$ , S.D=.861) mean score respectively indicated that, cluster supervisors were providing information for schools' management. Similarly, Gashaw (2008:60) indicated that, cluster supervisors had more contact with school principals. Bray (1987:136) indicated that, information is important to make good decision.

Regarding helping the school's management in solving various management problems, teachers and principals with ( $\bar{x}$ =2.82, S.D=1.234) and ( $\bar{x}$ =2.6, S.D=1.157) mean scores respectively reported that, they were not helping in solving various management problems to the required level. Supervisors, however, claimed their effectiveness with ( $\bar{x}$ =3.46, S.D=.915) mean score. The teachers and principals during interview informed that, cluster supervisors were not solving various management problems in the schools.

The respondents were asked whether or not cluster supervisors were supporting the school's management to get material support from the schools management. As shown in the 6 item of table IV, teachers, principals and cluster supervisors with ( $\bar{x}$ =2.39, S.D=1.172), ( $\bar{x}$ =2.17, S.D=.984) and ( $\bar{x}$ =2.73, S.D=1.032) mean scores respectively indicated that, support in this regard was not as expected.

With regard to enabling the well performing principals get reward, teachers, principals and cluster supervisors with ( $\bar{x}$ =2.51, S.D=1.109), ( $\bar{x}$ =2.34, S.D=1.027) and ( $\bar{x}$ =2.86, S.D=1.060) mean scores respectively pointed out that, cluster supervisors were not enabling the well performing principals get reward. The interview data shows that, even though cluster supervisors were closer for school principals, those who give reward for well performing principals did not need the data from cluster supervisors regarding the performance of the school principal. However the MoE (1994 E.C:31) indicated that, the well performing school principals are rewarded based on the report of supervisors regarding their performance.

In table IV item 8, teacher and principal respondents with ( $\bar{x}$ =2.96, S.D=1.320) and ( $\bar{x}$ =2.86, S.D=1.179) mean scores respectively indicated that, cluster supervisors were not improving the relationship among the school's staff as expected. Different with principals and teachers, cluster supervisors were likely to contend their effectiveness regarding this practice with ( $\bar{x}$ =3.53, S.D=.915) mean score.

For items 2-8 in table IV, the computed 'F' values with 2 and 126 areas of freedom and 0.05 significance level are less than the table value (3.07). This shows there is no significant difference among the responses.

In item 9 of table IV, the participants were asked whether or not cluster supervisors were bringing schools' principals together to share experiences from each other. Teachers, principals

and cluster supervisors with ( $\bar{x}=3.2$ , S.D=1.150), ( $\bar{x}=3.3$ , S.D=1.019) and ( $\bar{x}=4.2$ , S.D=.414) mean scores respectively reported that, cluster supervisors were bringing schools' principals together to share experiences from each other. However, the computed 'F' value (5.540) is greater than the table value (3.07), which indicates the existence of significant difference among the responses. Regarding the experience sharing of school principals, the participants of the interview also informed that, the cluster supervisors were facilitating the experience sharing of school's principals. However, they indicated that, in most cases the experience sharing was arranged during cluster competition. Based on this, it is possible to conclude that, the cluster supervisors were facilitating the experience sharing of school principals. MoE (2012:3) indicated that, supervisors are expected to identify and spread best practice among schools by facilitating experience sharing among schools.

The respondents were asked whether the cluster supervisors were supporting the school's management in improving the teachers' discipline. As can be seen in item 10 of table IV, teachers and principals with ( $\bar{x}=2.84$ , S.D=1.237) and ( $\bar{x}=2.56$ , S.D=.843) respectively showed that, cluster supervisors were not supporting the school's management in improving the teachers' discipline. Cluster supervisors with ( $\bar{x}=3.13$ , S.D=1.125) mean scores, however showed their effectiveness in this regard.

As can be observed in item 11 of the same table, teachers and principals with ( $\bar{x}=2.78$ , S.D=1.218) and ( $\bar{x}=2.39$ , S.D=1.196) mean scores respectively indicated that, cluster supervisors were not facilitating the monitoring and evaluation in the schools. Conversely, cluster supervisors showed that they were facilitating monitoring and evaluation in the schools with ( $\bar{x}=3.2$ , S.D=1.082) mean score. During interview it is indicated that, in-school monitoring and evaluation was going on in the schools without significant support from cluster supervisors. However, it is indicated that, school clusters are expected to facilitate and support in-school monitoring and evaluation to improve the school administration (Dittmar et al., 2002:12).

In the last item of table IV, teachers and principals with ( $\bar{x}=2.5$ , S.D=1.185) and ( $\bar{x}=2.6$ , S.D=1.157) mean scores confirmed that, cluster supervisors were not improving the school management. On the other hand, the mean score of cluster supervisors ( $\bar{x}=3.3$ , S.D=.899) indicated they were improving school governance.

For items 10-12 in table IV, the computed 'F' values with 2 and 126 areas of freedom and 0.05 significance level are less than the table value (3.07). This shows there is no significant difference among the responses.

During interview, the participants particularly school principals confirmed the insignificant contribution of cluster supervisors for school management by the use of the reflective phrases like, "I have gotten nothing from cluster supervisors", and "we do all things by ourselves using our departments". It is possible to conclude that the contribution of cluster supervisors for the schools' management was insignificant. This was based on the computed 'F' values and interview.

The way in which the education institution managed affects the functioning of schools. For quality of schools, the school heads play an important role (UNESCO, 2007:22). It is also indicated that, the school clusters provide training for school principals to improve the school governance (Giordano, 2008:40). In relation to this, Perera (1997:11) noted that, school clusters enable schools to be managed by more competent personnel.

It is indicated that, provide training for schools' personnel as one objective of school clusters and Supervisors are expected to give support to improve the schools' management by proving training; promoting community participation in education; solving various management problems; and improving the relationship among the schools' staff (MoE, 1994 E.C: 32; 2000 E.C: 46; BGREB 1997 E.C: 9; 2004 E.C:35 and 2006:47).

#### 4.4 . Actual Functions of Cluster Supervisors

Table V: Respondents View on the Actual Functions of Cluster Supervisors

No	Items	Responses	Respondents			Computed F value
			Teachers (n=91)	Principals (n=23)	Cluster supervisors (n=15)	
1	Cluster supervisors are: Regularly visiting schools under their charge.	$\Sigma$	272	63	44	.41
		$\bar{x}$	2.98	2.73	2.93	
		S.D	1.215	.915	1.279	
2	Collecting statistics data such as number of students, teachers, sections etc.	$\Sigma$	355	93	49	3.05
		$\bar{x}$	3.9	4.04	3.26	
		S.D	.989	1.065	1.032	
3	Inspecting the implementation of the government education policy and regulations.	$\Sigma$	313	81	56	.55
		$\bar{x}$	3.43	3.52	3.73	
		S.D	1.045	.895	.961	
4	Inspecting the state of school buildings, furniture, equipment, toilet, fence, sports field, farmland, etc.	$\Sigma$	279	71	55	1.64
		$\bar{x}$	3.06	3.08	3.66	
		S.D	1.289	.949	.816	
5	Creating competition among cluster schools by coordinating question and answer, sport and exams etc.	$\Sigma$	305	89	65	6.24
		$\bar{x}$	3.35	3.86	4.33	
		S.D	1.167	.967	.833	
6	Supporting the various committees and clubs in the school	$\Sigma$	274	82	58	5.22
		$\bar{x}$	3.01	3.56	3.86	
		S.D	1.215	.787	.833	
7	Writing comments on the school log book before leaving the school.	$\Sigma$	310	89	67	7.77
		$\bar{x}$	3.4	3.86	4.46	
		S.D	1.095	.967	.516	

$\Sigma$ =Sum,  $\bar{x}$  =Mean, S.D=Standard Deviation

Table value, F=3.07 at 0.05 significance level and with 2 and 126 areas of freedom.

As shown in table V items 1, teachers, principals and cluster supervisors with ( $\bar{x}=2.98$ , S.D=1.215), ( $\bar{x}=2.73$ , S.D=.915) and ( $\bar{x}=2.93$ , S.D=1.279) mean scores respectively indicated that, school visits by cluster supervisors was not regular. Similarly, during interview the participants informed that school visits by cluster supervisors was not regular, specially in schools that are remote from cluster center. However, cluster supervisors indicated practical problems like lack of transportation for the irregularity of school visits. School visits are the main instruments to perform supervision activities (De Grauwe, 2001a: 36). Carron et al.(1998a: 26) also indicated that, the number of school visits and the number of times each school visited are made clear. In line with this, BGREB (1997 E.C:10) indicated that, cluster supervisors are expected to visit schools in a cluster at least twice a month. Perera (1997:12) indicated that, even after the establishment of school cluster system, school visits remained low. Similarly, it is indicated that, School visits in many countries are insufficient because of many practical problems such as lack of transport (De Grauwe and Carron, 1997:23; De Grauwe, 2001a:110, 2001b:66).

Teachers, principals and cluster supervisors with ( $\bar{x}=3.9$ , S.D=.989), ( $\bar{x}=4.04$ , S.D=1.065) and ( $\bar{x}=3.62$ , S.D=1.032) mean score respectively indicated that, cluster supervisors were collecting statistical data from schools in the cluster. During interview, almost all participants informed that cluster supervisors collect statistical data on the number of students, teachers, section etc and report this for WEO. Even some of the informants indicated that, the collection of statistical data was the only function of cluster supervisors. A primary school principal indicated that, “the only task of a cluster supervisors in our cluster is just collecting statistical data and reporting this to WEO. As a result, he had given the nick name  $\square.\dot{\mathbf{n}}.\square$ " [an abbreviation of Male-Female-Total]. In relation to this, Carron et al., (1998a:27) indicated the involvement of supervisors in the collection of data and information. Similarly, Bray (1987:21) indicated that, cluster coordinators collect statistical data from the schools and transmit to district office in formal cluster system. Likewise, the MoE (2012:13) indicated that, supervisors are expected to provide information regarding the needs and realities of the school.

In item 3 of table V, teachers, principals and cluster supervisors with ( $\bar{x}=3.43$ , S.D=1.045), ( $\bar{x}=3.52$ , S.D=.895) and ( $\bar{x}=3.73$ , S.D=.961) mean scores respectively pointed that, cluster

supervisors were inspecting the proper implementation of government policies, rules and regulations. Regarding this, it is indicated that supervisors at all level are expected to monitor and inspect whether or not the schools are functioning based on the prescribed policy, rules and regulations (MoE, 1987 E.C:17; 1994 E.C:31; 2000 E.C:45).

The respondents were asked whether or not cluster supervisors were inspecting the state of the school's buildings, furniture, equipment's, toilet, fence, sports field and school farm lands. As shown in item 4 of table V, ( $\bar{x}=3.06$ , S.D=1.289), ( $\bar{x}=3.08$ , S.D=.949) and ( $\bar{x}=3.66$ , S.D=.816) mean score of teachers, principals, and cluster supervisors respectively depicted that, cluster supervisors were inspecting the state of the school's buildings, furniture, equipment's toilet, fence, sports field and school farm land. In relation to this, UNESCO (2007:9) indicated that, in developing countries supervision of material inputs gets priority over human inputs because of the deteriorated school infrastructure. However, MoE (1987 E.C:40) indicated that, supervisors are responsible to inspect the general school environment such as the school's fence and school buildings used for library, stores, toilet etc.

For items 1-4 in table V, the computed 'F' values with 2 and 126 areas of freedom and 0.05 significance level are less than the table value (3.07). This shows that, there is no significant difference among the responses.

In item 5 of table V, the respondents were asked whether or not cluster supervisors were coordinating questions and answers, sports and exams to create competition among schools in cluster. Teachers, principals and cluster supervisors with ( $\bar{x}=3.35$ , S.D=), ( $\bar{x}=3.86$ , S.D=) and ( $\bar{x}=4.33$ , S.D=) mean scores respectively showed that, cluster supervisors were creating competition by coordinating these activities. The computed 'F' value (6.240) exceeded the table value (3.07). This indicates the difference is significant. During interview, most of the participants indicated that cluster supervisors were coordinating cluster competition. From this, it is possible to conclude that, cluster supervisors were creating competition among schools in the cluster. In relation to this, it is indicated that, the competition created by using examination and sports in the cluster schools are important: cluster examinations, initiate students to work hard and evaluate their performance; and sports promote unity and widen the pupil's horizon (Bray, 1987:20 & 47). Similarly, facilitating the cluster competition within and outside the cluster is indicated as the responsibility of cluster supervisors (BGREB, 1997 E.C:10).

The respondents were asked whether or not cluster supervisors were providing support for various committees and clubs in the schools. As illustrated in item 6 of table V, teachers, principals and cluster supervisors with ( $\bar{x}$ =3.01, S.D=1.215), ( $\bar{x}$ =3.56, S.D=.787) and ( $\bar{x}$ =3.86, S.D=.833) mean scores respectively indicated that, cluster supervisors were providing support for various committees and clubs in the cluster schools. The table value (3.07) is less than the computed 'F' value (5.227). This indicates that, there is significant difference among the responses. However, the interviewees confirmed that, cluster supervisors were providing support for various committees and clubs in the schools. As a result, it is possible to conclude that, cluster supervisors were supporting various committees and clubs in the schools. This may be similar with De Grauwe (2001a:35) that indicated, supervisors are responsible for many and intricate tasks of which some of them are not grouped in to either control, support or linking.

In the last item of table V, teachers, principals and cluster supervisors with ( $\bar{x}$ =3.4, S.D=1.095), ( $\bar{x}$ =3.86, S.D=.967) and ( $\bar{x}$ =4.46, S.D=.516) mean scores respectively confirmed that, cluster supervisors were writing comments on the school's log book during school visits. However, the computed 'F' value (7.773) is greater than the table value (3.07). This shows the difference is significant. The researcher observed the log books in the schools and assured that, cluster supervisors have written comments in the school's log book, identifying the performed and not performed activities in a carbon copy and preserve one copy for themselves. From this, it is possible to conclude that cluster supervisors were writing comments on the schools log book during school visits. In relation to this, UNESCO (2007:20) indicated that, the main comments of supervisors written in the schools' log books are important for schools and less time consuming compared with full-fledged report.



#### 4.5. Professional Preparation of Cluster Supervisors

**Table VI: Respondents View on the Professional Preparation of Cluster Supervisors**

No	Items	Responses	Respondents			Computed F value
			Teachers (n=91)	Principals (n=23)	Cluster supervisors (n=15)	
1	Cluster supervisors are qualified enough to give the required service.	$\Sigma$	281	72	47	.02
		$\bar{x}$	3.08	3.13	3.13	
		S.D	.950	.814	1.767	
2	Cluster supervisors are well experienced.	$\Sigma$	248	52	36	1.81
		$\bar{x}$	2.72	2.26	2.4	
		S.D	1.238	.810	.828	
3	Cluster supervisors have taken induction training.	$\Sigma$	238	50	24	6.70
		$\bar{x}$	2.61	2.17	1.6	
		S.D	1.103	.984	.883	
4	In service training has been arranged for cluster supervisors.	$\Sigma$	251	61	31	2.71
		$\bar{x}$	2.75	2.65	2.06	
		S.D	1.128	.884	.883	
5	Cluster supervisors lack support instruments like manuals and guides.	$\Sigma$	237	51	33	1.79
		$\bar{x}$	2.6	2.21	2.2	
		S.D	1.153	.795	.941	
6	Experience sharing sessions has been arranged for cluster supervisors.	$\Sigma$	255	56	22	9.78
		$\bar{x}$	2.8	2.43	1.46	
		S.D	1.185	.992	.516	

$\Sigma$ =Sum,  $\bar{x}$  =Mean, S.D=Standard Deviation

Table value, F=3.07 at 0.05 significance level and with 2 and 126 areas of freedom.

As can be seen in item 1 of table VI, teachers, principals and cluster supervisors with ( $\bar{x}$ =3.08, S.D=.950), ( $\bar{x}$ =3.13, S.D=.814) and ( $\bar{x}$ =3.13, S.D=1.767) mean scores respectively indicated that, cluster supervisors were qualified enough to give the required service. Similarly, as can be

seen in the background information of the respondents, all (18) of the cluster supervisors had first degree. In relation to this, Certo (2006:13) indicated that, supervisors occupy the position in different ways; most of them were promote from the department they are working and recent graduates also come to the position due to the specialized knowledge in the area.

In item 2 of the same table, the respondents were asked whether cluster supervisors were well experienced or not. The mean scores of teachers, principals and cluster supervisors, ( $\bar{x}$ =2.72, S.D=1.238), ( $\bar{x}$ =2.26, S.D=.810) and ( $\bar{x}$ =2.4, S.D=.828) respectively indicated that, cluster supervisors were not well experienced. Similarly, as can be seen in the background information of the respondents, cluster supervisors were relatively less experienced than both teachers and school principals. In relation to this, it is indicated that, in education academic qualification and experience are given more emphasis and many countries use a successful performance as teachers and head teacher (De Grauwe, 2001a:70). Carron and De Grauwe (1997:31) indicated that, both teachers and school heads appreciate the classroom experience of supervisors. As De Grauwe (2001a:70) indicated ,only few supervisors occupy the position with the same grade as principals and when supervisors are less experienced than school principals, principals do not consider supervisors as their superiors. However, Certo (2006:13) indicated that, neither promotion through experience nor hiring a qualified supervisor is a guarantee to know how to supervise.

For items 1 and 2 in table VI, the computed 'F' values with 2 and 126 areas of freedom and 0.05 significance level are less than the table value(3.07). This shows there is no significant difference among the responses.

In item 3 table VI, teachers, principals and cluster supervisors with ( $\bar{x}$ =2.61, S.D=1.103), ( $\bar{x}$ =2.17, S.D=.984) and ( $\bar{x}$ =1.6, S.D=.883) mean scores respectively indicated that, cluster supervisors had not taken induction training. The computed 'F' value (6.707) exceeded the table value (3.07). This shows the difference is statistically significant. Regarding the induction training, the informants during interview indicated that, cluster supervisors were recruited among teachers and school heads in formal way and “just told to go” to primary schools to do their job without any induction training. From this one can conclude that, cluster supervisors had not taken any induction training. In relation to this, many authors in the field indicated the importance of training: Carron and De Grauwe (1997: 15) and UNESCO (2007:15) indicated

that, induction training help supervisors prepare themselves for their role. Giordano (2008:142) pointed the importance of matching the employee with the demands of the job and to give training when necessary for all cluster and resource center staff. Similarly, Bray (1987:135) indicated the importance of training both newly appointed and experienced individuals. Likewise, BGREB (2003 E.C:15) noted that, supervisors should have technical, conceptual and human skills. And to get these skills supervisors should get adequate training.

Even though training is indicated important, UNESCO (2007:17) indicated that, only few developing countries provide induction trainings. And where they exist, they are short term courses and not necessarily related to the supervision. Similarly, it is indicated that, cluster coordinators more often doing their work without having any professional preparation for it ([education state universtiy.com/pages2472/supervision.html](http://education.state.universtiy.com/pages2472/supervision.html)). Likewise, MoE (2010:67) pointed that, many staff do not receive induction training and the demand remained high.

The respondents were asked whether or not in-service training was arranged for cluster supervisors. Teachers, principals, and cluster supervisors with ( $\bar{x}=2.75$ , S.D=1.128), ( $\bar{x}=2.65$ , S.D=.884) and ( $\bar{x}=2.06$ , S.D=.883) mean scores respectively indicated that, in-service training was not arranged for cluster supervisors. However, it is indicated that, in-service training is important for supervisors. It helps supervisors keep abreast of new curriculum, teaching methodologies and school management (UNESCO, 2007:17). Carron and De Grauwe (1997:33) noted that, advisors, supervisor and inspectors need training, however do not receive it. Similarly, Giordano (2008:111) noted the lack of adequate training of cluster coordinators as a problem.

Teachers, principals and cluster supervisors with ( $\bar{x}=2.6$ , S.D=1.153), ( $\bar{x}=2.21$ , S.D=.795) and ( $\bar{x}=2.2$ , S.D=.941) mean scores respectively showed that, cluster supervisors had lack these instruments. Similar with this, De Grauwe (2001 a: 76; 2001 b: 292) indicated that, manuals and guidelines are inadequate for supervisors and when available, not more than circulars and administrative forms. As a result supervisors lack important information. Carron and De Grauwe (1997:3) and (UNESCO, 2007:19) indicated that, support instruments such as manuals and guide lines are important for supervisors. They prepare themselves for school visits using these instruments. In addition, these instruments support the actions of supervisors on the field.

The computed 'F' values of items 4 and 5 in table VI, with 2 and 126 areas of freedom and 0.05 significance level are less than the table value (3.07). This shows there is no significant difference among the responses.

In the last item of table VI, teachers, principals and cluster supervisors with ( $\bar{x}$ =2.8, S.D=1.185), ( $\bar{x}$ =2.43, S.D=.992) and ( $\bar{x}$ =1.46, S.D=.516) mean scores respectively indicated that, an experience sharing sessions were not arranged for cluster supervisors. The computed 'F' value (9.781) by far exceeded the table value (3.07). This shows the difference among the responses is significant. However, during interview the cluster supervisors informed that, even though they repeatedly asked the WEO to arrange experience sharing, there is no any experience sharing. However, facilitating the experience sharing at Woreda, zonal and regional level was written in the primary schools cluster organization document (BGREB, 1997 E.C:7).

Most of the participants who were interviewed during the study indicated that, induction trainings did not exist; in-service trainings were inadequate and not related to the profession of supervision; cluster supervisors were less experienced than most of the teachers and school principals; and support instruments were inadequate. However, they indicated that, the academic qualification was not the problem as cluster supervisors had first degree.

From the information available, it seems that professional preparation and support instruments were inadequate for cluster supervisors to give the required service.

## 4.6 .Challenges of Cluster Supervisors

### 4.6.1. The Workload, Access to Schools and Support from Educational Organization

Table VII: The Workload, Access to Schools and Support from Educational Organization

No	Items	Response	Respondents			Computed F value
			Teachers (n=91)	Principals (n=23)	Cluster supervisors (n=15)	
1	Cluster supervisors are overburdened with many tasks.	$\Sigma$	253	52	44	2.05
		$\bar{x}$	2.78	2.26	2.93	
		S.D	1.171	1.214	1.279	
2	Distance between schools is manageable to visit schools.	$\Sigma$	241	58	28	2.58
		$\bar{x}$	2.64	2.52	1.86	
		S.D	1.285	1.201	.915	
3	The number of schools in a cluster is manageable to give the service.	$\Sigma$	275	74	46	.24
		$\bar{x}$	3.02	3.21	3.06	
		S.D	1.201	1.126	1.334	
4	Cluster supervisors have an authority to take actions on recommendations.	$\Sigma$	255	58	31	3.06
		$\bar{x}$	2.8	2.52	2.06	
		S.D	1.107	1.081	1.162	
5	Supervisors are getting support from Woreda Education Office.	$\Sigma$	256	48	26	5.65
		$\bar{x}$	2.81	2.08	1.73	
		S.D	1.436	1.378	.798	

$\Sigma$ =Sum,  $\bar{x}$  =Mean, S.D=Standard Deviation

Table value, F=3.07 at 0.05 significance level and with 2 and 126 areas of freedom.

In table VII item 1, teachers, principals and cluster supervisors with ( $\bar{x}$ =2.78, S.D=1.171), ( $\bar{x}$ =2.26, S.D=1.214) and ( $\bar{x}$ =2.93, S.D=1.279) mean scores respectively indicated that, cluster

supervisors were not overburdened with many tasks. Similarly, during interview the participants indicated that, cluster supervisors were not currently overburdened with many tasks. As they informed, this was because cluster supervisors were not doing what was expected from them. However, Giordano (2008:137) indicated that, assigning administrative and pedagogical tasks for a single person in a cluster can undermine the goal of improving education quality.

Teachers, principals and cluster supervisors in item 2 tables VII, with ( $\bar{x}$ =2.64, S.D=1.285), ( $\bar{x}$ =2.52, S.D=1.201) and ( $\bar{x}$ =1.86, S.D=.915) mean scores respectively indicated that, the distance of satellite schools from the cluster center school was not manageable. During interview cluster supervisors informed that, some satellite schools found 15km apart from the cluster center. In this case, as they informed, they could not reach on time as travelling consumes time used for professional support. Besides, they indicated that, even being arrived in the schools they could not give the required service, as they reach being exhausted. Regarding this, BGREB (1997 E.C:5) in primary schools cluster organization guideline indicated that, the distance of the satellite schools from cluster center school can be 6-12 km based on the local situations. However, Giordano (2008:135) noted that, even the transportation is reliable; the distance over 10km is too far. And further recommended that, the distance should be close enough for facilitators without causing problems. Similarly, Greeves, (2003) in Giordano (2008:108) indicated that, when the schools are too far apart from one another, it is recommended to support from the district level than linking in a cluster system.

Regarding the number of schools in a cluster, teachers, principals and cluster supervisors with ( $\bar{x}$ =3.02, S.D=1.201), ( $\bar{x}$ =3.21, S.D=1.126) and ( $\bar{x}$ =3.06, S.D=1.334) mean score respectively indicated that the number of schools in a cluster could be managed by a cluster supervisor. Similarly, most of the participants of the interview indicated that, the number of schools in a cluster could be manageable. Although some cluster centers have more than eight schools, most of the cluster centers have below this. In relation to this, De Grauwe (2001a:94) indicated that, the number of schools in a cluster and the distance from the center greatly contribute for the work load of supervisors. Regarding the number of schools in a cluster, Giordano (2008:107) indicated that, when the number of schools in a cluster are too many, coordination become difficult. BGREB (1997 E.C:5) indicated that, primary schools cluster can have three to eight schools.

The respondents in item 4 of the same table were asked whether cluster supervisors have an authority to act on recommendation or not. Consequently, teachers, principals and cluster supervisors, with ( $\bar{x}=2.8$ , S.D=1.107), ( $\bar{x}=2.52$ , S.D=1.081) and ( $\bar{x}=2.06$ , S.D=1.162) mean scores respectively confirmed that, cluster supervisors lacked an authority to act on recommendations. During interview the participants informed that, the lack of authority was negatively affecting the functions of cluster supervisors. Because of the lack of authority, as one of the participant indicated, “Principals and teachers in some schools do not bother whether or not the cluster supervisor arrived in the school”.

Similarly, the study conducted in four Africa countries indicated that, in all four countries supervisors frustrated the lack of authority to take actions (De Grauwe 2001a:15). Certo (2006:15) indicated the importance of delegating an authority for supervisors to accomplish their tasks.

For items 1-4 in table VII, the computed ‘F’ values with 2 and 126 areas of freedom and 0.05 significance level are less than the table value (3.07). This shows there is no significant difference among the responses.

The respondents in the last item of table VII asked whether cluster supervisors were getting support from WEO or not. Consequently, teachers, principals and cluster supervisors with ( $\bar{x}=2.81$ , S.D=1.436), ( $\bar{x}=2.08$ , S.D=1.378) and ( $\bar{x}=1.73$  S.D=.798) mean scores respectively indicated that, the support given for cluster supervisors by WEO was not adequate. The computed ‘F’ value (5.653) exceeded the table value (3.07). This shows, the difference among the responses is statistically significant. Almost all informants during interview indicated that, the support given by WEO for cluster supervisors was insignificant. Besides, they indicated that, this could be one reason for the present malfunctioning of the cluster supervisors. Based on this evidence, it is possible to conclude that cluster supervisors were not getting adequate support from WEO. In relation to this, it is indicated that, the support given for supervisors vary from country to country based on the general levels of development. However, supervisors need material and human support for effective implementation (UNESCO, 2007:22). Similarly, Giordano (2008:111) indicated that, when cluster coordinators get inadequate support from the district level, their job becomes more difficult.

#### 4.6.2. The Availability of Resources

To assess the availability and conditions of some basic equipment for cluster supervisors, an observation was conducted in 18 primary school cluster centers using a checklist, as shown in the table below.

Table VIII: The Availability and Conditions of Facilities

No	Facilities	Availability				Conditions	
		Yes		No		Individual	Shared
		No	%	No	%		
1	Office	7	38.9	11	61.1	Individual 3	Shared 4
2	Office furniture such as chairs, tables, shelves etc	7	38.9	11	61.1	Individual 3	Shared 4
3	Computer	-	-	18	100	Individual 0	Shared 0
4	Type writer	-	-	18	100	Individual 0	Shared 0
5	Typist	-	-	18	100	Individual 0	Shared 0
6	Stationery materials	6	33.3	12	66.7	From WEO 4	From schools 2
7	Filing cabinet	4	22.2	14	77.8	From WEO 3	From schools 1
8	Telephone	-	-	18	100	Desk phone 0	Mobile 0
9	Transportation facilities	5	27.8	13	72.2	Bicycle 5	Motorcycle 0



### **Office and Office Furniture**

As can be seen from table VIII above, the majority 11(61.1%) of the cluster supervisors had no office. Among those who had offices, three of them secured individually and the rest four shared with other staffs in the cluster center schools. The quality of the already available office was observed poor. In line with this, Carron and De Grauwe (1997:23) pointed out that, supervisors do not always have an office. De Grauwe (2001a:13) indicated that, office is important for supervisors to carry out their functions.

Regarding the office furniture such as chairs, tables, shelves, it is observed that, the majority 11(61.1%) had no office furniture, as they had no office at all. Only 7(38.9%) had such an office furniture. Concerning the condition, as observed, this furniture was not more than a chair and a table. Shelves were observed rare and as a result files were seen on the tables in many offices.

### **Computer or Typewriter, Secretary Typist and Telephone**

As observed and presented in table VIII, none of the cluster supervisors had a computer or typewriter, secretary typist and telephone. Even though the cluster supervisors had no computer or type writer and secretary typist, the cluster supervisors are expected to write report of their activities in the cluster schools every 15 days, as indicated in the primary schools' organization guideline (BGREB, 1997 E.C:11). It is also indicated that, cluster supervisors are expected to provide report for WEO either in written form or using telephone regularly and whenever required (BGREB, 2003 E.C:8). However, Carron and De Grauwe (2001a:92) indicated that, asking supervisors working without secretary typist, computer and photocopy machine to prepare and distribute report makes little sense.

### **Stationery Materials and Filling Cabinet**

As can be seen in table VIII, the majority 12 (66.7%) and 14(77.2%) of the cluster supervisors had no stationery materials and filling cabinets. Similar with this, De Grauwe (2001a:92) indicated that, in the offices of many supervisors relatively cheap items as filling cabinets are not found. During interview, most of the participants informed that the resources were inadequate. They indicated that, cluster supervisors were working without typist, computer or typewriter.

Even in most cases, they lacked stationery materials like paper and pen. The difficulties were discussed by one of the cluster supervisor as follows:

I am requested to write a weekly report. But I do not have a pen and paper, let alone typist and computer or type writer. I have to purchase or beg schools to give me pen and paper. As a result, I consider myself as a beggar and the schools consider my job as useless. If they degrade my job, could they accept my support?

### **Transportation**

Regarding the transportation facility, the majority 13(72.2%) had no any means of transportation. Regarding the transportation, the interviewed cluster supervisors indicated that, when the schools are not on the main road, they travelled on foot. And, when the schools are located on the main road they, paid transportation cost from their pocket. In line with, it is indicated that, in many developing countries supervisors lack the means of transportation. However, for supervision transportation facility is the first requirement (Carron and De Grauwe, 1997:22, De Grauwe 2001a: 92). Similarly, Giordano (2008:109) indicated that, in many countries the lack of transport for cluster has created poor coordination.

Based on the data gathered through questionnaire, interview and observation, it is possible to conclude that the working conditions were not favorable for cluster supervisors: they were not getting adequate support from WEO; they lacked means to visit schools; they had no basic learning.

In general, many authors in the field indicated the necessity of resource for supervision service. De Grauwe (2001a:15) indicated that, without the necessary resource for supervision, the impact of the service will be very little. Giordano (2008:139) noted that, adequate funding should be provided for school clusters for necessary equipments, staffing, in-service training and ensuring transportation and communication. Bray (1987:141) indicated that, providing resources for school clusters avoid the tendency to balm the lack of action on lack of finance. UNESCO (2007:23) also indicated that, supervisors should be provided with some basic equipment such as, some form of transport, an office, a telephone and a filling cabinet, even in financial constraints.

However, the lack of the resource is indicated as the challenge for supervision. Carron et al.(1998b:95) noted that, lack of resources is one reason for the present unsatisfactory impact of supervision service on the schools. Bredenberg and Ratcliffe (2002) in Giordano (2008:129) also indicated that, goals of school clusters do not match with the available resources. MoE (2006:146) similarly indicated that, lack of resources for school clusters created a problem to achieve the initial goal of building the capacity of teachers and improving the teaching.

In addition, all the interviewed cluster supervisors also raised the issue of salary, comparing with the salary of school principals and teachers and indicated it has a de-motivating effect. In line with this, UNESCO (2007:23) noted that, supervisors are civil servants and as a result their salaries are determined by various rules and regulations in the public sector, which based the qualification, experience and comparative analysis. However, the reference point for the salary of supervisors is the salary of school principals and when supervisors are less paid than school heads, they have faced the difficulty to exercise their powers.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Summary

School clusters were established to provide pedagogical and administrative support by bringing supervision closer to schools. Currently, primary schools are clustered and in each cluster center supervisors (coordinators) are assigned to facilitate the activities of the cluster schools. These cluster supervisors are responsible to provide support, control, and link both horizontally and vertically. However, it is indicated that, cluster supervisors are not performing as expected. Therefore, the purpose of this study was assessing the roles and challenges of cluster supervisors in Metekel zone and recommending possible solutions. To this end, five basic research questions were raised regarding, benefits teachers gained from cluster supervisory practice; the contribution of cluster supervisors for school's management; the actual functions of cluster supervisors; professional preparations of cluster supervisors; and the working conditions of cluster supervisors.

To this effect, the study was conducted in Metekel zone. Then, three Woredas, 18 cluster supervisors, 26 school principals and 94 teachers were included by using multi stage sampling technique. Questionnaire was the main data gathering tool. An interview was conducted to substantiate the quantitative data. In addition, an observation was carried out in 18 cluster centers in order to observe comments written on the school's log book and to assess the working condition of cluster supervisors, particularly the availability and conditions of resources for cluster supervisors. The quantitative data collected by using questionnaire was analyzed and interpreted by using mean scores. The homogeneity of the response was checked by comparing the mean scores of the three groups of the respondents. For this, "F" value was computed by using one-way ANOVA. Percentage was also used during the analysis of the background information of the respondents and the availability of observed materials and facilities. The qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative data. Thus, based on the analysis of data and literature review, the findings of the study presented as follows:

1. The study showed that, cluster supervisors were supporting teachers as expected. They were not: arranging induction training; conducting class observation; supporting the use of appropriate instructional materials; solving various instructional problems;

coordinating experience sharing; spreading new teaching methodologies; facilitating professional growth through training, workshops and seminars; and supporting the preparation of action researches, supportive materials and text book evaluations.

2. The findings of the study confirmed that, cluster supervisors' contribution for schools' management was insufficient. Cluster supervisors were not: supporting school's management during planning; facilitating community participation; training school principals; solving various management problems; supporting school principals to get material support from local community; enabling the school principals to get reward; improving the relationship among the staff; improving the teachers' discipline; facilitating in-school monitoring and evaluation; and generally improving the school governance.
3. The study indicated that, cluster supervisors were providing the necessary information for the schools' management and facilitating the experience sharing by bringing school principals together.
4. The study showed that, the school visits by cluster supervisors were irregular, specially in schools that are far from the cluster centers.
5. The findings of the study indicated that, cluster supervisors were inspecting the proper implementation of prescribed policy, rules and regulations; collecting statistical data; inspecting the general environments of the school such as buildings, equipment and fence; coordinating cluster competition; supporting various committees and clubs in the school; and writing main comments in the schools' log book.
6. The findings of the study showed that, cluster supervisors were relatively more qualified than most teachers and school principals.
7. The study revealed that, cluster supervisors were relatively less experienced than most teachers and school principals; lacked both induction and in-service trainings; lacked support instruments and experience sharing.
8. The study indicated that, the distance of the satellite school from the cluster center was difficult to manage.
9. The study showed that, cluster supervisors were not over burdened with many tasks and the number of schools in a cluster was manageable.
10. The study revealed that, cluster supervisors lacked an authority to take actions and the support provided for cluster supervisors from WEO was insufficient.

11. It is observed that, 61.1% of the cluster supervisors did not have an office and office equipment; all 18 (100 %) working without computer or type writer, typist, and telephone; 66.7 % lack stationery materials; 72.2 % lack any means of transport to visit schools in the cluster.

## **5.2. Conclusions**

The following conclusions were made based on the findings of the study:

1. The evidences allow us to conclude that, primary school teachers in Metekel zone were not benefited much from cluster supervisory practices.
2. Based on this findings, it is possible to conclude that, the contributions of cluster supervisors for the school's management is insufficient and only limited to providing information for the schools management and bringing schools' principals together to share experience from each other.
3. Based on the findings of the study, it is possible to conclude that, the actual functions of cluster supervisors were: inspecting the proper implementation of prescribed policy, rules and regulations; collecting statistical data; inspecting the general environments of the school such as buildings, equipment and fence; coordinating cluster competition; supporting various committees and clubs in the school; and writing main comments in the schools' log book.
4. The findings of the study revealed that, cluster supervisors were relatively less experienced than teachers and principals and lacked trainings, support instruments and experience sharing. These findings allow us to conclude that, cluster supervisors in Metekel zone were not well prepared to give the required services.
5. As the findings of the study indicated, the distance of the satellite schools form cluster centers was not manageable; cluster supervisors lack an authority to take actions; and the support from WEO was insufficient. In addition, cluster supervisors lack an office, office equipment, computer or type writer, secretary typist, telephone, stationery materials and a means of transportation. Putting all these together, it is possible to conclude that, the working condition was not favorable for cluster supervisors. Consequently, the contribution of the cluster supervisors was inadequate.

### 5.3. Recommendations

This study was conducted to assess the roles and challenges of primary school cluster supervisors, to recommend the possible solutions. Thus, based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede the practice of the primary school cluster supervisors in Metekel zone:

1. The findings of the study confirmed that, teachers were not benefited much from cluster supervisory practice and the contribution of cluster supervisors for schools management was insignificant. Thus, the WEO and ZED are recommended to arrange short term refresher trainings and discussion forums to motivate cluster supervisors to focus on providing support for teachers and school management.
2. The study indicated that, cluster supervisors lack training, experience sharing and support instruments like manuals and guidelines. To enable cluster supervisors to play an expected role, BGREB, ZED, WEB and NGOs are advised the following:
  - To provide on -the job professional training for cluster supervisors.
  - To arrange experience sharing within and out of the region.
  - To provide manuals and guides for cluster supervisors.
3. To make the school visits regular, two alternative were recommended:
  - The first; the WEO is recommended to supervise schools that are found far away from the cluster center, than assigning these schools for cluster supervisors.
  - The second; the WEO is expected to provide a means of transport, for cluster supervisors for visiting schools.
4. As the findings of the study indicated, cluster supervisors lacked basic facilities to effectively perform their activities. To improve the working conditions, BGREB, ZED, WEO, and NGOs are recommended to provide the cluster supervisors with an office, office equipment, computer, telephone and secretary typist.
5. Further investigations are needed to be carried out regarding the problems that impede cluster supervisory practice.

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የቤኒሻንጉል ጉሙዝ ክልል ትምህርት ቢሮ፡፡ (1997 ዓ.ም)፡፡ የክላስተር ትምህርት ቤቶች አደረጃጀት አሰራርና አስተዳደር መመሪያ፡፡ USAID ፤ አሰሳ፡፡

\_\_\_\_\_፡፡ (2003 ዓ.ም)፡፡ የሀላተኛ ደረጃ ትምህርት ቤቶች የክላስተር አደረጃጀት መመሪያ (መመሪያ ቁጥር 01/2003)፤ አሰሳ፡፡

\_\_\_\_\_፡፡ (2004 ዓ.ም)፡፡ የአጠቃላይ ትምህርት ንቅናቄ እቅድ፤ አሰሳ፡፡

\_\_\_\_\_፡፡ (2004 ዓ.ም)፡፡ የርዕሰ መምህራንና የሱፐርቫይዘሮች የሥራና የደረጃ እድገት መመሪያ (ተሸሽሎ የተዘጋጀ)፤ አሰሳ፡፡

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\_\_\_\_\_፡፡ (1994 ዓ.ም)፡፡ የትምህርት አሰራር አደረጃጀት የሀብታሙን ተሳትፎና የፊደናንስ መመሪያ፡፡ ት.መ.ማ.ሜ፤ አዲስ አበባ፡፡

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ያለውን ዳውቀ :: (2004 ዓ.ም) :: የምርመራ ማረጋገጫ ማረጋገጫና አተገባበር :: (ሶስተኛ እትም) :: በሀር  
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## **Appendix-A: Questionnaire**

**Jimma University**

**Institute of Education and Professional Development Studies**

**Department of Educational Planning and Management (EdPM)**

**Questioner to be filled by the teachers, school principals and cluster supervisors**

**Dear respondents!**

The purpose of this questionnaire is to collect data for the study entitled “an assessment of roles and challenges of primary school cluster supervisors in Metekel zone”. Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give used only for educational purpose and information is kept confidential.

Please note the following points before you start filling the questionnaire:

1. Do not write your name on the questionnaire
2. Read all the questions before attempting to answer the questions
3. There is no need to consult others to fill the questioner
4. Provide appropriate responses by using "√" or "X" mark to choose one of the selected Likert scales.
5. Give your answer for all questions.

**Thank you in advance for your genuine cooperation!**

### **Part One: General information and personal data**

Indicate your response by using "√" or "X" in the box provided.

1. School \_\_\_\_\_
2. Sex: - Male       Female
3. Work experience: - 1-5 years       6-10 years       11-15 years       16-20 years   
21-25 years       26-30 years       31 and above years
4. Educational background:- Certificate (TTI)       Diploma       First degree
5. Current work position: - Teacher       School principal       Cluster Supervisor

**Part Two: Indicate your responses for the following Likert scale items using "√" or "X" mark to write in the box corresponding to an action.**

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

**I. Benefits teachers get from cluster supervisors**

N o	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	Cluster supervisors are arranging induction training for beginner teachers.					
2	Cluster supervisors are observing teachers in the class for instructional improvement.					
3	Cluster supervisors are not providing support for teachers to use appropriate instructional materials.					
4	Cluster supervisors are giving training for teachers to solve instructional problems.					
5	Cluster supervisors are coordinating teachers to meet and learn from each other.					
6	Cluster supervisors are spreading new teaching methodologies among schools.					
7	Cluster supervisors are facilitating professional growth of teachers through short term training, workshops and seminars.					
8	Cluster supervisors are supporting teachers in doing action research, supportive materials and text book evaluation.					

**II. Contribution of supervisors for school management**

N o	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	Cluster supervisors are supporting school management during school planning.					
2	Cluster supervisors are facilitating community participation in decision making.					
3	Cluster supervisors are arranging training for school's management.					
4	Cluster supervisors are providing the necessary information for school management.					
5	Cluster supervisors are helping school management in solving various management problems.					
6	Cluster supervisors are supporting the school's management to get material support from the local community.					
7	Cluster supervisors are enabling the well performing principals to get rewards.					

8	Cluster supervisors are improving the relationship between the school staff.					
9	Cluster supervisors are bringing school principals together to share experience.					
10	Cluster supervisors are supporting the school management in improving the teachers' discipline.					
11	Cluster supervisors are facilitating the monitoring and evaluation of the school.					
12	Cluster supervisors are not improving school governance.					

### III. The actual functions of supervisors

No	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	Cluster supervisors are regularly visit schools under their charge.					
2	Cluster supervisors are collecting statistics data on the number of students, teachers, sections etc.					
3	Cluster supervisors are inspecting the implementation of the government education policy and regulations.					
4	Cluster supervisors are inspecting the state of school buildings, furniture, equipment , toilet, fence, sports field, farmland, etc.					
5	Cluster supervisors are creating competition among cluster schools by coordinating question and answer, sports and exams etc.					
6	Cluster supervisors are supporting various committees and clubs in the school.					
7	Cluster supervisors are writing comments on the school log book during the school visit.					

### IV. Professional Preparation of cluster supervisors to give the service

No	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	Cluster supervisors are qualified enough to give the required service.					
2	Cluster supervisors are well experienced.					
3	Cluster supervisors have taken induction training.					
4	In service training has been arranged for supervisors.					
5	Cluster supervisors lack support instruments like manuals and guides.					
6	Experience sharing sessions has been arranged for cluster supervisors.					

## V. The Challenges of cluster supervisors

No	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	Cluster supervisors are overburdened with many tasks.					
2	Distance between schools is manageable to visit schools.					
3	The number of schools in the cluster is manageable to give the required service.					
4	Cluster supervisors have authority to take actions on recommendations.					
5	Cluster supervisors are getting support from Woreda Education Office.					

## **Appendix-B: Interview Guides**

**Jimma University**

**Institute Of Education and Professional Development Studies**

**Department of Educational Planning and Management (EdPM)**

### **Guides to interview conducted on Woreda Education Officers, Cluster Supervisors and School Principals**

The purpose of this interview is to investigate issues related to the roles and challenges the primary school cluster supervisors are currently facing in Metekel zone. The information obtained from the respondents will help improve the primary school cluster supervisory practice. I would like you assure that data obtained will be used for research purpose only.

**Thank you in advance for your cooperation!**

#### **Part I: General information**

1. Woreda \_\_\_\_\_

2. Sex \_\_\_\_\_ 3. Qualification \_\_\_\_\_ 4. Current position \_\_\_\_\_

5. Experiences as:-

-Teacher \_\_\_\_\_ School principal \_\_\_\_\_

- Cluster supervisor \_\_\_\_\_ Woreda education officer \_\_\_\_\_

#### **Part II: Give your responses for the following questions.**

1. How do you feel about the actual functions of primary school cluster supervisors?
2. What is your opinion about the current contributions of cluster supervisor for teachers development and improvement of school management?
3. What do you think about the current qualification and experience of primary school cluster supervisors?
4. What can you say about the availability and conditions of training (both induction and in-service), experience sharing, and the of support instruments such as guidelines, manuals etc for cluster supervisors?
5. Can you tell us about the support that the cluster supervisors are getting from Woreda Education Office?
6. How do you see the actual working conditions of cluster supervisors? What practical problems are affecting the cluster supervisory practice?
7. What do you suggest to overcome the problems?

## Appendix-C: Observation Checklist

**Jimma University**

**Institute Of Education and Professional Development Studies**

**Department of Educational Planning and Management (EdPM)**

**This observation checklist is prepared to assess the availability and conditions of facilities for cluster supervisors**

**Cluster center** \_\_\_\_\_

No	Facilities	Availability		Conditions	
		Yes	No		
1	Office			Individual <input type="checkbox"/>	Shared <input type="checkbox"/>
2	Office furniture such as chairs, tables, shelves etc			Individual <input type="checkbox"/>	Shared <input type="checkbox"/>
3	Computer			Individual <input type="checkbox"/>	Shared <input type="checkbox"/>
4	Type writer			Individual <input type="checkbox"/>	Shared <input type="checkbox"/>
5	Typist			Individual <input type="checkbox"/>	Shared <input type="checkbox"/>
6	Stationery materials			From WEO <input type="checkbox"/>	From schools <input type="checkbox"/>
7	Filing cabinet			From WEO <input type="checkbox"/>	From schools <input type="checkbox"/>
8	Telephone			Desk phone <input type="checkbox"/>	Mobile <input type="checkbox"/>
9	Transportation facilities			Bicycle <input type="checkbox"/>	Motorcycle <input type="checkbox"/>