

PRACTICES AND CHALLENGES OF CLUSTER SUPERVISORS
IN IMPROVING TEACHING AND LEARNING PROCESS:
THE CASE OF YEKI WOREDA PRIMARY SCHOOLS

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JIMMA, ETHIOPIA PRACTICES AND CHALLENGES OF CLUSTER SUPERVISORS

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Abstract
This Purpose of this study was to assess the cluster supervisory practices of Yeki woreda primary schools in order to improve teaching and learning process and determine the major challenges that the supervisors face in carrying out their supervision tasks. To achieve this purpose, descriptive survey research design was employed. The quantitative approach was mainly used by supplementing with qualitative methods. By using simple random sampling technique 12 government primary schools were selected from 37 primary schools. Then, 165 teachers were selected by using simple random sampling technique. In addition, 17 school principals, seven CRC supervisors and one Supervision Coordinator were included in the sample by purposive sampling. In order to collect relevant data; the study utilized questionnaire, interview and document analysis. Consequently; the main findings emerged from this study were benefits teachers gained from cluster supervisors practices were insufficient to promote teachers professional development and instructional improvement,

Cluster supervisors support for the school management were insufficient and not effective in strengthening the capacity of school management practices with the main focus of pedagogical aspects, creating strong collaboration among stakeholders is not as expected level and restricted to the CRC supervisors and school principals, the work of CRC supervisors is highly challenged with lack of practical competence and preparation of supervisors on one hand and the poor working conditions of supervisors on the other hand. To minimize and if possible to solve the problems, the following recommendations were drawn; the Region Education Bureau and Yeki Woreda Education office should allocating adequate budget for the CRC supervisors work, arrange adequate training for cluster supervisors, providing a means of transport and other basic resources, attention should be given for cluster supervisory activities by Educational Administrators. The need to conduct another research on the area of CRC supervision and support service is also the part of the

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ACRONYMS/ABBREVIATIONS

CRC Cluster Resource Center

EFA Education For All

ESDP Education Sector Development Program
GEQIP General Education Quality Improvement Package
MoE Ministry of Education
NGOs Non-Governmental Organizations
SNNPRG South Nation National People Region Government
SNNPREB South Nation National People Region Education Bureau
SPSS Statistical Package for Social Science
UNESCO United Nation Educational Scientific and Cultural Organization
WEO Woreda Education Office
ZED Zone Education Development

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the scope of the study, limitations of the study, operational definitions of key terms and organization of the study.

1.1 Background of the Study

Education is the aggregate of all processes by which a person develops abilities, attitudes and other forms of behaviour of the positive value in the society in which he lives (Good, 1973).

According to UNESCO (1999), education is a single most powerful means to improve the quality of life, the most powerful weapons against poverty. World Bank (2008) also recognizes that education plays a central role in preparing individuals to enter the labour force as well as equipping them with the skills needed to engage in lifelong.

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, 2001).

Quality has different meanings depending on the kind of organization and the customers served (Certo, 2006). Education quality, according to Dittmar, et al. (2002:30) is "the provision of good education by well-prepared teachers". Teachers are at the center of this improvement process. Hence teachers' acceptance and interaction with the supervisory practice, i.e. the techniques, methods, models, or processes used by supervisors at schools, provide the catalyst for any supervisory success. However all teachers are not qualified enough and as a result they need support from supervision (Giordano, 2008).

Supervision is very crucial in the development of any educational programs of a given country including Ethiopia. Supervision, as a field of practice, has the goal of ensuring quality teaching and optimal learning of students (Bays, 2001). It can be viewed as a tool for fostering improvement in instruction, enhancing learning outcomes for all students, and promoting professional development for teachers (Bays, 2001). With a great need for a

change in the quality of education to meet standards, it becomes necessary to strengthen the school supervision. This is because quality education is very important to enable individuals and society to participate in the development process by acquiring knowledge, ability, skills and attitudes (MOE, 1994).²

MoE (2010) indicated that the provision of quality based supervision is important to improve the quality of education. This is why the General Education Quality Improvement Package (GEQIP) which was launched in 2008 and become an integral part of ESDP IV took leadership and management of school/cluster supervisors as one of the major components to improve the quality of education in Ethiopia. Govinda and Tapan (1999:27) also pointed out that “supervision is a key factor for ensuring the good functioning of education in the primary schools” while Giordano (2008) suggests that supervision is very important where all teachers are not equally qualified enough and as a result they need support from supervisors.

Many countries including Ethiopia have given priority to improve the quality of education because of its importance. In this regard, Barro (2006) cited in Baffour-Awuah (2011) and De Grauwe (2001) noted that the priority of all countries, particularly the developing ones, is to improve the quality of schools and the achievement of students since learning outcomes, economic growth and development of a country depend largely on the quality of education offered. Quality education partly depends on how well teachers are trained and supervised.

They are considered one of the key inputs to education delivery (Lockheed & Verspoor, 1991). Moreover, national authorities mainly rely on the school supervision system to monitor both the quality of schools and success as well as student achievement (De Grauwe, 2001).

Furthermore, different researchers view that educational supervision contributes a lot to the improvement of classroom practices, professional growth and teachers’ improvement (Hoy & Forsyth, 1986; Sullivan & Glanz 1999). MoE (2010) indicated that the provision of quality based supervision is important to improve the quality of education. This is why the General Education Quality Improvement Package (GEQIP) which was launched in 2008 and become an integral part of ESDP IV took leadership and management of school/cluster supervisors as one of the major components to improve the quality of education in Ethiopia.

On the other hand, De Grauwe (2001) studied the school supervision in four African countries focusing on the trends of the supervision service and identified that, attention has been given in providing in service training and guidance to teachers and supports the

curriculum development in Botswana. He further identified that the supervision service of Tanzania emphasized on the implementation of government policies and regulation. Supervisors of Tanzania are also expected to ensure the effectiveness of the implementation of school curriculum through the provision of adequate professional support, holding conferences, and meetings with school staff and support as well as monitor teachers' resource centers.

In Ethiopia, the supervisory service has been in existence since 1941 with constant shift of its names between "Inspection" and "Supervision". Previously supervision was focused on controlling teachers than providing support, particularly when it was inspection; the tasks of the inspectors focused on controlling financial matters and educational programs (Getachew, 2001). Currently, supervision in Ethiopia is development oriented, and educational supervisors are expected to undertake three sets of tasks. These are control (in a sense of monitoring compliance requirements and providing feedbacks), support, evaluation and liaison (to facilitate both vertical and horizontal communications) at schools to achieve the supposed unified and standardized school system (MoE, 2012). The supervision manual of MoE (1994) also indicated that the role of supervision is ensuring curriculum implementation, providing direct technical support and on the job training to teachers, conducting education program evaluation, monitoring and coordination in the way that contributes for the improvement of quality education.

In order to effectively and efficiently achieve the proposed objectives of school supervision in Ethiopia particularly in SNNPR, there are two approaches in the organization of supervision. These are the out of school supervision (external) and the school based (internal) supervision (Million, 2010; Tesfaw and Hofman, 2012). The former is carried out by external supervisors at federal MOE level; regional Education Bureau level; Woreda Education Office and/or CRC level while the latter is conducted at the school level by principals, department heads, unit leaders and senior teachers. However, the internal supervisors regularly play the main role for instructional improvement; it seems difficult to say that they become successful without the support from the external supervisors. Hence, this study focus on the external supervision conducted by CRC supervisors since this level is assumed to provide closer assistance to School clusters often use supervisors to facilitate activities and give technical support. The cluster 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). In line with this, MoE (2012) indicated that cluster supervisors are not part of the line managers but they play a role in monitoring, supporting, evaluating and linking schools vertically with WEO and horizontal with in schools.

De Grauwe (2001:17) similarly indicated that, school clusters have an officer 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, 2001; MoE, 2012). Different countries including Ethiopia establish school cluster centers to provide supervision and support service at the local level. The purpose of school clustering is bringing supervision system closer to school level by creating additional layer between the district and the school level (UNESCO, 2007). Giordano (2008:25) defined school clusters as, “a grouping of schools for educational and administrative purpose”. The school clusters as De Grauwe (2001) established to provide a closer and more regular supervision for schools. Likewise for Prasertsri (1996) in Giordano (2008:11) school clusters are established „to provide an administrative and pedagogic support and considered as an effective decentralized means of developing primary education with full school 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 school (MoE, 2006).

In Ethiopia school cluster is viewed as an important way to improve the quality of teaching and learning in the schools through the provision of closer support to the schools and teachers (MoE, 2006:140) and the cluster supervisor is expected to carry out three core functions of supervisors called support, control and linking (MoE, 2012:3). The supervision service provided by the CRC supervisors in each area has two fields of application that are not always easy to disentangle namely the pedagogic and administrative. Here, supervisors can focus either on the individual teacher or on the school as a whole as well as in monitoring the system as a whole. In the context of this study, educational supervision which is conducted by CRC supervisors is conceptualized as it encompasses aspects such as staff development, instructional improvement and the management schemes. Thus, it is vital to see supervision in this context as professional support that is provided to teachers and schools both in the area of pedagogy and administrative systems.

However, the school clusters have supervisors appointed by the education office to facilitate activities and give technical support in their CRCs on the aforementioned aspects; studies⁵ conducted on this issue indicated that supervisors are not able to play an expected role because of several problems (De Grauwe, 2001). With this regard, Giordano (2008:18) indicated that, school clusters have shown somewhat disappointing results in terms of actually improving teaching and, at worst, in achieving the intended goals. Additionally, Ethiopian MoE (1994) identified some supervisory problems such as focusing on administrative areas than pedagogical tasks, lack of necessary skills and training of supervisors to give support for teachers and head teachers. The MoE (2006) further illustrated that the school clusters have not been able to fulfill the original intension of improving the capacity of teaching and learning in the schools. Thus, the government of Ethiopia has been providing various trainings to strengthen the Cluster supervisors" capacity in order to enhance their supervisory practices and responsibilities. However, they were provided various trainings, the contribution of supervisors for the quality of education is low (MoE, 1994).

To this end, an attempt was made to assess the practices and challenges of cluster supervisors in improving teaching and learning process: the case of Yeki Woreda primary schools. The interest to conduct a research in this area emanates from the experience of the researcher (as a teacher, as a principal and a vice principal, as a cluster supervisor) in all these work experiences the researcher heard complaints and observed that the cluster supervisors fail to provide adequate support for the teachers and school principals on professional, pedagogical and administrative area to improve the quality of teaching; schools lack confidence to share instructional resources; supervisors fail collaborating teachers, schools and other to work together and share good experiences and the real observation of the problem since the researcher has been working in the area as cluster supervisor for consecutive seven years. Therefore, the researcher has got a good opportunity to visit primary schools due to exercising supervisory services. Indeed, these and own experience inspired me to look into the problem closely.

1.2 Statement of the Problem

Supervision is a leadership process whose ultimate purpose is to improve instructional quality and thereby, facilitate and promote successful student learning. The primary objective of the supervisory process in schools is to offer teachers direct assistance so as to improve their performance toward the goal of increasing student teaching (Glickman et al., 2001). Adding to this, Wanare and Costa (2000) also stated that the overarching purpose of supervision is to

enhance teachers' professional growth by providing them with feedback regarding effective classroom practices. However, the practical observation shows the ineffectiveness of supervisors. School supervisors lack the necessary supervisory skills, are not actually prepared to support teachers effectively, and are always busy with other non-instructional concerns. In addition, teachers' lack of feedback and follow-up on matters regarding supervision of instruction and supervisors' not taking much time when they visit classroom are other challenges (Wanzare, 2001).

Similarly, pedagogical support and advice, which constitute the core part of supervisors' mandate, are overshadowed by routine administrative tasks (Carron and Grauwe, 1997). In other words, the burden of administrative duties makes it difficult for supervisors to fully concentrate on their core tasks. It seems that priority is being given to the administrative duties because supervisors consider them more fundamental as these are generally urgency factor (Grauwe, 2001).

Therefore, we can see that supervision is the educational activity that focuses not only on the provision of support to teachers to improve students' performance, but also to support administration, management of the curriculum, professional development schemes and instruction to improve general quality of education service in a given school or country. Moreover, some primary school teachers are heard complaining that they do not receive the support they expect from their cluster supervisors. School principals or leaders also indicate that cluster supervisors do not regularly visit schools and teachers in the class room and provide professional support to help them improve teaching in the schools. Even when cluster supervisors visit schools, they only focus on administrative work and evaluation. For example, they focus on observing lesson plan, attendances, the data of drop out students, organizational arrangements (library, laboratory, pedagogical centre, and toilet).

Hence, the researcher tried to identify the major problems related with in practices and challenges of cluster supervisors in improving teaching and learning process: the case of Yeki woreda primary schools. From the above reasons that the researcher is initiated to conduct a research in this area because there is a gap between the expectations of teachers and principals from the actual performance of cluster supervisors support.

Accordingly, this study was focused on assessing the supervisory practices of primary school cluster supervisors. This is because the practical observation of the researcher and informal discussion with some educational stakeholders in Yeki woreda show that Cluster supervisors are

not effectively discharging their responsibilities to contribute to students' academic achievement. Cluster Supervisors lack the necessary supervisory skills to improve the quality of teachers and the achievement of learners, are not actually prepared to support teachers effectively, and are always busy with other non-instructional concerns. In addition, teachers' lack of feedback and follow-up on matters supervision, training programs were not relevant to real professional development of teachers and supervisors are not putting the necessary effort in providing in-service training to enhance teachers' effectiveness, cluster supervisors' not enough time spent in the classrooms and irrelevant advice are other challenges. Furthermore, the principals and teachers are complaining about absence of collaboration among schools, principals, teachers as well as school and education office in sharing experience, materials and skills to minimize problems they face, and most schools are working independently than cooperation. In short, the information which arises from the principals, teachers, and other stakeholders indicate that the primary school clusters supervisors do not satisfy the sector and stakeholders need.

Hence, for these reasons that the researcher is initiated to conduct a research in this area for he feels that there is a gap between the expectations of teachers and principals from the actual performances of cluster supervisors. Therefore, the main purpose of this study is to assess the Supervision Practices to investigate to what extent teachers and school leaders in Yeki Woreda benefit from Cluster Supervisory practices such as staff development, professional development and instructional improvement. At the same time, the researcher assessed the contribution of cluster supervisors in improving the school management practices and promoting collaboration vertically and horizontally among stakeholders. Investigation was also made to identify the major challenges that affect the supervisors' role in carrying out their main tasks.

Indeed, these circumstances initiated the researcher to conduct study on practices and challenges of the primary school cluster supervisors in improving teaching and learning process: the case of in Yeki woreda primary schools. To this end; the following basic research questions, were raised:

1. To what extent do the primary school cluster supervisors provide professional support to teachers to improve their teaching and learning?
2. To what extent do primary school cluster supervisors support the school principals and leaders to improve their instructional supervision practices?
3. To what extent do primary school cluster supervisors promote collaboration among members

of the school, school principals, teachers, and between school and education office?8

4. What are the major challenges that hinder the primary school cluster supervisors' activities in discharging their supervisory responsibilities?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to assess the cluster supervisory practices of Yeki woreda primary schools in order to improve teaching and learning process, and determine the major challenges that the supervisors face in carrying out their supervision tasks.

1.3.2 Specific Objectives

The specific objectives of the study were:

1. To examine the extent to which primary school cluster supervisors support the School principals or leaders to improve their instructional supervision practices.
2. To identify the major challenges that primary school cluster supervisors face in carrying out supervision task.
3. To describe the professional support teachers gained from supervisors in order to improve their instructional skills.
4. To investigate the extent to which the primary school supervisors promote collaboration among stake holders of the school.

1.4 Significance of the Study

The study is expected to have the following importance;

1. It may help teachers, supervisors and other responsible officers to be aware of the extent to which educational supervision is being implemented.
2. It may help all school leaders and teachers to identify the strengths and weaknesses of supervisory practices and to take remedial measures against the challenges that primary school cluster supervisors faced in implementing supervisory activities.
3. It may serve as an input to supervisors with current and pertinent information regarding supervisory techniques and support.
4. The result of the study may help Zone Education Department, Woreda Education Offices and primary Schools to understand the problems of cluster/school supervision in primary schools so that they will come up with workable solutions to the problems.
5. It may serve as a starting point for other researchers who are interested to do their

research on the title.

1.5 The scope of the Study

The study was focused on the practices of cluster supervisor in improving teaching and learning process. The study might produce good result if it would include all the primary schools in Yeki woreda. However to make the study manageable and to complete within the time frame, it was delimited to 12 primary schools in Yeki woreda. Those were; Fide, shosha, seri, Bechi, Michi, Endris, korcha, Zinky, Kubito, Addis Alem, Andnet, shuma. Furthermore, in order to make the research more manageable the population of the study was delimited to teachers and principals, of the sample schools and cluster supervisors and supervision coordinator were included in the study. Because the researcher believes that they were close to assist every school activities; so they provide experience, relevant information"s about the practices and challenges of cluster supervisors and have a great value in the study. The study also, conceptually delimited to assess, the gaps of cluster supervisors practices in order to improve teaching and learning process specially; the professional development benefit of teachers get from cluster supervisors, contribution of cluster supervisor for school management and the factors that affect the practices of Cluster supervisors as the researcher believed these were the core issues to treat in cluster/school supervision. This study was conducted and completed within September 2014-September 2015 time frame.

1.6 Limitations of the Study

It is true that research work cannot be totally free from limitation. To this end, some limitations were also observed in this study. One apparent limitation was that most of primary school principals, vice principals, teachers and cluster supervisors were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also reluctant to fill in and return the questionnaire as per the required time. Another limitation were absence of sufficient reference materials such as books, journals, internet access relevant to the study, shortage of time, financial problem, transportation problem, may not adequately provide data on the past supervisory practices and had its own influence on the result since the documents were not clearly and adequately show the10 professional support CRC supervisors provide and the areas they fail to achieve in conducting supervision in the past. In spite of these short comings, an effort was made to make the study as complete as possible.

1.7 Operational Definitions of Key Terms

The following operational definitions are provided to ensure uniformity and understanding of these terms throughout the study.

Challenges: Are problems, obstacles or impediments that can hinder to achieve the desired outcome of primary school cluster supervisors in Yeki woreda.

Cluster resource centre: A centres for set of three to five schools grouped together to share knowledge, experience, skills and educational materials (MoE, 1994).

Cluster supervisor: A person (supervisor) to whom authority can be delegated to direct, coordinate, facilitate, improve and evaluate the performance of a group of schools which are geographically closest together to improve the learning outcomes (MoE, 2006).

External supervisor: supervisors located outside the school at the central, regional, zonal and woreda levels that pay visits to schools to promote effective teaching and learning (Baffour-Awuah, 2004).

Instructional supervision: The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance (Glickman, 2001).

Pedagogical support: means activities that are concerned with the preparation of training materials, writing school and classroom visit reports, attending a meeting to discuss school performances and visiting schools and classroom (Grauwe, 2001).

Primary school: schools that provided primary education for eight years (1-8), which include primary 1st cycle (1-4) and primary 2nd cycle (5-8) to prepare students for further general education and training as stated in education and training policy (MoE, 1994).

Supervisory practices: The practices, which include activities supervisors go through and the techniques they employ while performing their roles as instructional supervisors (Baffour-Awuah, 2004).

1.8 Organization of the Study

This study is organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitations of the study, and operational definitions of key terms. The second chapter presents review of relevant literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools and methodology of data analysis. The fourth chapter deals with data presentation, analysis and interpretation. The

final chapter related the summary, conclusions and recommendations of the study.12

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with reviews related literature in order to obtain the concept and definition of supervision, the importance of supervision, principles of educational supervision, approaches to educational supervision, roles and core functions of supervisors, dimensions of supervisory practices, qualities of a good Educational supervisor, characteristics of effective supervisors, supervisory leadership skills, the historical development of supervision, major functions of Educational supervision for school organization, the relationship between supervision and education quality, school clusters, the major challenges of supervisory practices will be presented.

2.1 Concepts and definition of Supervision

The term “supervision” has been given different definitions, but from an educational view, the definitions imply supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. It is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach and Reinhartz 2000). Similarly, Glickman et al.(2004) shared the above idea as supervision indicates a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

Glickman, Gordon, and Ross-Gordon (1998) also define supervision as the school function that improves instruction through direct assistance to teachers, group development, professional and curriculum development and action research.

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) 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.13

Beach and Reinhartz (2000) regarded instructional supervision as a process that focuses on

instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance.

The focus of this improvement, according to Sergiovanni and Starratt (1998), may be on a teacher's knowledge, skills, and ability to make more informal professional decisions or to solve problems better or it may be to inquire into his or her teaching. Such a focus on teachers' instructional improvement permits to achieve higher quality of learning. This fosters instructional supervision to be a behavior officially designated by the organization that directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization.

Glatthorn (1990:84) added that supervision is "the comprehensive set of services provided and processes to help teachers facilitate their own professional development so that the goals of the school district or the school might be better attained".

Supervisors are indicated as managers that are responsible to oversee what is going on the organization (Certo, 2006). MoE (2012) 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 supervision has become a key element in improving the quality of instruction at school, it involves on going academic support to teachers along with appraisals of the school's performance and progress.

2.2 The Importance of supervisors

1. Planning

According to De Grauwe (2001:94), "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 made clear by the specifying the number of schools visited and the number of times each school visited Carron, et al. (1998). Similarly, it is indicated that school visits are the main instruments to necessarily perform the activities of supervisors (De Grauwe, 2001).¹⁴ Likewise, it is indicated that visiting of schools and teachers is the most important task of supervisors to do their actual supervision (UNESCO, 2007).

De Grauwe (2001) 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 reports 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, 2001:122). 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, 2001:15). Supervisors however, indicated that follow up visits are planned but not implemented because of some practical problems like lack of transportation (De Grauwe, 2001).

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 (2001: 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. Similarly, study conducted by Sri Lanka Association for the Advancement of Education in 1993 indicated that, even after the establishment of clusters system school visits remained low (Perera, 1997).

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

2.3 Principles of Educational Supervision

The basic principles of educational supervision, according to the MoE (1987) 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.¹⁵
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.

In general, since supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers, it should be conducted frequently to maximize teachers' competency and also should be collaborative activity.

2.4 Approaches to Educational Supervision

Various scholars in the field and the Ethiopian education Supervision Manual (MoE, 1994) identified the following approaches for educational supervision. These are directive supervision, alternative supervision, collaborative supervision, non-directive supervision, self-help-explorative, creative supervision and informal supervision. Each of this approach is discussed as follows:

Directive supervision: 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. This supervisory approach takes two forms: directive control and directive informational. In both situations, the supervisor and teacher go through the clinical supervisory stages up to the post-conference phase where action plans for improvement are to be taken. Glickman (2002) indicate that in the directive control supervisory approach, the supervisor details what the teacher is to do, and spells out the criteria for improvement. But in the directive informational approach, the supervisor provides alternative suggestions from which the teacher can choose, instead of telling the teacher what actions to take. The supervisor does not directly determine what action a teacher should embark upon. However, the ideas come from the supervisor. The drawbacks of this model are, there is no evidence that indicated the methodology is best or not; teachers remain inactive; and teachers lack self-confidence.

Alternative supervision: 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 (MoE, 1994).

Collaborative supervision: In this approach both the teacher and the supervisor actively participate and discuss together to solve the problem in the teaching learning process MOE (1994). For other scholars collaborative supervision is a process by which people with diverse expertise work jointly with equal status and share commitment in order to achieve mutually beneficial goals' (Harris and Ovando, 1992:13). As to Beach & Reinhartz, (2000: 140) different terms are used to describe this approach that focuses on the relationship between the teachers and supervisor and among teachers. The terms include 'partnership, collegial, coaching, mentoring' are used. This approach as Sergiovanni & Starratt (1993) refers to "the existence of high levels of collaboration among teachers and between teachers and principals and is characterized by mutual respect, shared work values, cooperation, and specific conversations about teaching and learning" (p. 103). Hence, strong promotion of group approach to supervision made this model to have a distinguishing feature from the others. This approach as Sergiovanni and Starratt (1993:103) refers to "the existence of high levels of collaboration among teachers and between teachers and principals and is characterized by mutual respect, shared work values, cooperation, and specific conversations about teaching and learning". In this approach, the willingness of the teacher to work together with the supervisor is very important.

Non-directive supervision: 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. A non-directive approach to supervision is often employed when dealing with experienced teachers (Glickman, 2002). Glickman (2002), further suggests that the nondirective approach to supervision should be employed when a teacher or group of teachers possesses most of the knowledge and expertise about an issue¹⁷ and the supervisor's knowledge and expertise is minimal. This model helps to avoid selfdefending by teachers. While using this method for inexperienced teachers, care should be taken. In non-directive supervision, the supervisor is expected to listen and respect the opinion of the teacher. This model helps avoid self defending by teachers. While using this method for inexperienced teachers, care should be taken (MOE, 1987).

Self-help-explorative supervision: In this approach 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.

Creative supervision: This 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.

2.5 Models of Supervision

Models of supervision refer to eras or periods of time in which supervision was influenced by social, political and economic movements in society and education, as described by Glanz (1996) (cited in Bays, 2001). They traced the history, which they term models, from the 19th century to the present day. Sullivan and Glanz (2000) observe that supervisory practice has evolved since its origin in colonial time, and its effectiveness as a means of improving instruction depends on the ability of educational leaders to remain responsive to the needs of teachers and students. It is because of this assertion that in most cases advocates and practitioners build upon and/or modifies existing strategies with the intention of improving practices. Sullivan and Glanz (2000) present seven models with accompanying periods of time within which the models were practiced. The models are: 1. Inspection (Pre-1900); 2. Social efficiency (1900-1919); 3. Democracy (1920s); 4. Scientific (1930-1950s); 5. Leadership (1960s); 6. Clinical (1970-1980s); and 7. Changing concepts (1990s). The literature also identifies other contemporary models as developmental, collegial, differentiated supervision and self-directed (Sergiovanni & Starratt, 1993), which have their roots in clinical supervision.¹⁸

2.5.1 Supervision as Inspection

Supervision as inspection (also termed the traditional form of supervision) was the dominant method for administering schools in the 19th century (Sullivan & Glanz, 2000). Teachers were viewed as deficient and inspectors inspected their practices for errors. Supervisors employed the tools of directing, controlling and overseeing the activities of teachers to ensure that teachers performed their duties as expected. In this form of supervision, supervisors are seen to devote most of their time and attention to finding out what is wrong with what teachers are doing in their classrooms (Daresh, 2006). The behavior of supervisors using Inspectional practices reflects the view that most teachers are incompetent. Teachers were seen by nineteenth century supervisors as incompetent. Daresh (2006) notes that supervisors

who use this approach are inclined to suggest what and how teachers should teach.

2.5.2 Supervision as Social Efficiency

Supervision as social efficiency was espoused at the beginning of the twentieth century. This model of supervision was greatly influenced by the technological advancement of the time. Supervision at that time was influenced by the scientific principles of business management and industry, and was aimed at making teaching more efficient. Bobbitt (1913, cited in Sullivan & Glanz, 2000) tried to apply the ideas espoused by Taylor to the problems of educational management and supervision (Sullivan & Glanz, 2000). According to Sullivan and colleague, what Bobbitt called “scientific and professional supervisory methods” were, in fact, scientific and bureaucratic methods of supervision which were aimed at finding a legitimate and secure niche for control-oriented supervision within the school bureaucracy, but not to provide professional assistance and guidance to teachers. Bobbitt also maintains that supervision is an essential function to coordinate school affairs. Bobbitt is quoted as maintaining that “supervisory members must co-ordinate the labours of all, find the best methods of work, and enforce the use of these methods on the part of the workers” (cited in Sullivan & Glanz, 2000, p. 13). Bobbitt’s assertion suggests that this model of supervision is similar to supervision by inspection. The only difference between the social efficiency model and inspection is the attempt to introduce impersonal methods in the process of supervision.¹⁹

2.5.3 Democracy in Supervision

The movement to change supervisory theory and practice to a more democratic one occurred in the 1920s as a direct result of growing opposition to autocratic supervisory methods (Sullivan & Glanz, 2000). From the 1920s to the 1940s attempts were made to make supervision a more democratic process. Bays (2001) indicates that supervision at this time was seen as a helping function and aimed at improving instruction through paying attention to human relations. Sullivan and Glanz (2000) note that democratic supervision was influenced by Dewey’s (1929) theories of democratic and scientific thinking as well as Hosis’s (1920) ideas of democratic supervision. Supervisors at that time attempted to apply scientific and cooperative problem solving approaches to educational problems. This model of supervision advocated respect for teachers and co-operation in supervisory processes. Sullivan and colleague posit that the tenets of democratic supervision assumed that educators, including teachers, curriculum specialists, and supervisors would cooperate to improve instruction. The

idea behind this model is that supervisors and teachers decide what and how to teach.

2.5.4 Scientific Supervision

Scientific supervisory practices, the dominant model between the 1920s and 1950s, were advocated by (Sullivan & Glanz, 2000). These advocates thought the use of rating cards as a scientific tool for supervising teachers was inadequate. According to Sullivan and Glanz (2000), the usefulness of rating scales in some instances and believed it was desirable to devise more objectively pre-determined items to evaluate teaching procedures.

Sullivan and Glanz (2000) as having stated emphatically that the application of scientific principles “is a part of a general movement to place supervision on a professional basis” (p. 16). Scientific supervision is based on the premise that measurement instruments should be used to determine the quality of instruction. Barr (1925, as cited in Sullivan & Glanz, 2000) argued that the methods of science should be applied to the study and practice of supervision, and as such the results of supervision must be measured. He was of the view that the probable causes of poor work could be explored through the use of tests, rating scales and observational instruments.

2.5.5 Supervision as Leadership

The fifth phase of supervision, which emerged in the 1960s, is supervision as leadership. Leeper (1969, cited in Sullivan and Glanz (2000)) argued that supervision as inspection²⁰ which found justification in the production-oriented, social efficiency era and bureaucratic supervision was no longer viable. The basis of supervision as leadership model was to remove itself from supervisory practices of the past. The model of supervision they proposed then focused on democracy and human relations. According to Sullivan and Glanz (2000), this model maintains supervisors must extend democracy in their relations with teachers. The advocates propose that those engaged in supervision should provide leadership in five ways: developing mutually acceptable goals, extending co-operative and democratic methods of supervision, improving classroom instruction, promoting research into educational problems, and promoting professional leadership.

2.5.6 Clinical Supervision

The Clinical supervision model emerged in the 1970s and originated from the pioneering work of Robert Gold hammer and Morris Cogan in a collaborative study of teaching through Harvard University (Miller & Miller, 1987). The early developers of clinical supervision contend that the focus of supervision should be on the teacher as an active member in the

instructional process (Cogan, 1973; and Gold hammer, 1969). Cogan (1973) asserts that the central objective of the entire clinical process is the developments of a professionally responsible teacher who can analyze his/her own performance, open up for others to help him/her, and be self-directing.

Accordingly, Clinical supervision is based on the premise that teaching would be improved by a prescribed, formal process of collaboration between the teacher and supervisor. The principal advocates (Goldhammer and Cogan) believe the focus of clinical supervision is a face-to-face interaction between teacher and supervisor with the intent to improve instruction and increase professional growth. Cogan conceives that the purpose of supervisors working collaboratively with teachers is to provide expert direct assistance to them (teachers) with the view of improving instruction. Similarly, advocates of clinical supervision also believe that the focus of the model is on the collection of descriptive data from detailed observation of the teaching process to guide practice. The data include what teachers and students do in the classroom during the teaching learning process. These are supplemented by information about teachers' and students' perceptions, beliefs, attitudes and knowledge relevant to the instruction (Cogan, 1973). Besides, Cogan believes that for supervision to be effective, both the supervisor and teacher involved should collaboratively use the data collected in the classroom to plan programs, procedures and strategies to improve the teacher's classroom behavior, including instructional techniques. There are different phases of clinical supervision. Accordingly, Glickman's (1990,) five phases are:

- 1) Pre-observation conference with the teacher: the supervisor meets with teachers and presents to her/him the reason and purpose of the observation, the focus, method and form to be used, time of observation and time for post conference;
 - 2) Observation of classroom: observation methods may include categorical frequencies, physical indicators, performance indicators, visual diagramming, space utilization open ended narratives, participant observation, focused questionnaire etc. (in this phase, the supervisor only has to describe the events as they unfold, but not to interpret them);
 - 3) Analyzing and interpreting observation and determining conference approach: the supervisor leaves the classroom and carry out the analysis and interpretation alone;
 - 4) Post-observation conference with the teacher: both the supervisor and the teacher discuss the analyses of observation and finally produce a plan for instructional improvement;
- and,

5) Critique of the previous four steps: both supervisor and teacher review format and procedures from conference to ascertain whether they were satisfactory and whether there was the need for revision, and put a plan in place to begin the cycle. Miller (1987) argue that clinical supervision has advantages over the previous models. They note that clinical supervision allows for objective feedback, which if given in a timely manner, will lead to improved results. Clinical supervision also diagnoses instructional problems and provides valuable information to solve such problems. In the end, improvements in instruction are heightened as teachers are able to develop new skills and strategies.

Data on students may include feedback from class work and test results, which could also be useful to improve instruction. A wide range of data collection instruments employed in this model would provide supervisors with individual teachers' peculiar problems than predetermined rating scales and evaluation procedures inherent in the "scientific supervision".

2.5.7 Developmental Supervision

This model of supervision was proposed by Glickman, Gordon, and Ross-Gordon (1998). In this model, the supervisor chooses an approach which will suit the individual teacher characteristics and developmental level. The notion underlying this model is that each person is continuously growing in fits and starts growth in spurts and patterns (Leddick, 1994). The supervisor might choose to use directive, collaborative or nondirective approaches when working with each teacher. In reviewing developmental supervision, Worthington (1987, 22 cited in Leddick, 1994) notes some patterns of behavior change in the supervisory activity.

He observes that supervisors' behavior change as supervisees gain experience and supervisory relationships also change.

2.5.8 Differentiated Model of Supervision

Another contemporary model which evolved from clinical supervision is differentiated supervision. Sergiovanni (2009) states categorically that no one-best-way strategy, model, or set of procedures for supervision makes sense apart from differentiated supervision. He notes that "a differentiated system of supervision which is more in tune with growth levels, personality characteristics, needs and interests, and professional commitments of teachers is needed" (p. 281).

The rationale for differentiated supervision is that teachers are different (Sergiovanni, 2009).

Sergiovanni (2009) points out that formal clinical supervision may be suitable for some teachers, but not all. According to him, teacher needs and dispositions as well as work and

learning styles vary. Individual teachers respond to different approaches to supervision taking into consideration their needs and competencies, rather than a one-best-way approach. Glatthorn (1990) also believes differentiated supervision allows teachers to choose from a menu of supervisory and evaluative processes, instead of using the same strategy to supervise all teachers.

2.5.9 Collegial Supervision

Some researchers in the field of supervision also propose collegial supervision- another offspring of clinical supervision (Sergiovanni, 2009). Collegial supervision, according to Sergiovanni and Starratt (1993), refers to “the existence of high levels of collaboration among teachers and between teachers and principals and is characterized by mutual respect, shared work values, cooperation, and specific conversations about teaching and learning” (p. 103). In collegial supervision, teachers take turns assuming the role of clinical supervisor as they help each other (Sergiovanni, 2009). But for teachers to assume the position of supervisors (peer supervision), Sergiovanni suggests that they (peers) need training and experience.

2.6 Roles and core functions of supervisors

Generally, supervision staffs are expected to play three different yet complementary roles which are quite evident in the job descriptions. Each of these roles has two fields of application that are not always easy to disentangle, namely the pedagogical and the administrative. Moreover, supervisors can focus either on the individual teacher or on the school as a whole and as we will see later on, they can also play an important role in monitoring the system as a whole.

1. To control and evaluate

The control function that relates to the original meaning of the word „inspection“ is at the heart of compliance monitoring as defined earlier. Still today, in many countries control is considered to be the essential function of supervisors by central ministries.

The control function covers pedagogical as well as administrative inputs and processes. Traditionally control of the teaching staff, the human resource input, received top priority.

This is not only because the teacher is the most important input, but also because the evaluation by the inspector is, in many countries, an integral part of the teacher promotion system. In Belgium, for example each inspector used to have to prepare 180 reports concerning individual teacher behavior on the basis of class visits.

At the same time supervision of material inputs is also on the list or core tasks. In many of the

poorest developing countries, the situation of school infrastructure has deteriorated so much that supervision of material inputs is taking precedence over supervision of human inputs.

2. To give support and advice

Obviously, simple control without support will not easily lead to quality improvement. This is why from the very beginning these two dimensions of supervision have been intimately linked. In most instances, support takes the form of advice given to teachers and head teachers during supervision visits, which cover both administrative and pedagogical issues.

Other modalities of support should also be considered, such as; individual tutoring; demonstration lessons; in service training programs; and organization of peer-learning.

3. To act as a liaison agent

Because of the two previous functions, which include regular school visits, supervisors are also the main liaison agents between the top of the education system, where norms and rules are set, and the schools, where education really takes place. As expected of go-between agents, they have a double task: to inform schools of decisions taken by the centre and to inform the centre of the realities at school level.²⁴

Their liaison role is, however, not only vertical: increasingly supervisors are entrusted with horizontal relations and have a privileged role to play in identifying and spreading new ideas and good practices between schools. Particularly when ambitious reform programs are being launched, their role in disseminating the reform and in ensuring smooth implementation at the school level becomes important.

As if their job description was not sufficiently complex, supervisors must also establish good linkages with other services involved in quality development such as pre-and in-service teacher training, curriculum development, preparation of national tests and examinations.

Further, UNESCO (2007) and Carron et al. (1998) discussing on the support and job description of many educational supervisors included many support related tasks, like individual tutoring; demonstration lesson; in service training programs and organization of peer learning. Moreover, IIEP-UNESCO (2007) indicates that in most cases support takes the form of advice given to teachers and head teachers during supervision visits, which cover both administrative and pedagogic issues. Generally, supervisors are expected to be truly supportive to improve the quality of teaching and learning.

2.7 Dimensions of Supervisory Practices

According to Pajak (1990) there are twelve proposed dimensions of supervisory practice that

contribute to instructional improvement or professional growth. These dimensions characterize more than 300 specific areas of knowledge, skills, and attitudes identified in supervision literature and apply to educational supervisors at all organizational levels. These dimensions of supervision represent technical knowledge and procedural skills, but also seem to emphasize that supervision is about human relations and is a very person oriented activity.

These dimensions are suggested as important for the general supervision of schools. The identified dimensions of supervision are communication, staff development, instructional program, planning and change, motivating and organizing, observation and conferencing, curriculum, problem solving and decision making, service to teachers, personal development, community relations, research and program evaluation. These dimensions of supervision represent technical knowledge and procedural skills, but also seem to emphasize that supervision is about human relations and is a very person oriented activity. These dimensions are suggested as important for the general supervision of schools.²⁵

2.8 Qualities of a Good Educational Supervisor

A supervisor in his own capacity is regarded as an instructional leader. He is expected to perform functions and to fulfil the expectations, aspirations, needs and demands of the society in which he/she operates. For a supervisor to be successful; he/she needs to possess certain qualities that will put him over those under his supervision; He/she must be true to his own ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him; In the same vein, he/she must be strong willed, consistent and fair in his dealings with other people; He/she must be prepared for opposition but should handle opposition without malice; Besides the above principle, the Ethiopian supervision Manual (MOE, 1994) stated that, if a supervisor put the basic principles in to practice with good understanding , he/she can successfully realize the intended results. These are supervision should be: scientific, cooperative, creative, democratic, evaluative and planned activity, attitudinal, effective.

In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that will encourage, stimulate, and inspire people around him to work harmoniously. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Hammock & Robert 2005).

2.9 Characteristics of Effective Supervisors

The supervisors' view of supervision either positively or negatively affect the supervisory practices they accomplish. It is very important to see the various characteristics of effective supervisor for supervision to study the practices of supervision and its success. Eugene Jennings of Michigan State University conducted a study of 2700 supervisors selected as most effective by both top management of their companies and by the people who worked under them. These supervisors also met effectiveness criteria in terms of department productivity, absentee rate, and employee turnover.

As a supervisor it's your responsibility to clearly and consistently uphold work standards for the people you manage. Standards define the quality and quantity of regular work that an employee is expected to maintain on the average. From this point of view the traits and behaviours of effective supervisors: give clear work instruction, praises others when they deserve it, willing to take time to listen, cool and calm most of the time, Confident and selfassured.

Appropriate technical knowledge of the work being supervised ,understands the group's problems as demonstrated by attentive listening and honestly trying to project her/himself into their situation, gains the group's respect, through personal honesty, Fair to everyone, Demands good work from everyone, Gains the people's trust, Goes to bat for the group Humble, "not stuck up", Easy to talk to.

However, this is not to say you can leave work standards up to individual discretion, since you are responsible for ensuring that the quality and quantity of work meet the needs of the co-op. Also, don't expect new workers to participate in developing their own work standards. They should first learn to perform up to prevailing standards before giving input on how they could be changed.

2.10 Supervisory Leadership Skills

Like other professionals, instructional supervisor should apply some required skills in their field of work i.e. in the supervisory activities. As stated by Glickman, Gordon, and RossGordon (2004)

educational supervision requires necessary professional skills in helping and guiding teachers as ultimate end to increase opportunity and the capacity of schools to contribute more effectively students' academic success. Thus, according to them, the important skills that the educational supervisors should possess are:-

1. Human Relation /Interpersonal Skills: - these skills consist of the ability to understand the feeling of others and interact with them positively for harmonious and peaceful

environment of the working area. Attention has to be given for such skills, because it results success if good relation of supervisor and teachers achieved and causes failure if bad relation is attained (Lowery cited in Getachew, 2013). From supervisor position, he further argued that it is in humanistic relations that the supervisor plays a Key role in initiating people to work effectively and efficiently together. The supervisor as a leader must have a strong interest in and concern for the human welfare who work in the organization. For this reason, supervisor ought to have an understanding of the principles of humanism that best sweet them in day-to-day relationship with teachers. As, Dull cited in Getachew (2013) visualize humanism as “being genuine, caring, accepting, and empathetic and trusting unselfishly committed to giving time energy, and talents to helping others.” Thus, supervisors need to establish a warm, congenial, human relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects of the school program. On the other hand developing educational and social climate only would not strengthen teachers-supervisors intimacy. Hence, supervisors have to leader for teachers’ voice and give appropriate recognition. For this reason, teachers’ performance will be enhanced. In relation to this Eckles et al. cited in Getachew (2013) workers may have a better solution to a problem than the supervisor has. So, the instruction supervisor should listen to suggestions regardless of how rushed he or she may be. Listening provides workers with recognition. If the supervisor listens, workers will know that their ideas or suggestions are important. On the other hand regarding recognizing ones work Eckles et al. cited in Getachew (2013) points, works usually want to be recognized for the ability to do a job better. Nevertheless, if a supervisor neglect them and shut the door the loss in initiation and serious morale problem can develop.

2. Conceptual Skills: - A conceptual skill involves the formulation of ideas, understand abstract relationship, develop ideas, and problem solving creativity. Meaning a supervisor has to be a resource person (Allen 1998). He has to have conception as such on policies proclamations and guidelines those different activities to be led. He/ she have to be a creative person to perform the task effectively and tackle problems to facilitate situations. Thus, supervisors in this respect need to have conceptual skills for effective practices of supervision. As, cited in Getachew (2013) “A supervisor needs reasonableness, judgment, and acute mind with plenty of common sense quick witted, able to distinguish between major and minor problems, apportioning sufficient item to deal with each problem and understand

clearly the many and varied written and spoken instructions and be able to pass on information clearly to a number of different types of subordinates". According to Ayalew (1999) this skill relates to the ability to integrate and coordinate the organizations activities. It concerns the ability to see the "total picture" how different parts of the organization fit together and depend on each other, and how acting in one part of the organization can influence a change in another part.

3. Technical Skills:- This skill consist of understanding and being able to perform effectively the specific process, practices, or techniques required of specific jobs in an organization. Thus, as Mosley cited in Getachew (2013) the supervisors need to have enough of these skills to perceive that their day- to-day operations are performed effectively i.e, this skill involves processes or technical knowledge and proficiency of a specific area. In the context of 28 education, technical skill refers to know and understand how the process and techniques which enables teachers to perform a given task during the teaching-learning process. For this reason, instructional supervisors need to have competence regarding technical skills. In this way Chandan cited in Getachew (2013) this skill is "a skill basically involved the use of knowledge, methods, and technique in performing a job effectively". So the supervisors can play the role of instructional leadership in promoting teacher development and building professional community among teachers that leads them to effective school workers". Emphasizing this idea, Glickman, Gordon, and Ross-Gordon (2004) identified three types of technical skills required for effective supervisory performances.

A) Assessing and planning skills: Assessing involves determining where the supervisor and his/ her staff have been and where currently they are. Whereas, planning involves deciding where the supervisor i.e., his/ her staff want to reach the final destination. In doing so, assessing and planning skills are very crucial to supervisor in setting goals, activities for him/her as well as teachers.

B) Observing skills: Observing seems simple that anyone with normal vision appears to be observing every moment his/her eyes are open. But, observation according to Glickman and Russ-Gordon (2004) is two-part process that involves first describing what has been seen and then interpreting what it means. Since the goal of supervision is enhancing teachers tough and commitment about improving the classroom and the school practice, observation should be used as base of information (Sargiovanni and Starratt, 2002). To sum up supervisors should have required observation skill competency that help them to measure what is happening in

the classroom and instructional practice, to understand teachers perception toward the practice and finally to judge as well as to infer those happenings and practices.

C) Research and evaluation skills: As supervisor, one must critically question the success of the instructional programs and determine what changes need to occur. Glickman (1990) cautions that decisions about instructional changes should be made from a base of comprehensive and credible data about students and that those affected most directly by instructional change [i.e., teachers] should be involved in defining, implementing and interpreting the research and evaluation agenda. A comprehensive evaluation can provide information regarding the success of instructional programs, but evaluation outcomes vary and it is important to recognize that the outcomes will determine which type of evaluation will be implemented.²⁹

2.11 Historical Development of Educational Supervision

Supervision as a field of educational practice with obviously marked out roles and responsibilities was not launched at one night and reached at the current better position having comprehensive form. Rather, supervision emerged gradually as a distinct practice, constantly in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the multifaceted agenda of education. Therefore, in this subtopic we will look at the history of supervision in the perspectives of world and Ethiopia.

2.11.1 World Perspective

Supervision has gone through many metamorphoses and changes have occurred in the field that its behaviors and practices are affected by political, social, religious, and industrial forces exist at different periods (Oliva, 2005). If we look at some of the changes that have occurred in this field since the early days, we can a bit arbitrarily establish historical time frames for the evolution of instructional supervision.

In analyzing the development of most aspects of education, we should keep in mind what we might call axioms. Applied to curriculum development, these could include “School curriculum not only reflects but is a product of its time” and “Curriculum changes made at an earlier period of time can exist currently with curriculum changes at a later period of time.”

The same axioms are valid if we substitute the word supervision for curriculum. Supervisory behaviors and practices are affected by political, social, religious, and industrial forces existent at the time. Furthermore, traces of supervisory behaviors and practices that existed in earlier days of our country can be found even today among highly divergent

practices and behaviors.

History is forever with us. However, supervision has come a long way since colonial days, as we can see in Table 1 below which outlines the major periods in the historical development of supervision. Not until the establishment of organized schools did the need for specialized school supervisors materialize. When parents and tutors instructed youngsters in the home, these people were, in effect, both teacher and supervisor, but as the population grew, early colonists realized that they needed some formal structure for the education of their young.³⁰

Accordingly as Oliva (2005), the following table discusses the major worldwide periods of supervision.

Table 1 : Major Periods in the historical development of supervision: World Perspectives

Period	Types of supervision	Purpose	Persons Responsible
1620-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selectmen, citizens committees
1850-1910	Inspection, instructional improvement	Monitoring rules, helping teachers improve	Superintendents, principal
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	Principal, central-office supervisors
1950-1975	Bureaucratic, scientific	clinical, human relation resources	

Improving instruction Principal, central-office
supervisors, peer/coach/mentor

1975-1985 Scientific, clinical, human
relations human resources

collaborative/ collegial
peer/coach/ mentor

Improving instruction
increasing teachers

satisfaction, expanding
students understanding of
classroom events

Principals, central-office
supervisors, school based
supervisors, school based

supervisors peer/ coach mentor

1985-present Scientific, clinical human
relations human resources,

collaborative/collegial,
peer/coach/mentor artistic,

interpretive culturally
responsive, ecological

Improving instruction
increasing teachers

satisfaction, creating learning
communities, ex-pending
students class room events

analyzing cultural and
linguistic patterns in the class
room

School-based supervisors,
peer/coach/mentor, principals,
central office supervisors

Source: Oliva (2005)31

2.11.2 The Historical 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 1943 E.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, 1987 E.C) with this in mind, the history of educational supervision/inspection in Ethiopia has been passed through four different periods.

The First Period (1934-1954 E.C)

The central inspectorial office was headed by British national named. Commander John Miller, appointed as inspector general, assisted by few Ethiopians.

As more schools opened, number of teachers increased and the student population grew significantly and generally speaking, the educational activities became more and more complex, the inspectorial tasks become more demanding and thus become beyond the competence of few inspectors entrusted with the responsibility. It therefore, become necessary not only to recruit more inspector but also the need to produce trained ones. Thus in 1943 E.C for the first time, training program of inspector started for candidates who

were drawn from the various province. The training lasted six months each time and continue³² until 1964 E.C before it was discontinued after a total of not more than 30 inspectors were trained. The trained program continued for seven consecutive Years; i.e. 1948-1954 E.C during which a total of 124D/I"s graduated as indicated by some sources/inspection manual 1971 E.C/.

The Second Period (1955-1973 E.C)

In 1955 E.C the inspection program was changed in to supervision with the aim of focusing only in curriculum and educational programs so as to improve the teaching learning process by participating and supporting the teachers. In addition to the 51 supervisors trained by the Addis Ababa University, all inspectors who were active in the service were retrained as supervisors in 1956 E.C.

The training program which was sustained up to 1961 E.C was augmented by a summer program which was gradually transformed into the same program. This training program was maintained up to 1965 E.C. Those who trained as supervisors were assigned to work in regular school programs, kindergarten, sports, education media, adult education and supervision.

The interruption of the training program by the Addis Ababa University together with the expansion of the education system, which pause great challenge to the small number of supervisors, forced the supervision program to become weak. Although training was given for six months to solve the problems, it could not be continued effectively (Supervision Manual, MOE. 1987).

The Third Period (1974-1985 E.C)

Once again we notice the change of name i.e. from supervision to inspection being introduced since 1974 E.C. This time too, we do not find sound reasons for the change. One source which in brief attempts to justify the terminology change is a "hand book for inspectors"(1984) where the head of the department of inspectors in the ministry of education stated that" the management of education in socialism demands that strict control of the fulfilment of the educational policy and program activities and therefore, asserts that change of name was introduced for this purpose. The same department head defines that inspection is an instrument with which the political and administrative authorities maintain a necessary contact with schools, teachers, and the community to ensure that the system is working³³ satisfactory and efficiently and adds that inspection will serve as guardians of educational

standards and eyes and ears of the ministry.

The Fourth Period (1986 E.C-date)

The changes of the political in the country we again witness a shift of name once more i.e from inspection to supervision which has effected as of 1986 E.C. According to MOE of (1994:10). Educational management will be decentralized, democratic, coordinated, efficient and effective. In this regard, educational programs supervision: which is an important aspects of educational management, is to be visualized as democratic educational leadership. According to (Million, 2010), there are two approaches of organization of supervision in current practice of educational 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, 2010:23) indicated that, for each cluster center, the Woreda designated one supervisor who should report to Woreda education. Teaching and learning is a day-to-day and continuous process; then function of the supervision at the school level should also be a continuous responsibility within the school system. The supervisors are; the school principal, viceprincipal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MOE, 2002).

The Roles of School Principal in Supervision: The school principal in his/her capacity as instructional leader, his/her responsibilities would be; creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating the staff members and other professional educators to review and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations (MOE, 2002).³⁴

The Roles of Deputy Principals in Supervision: Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities: giving overall instructional leadership to staff members;

evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and; follow the other school coordination activities and insuring that the curriculum of the school addresses the needs of the local community (MOE, 2002).

The Roles of Department Heads in Supervision: Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience; the department heads have the competence to supervise educational activities. Therefore; the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom; identify the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs; coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc, to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MOE, 2002).

The Roles of Senior Teachers in Supervision: According to the career structure developed by (MOE, 2002) on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area are well positioned to supervise other teachers within their department. Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience; the department heads have the competence to supervise educational activities. Therefore; the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom; identify the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of35 teaching such subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs; coordinating evaluation to the department curriculum and

organize workshops, conferences, seminars, etc, to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MOE, 2002).

2.12 Major Functions of Educational Supervision in Creating Effective Educational Organizations

Many scholars like William H. Burton and B.M. Harris as cited in Million (2010) Many they have identified three tasks of supervision: Instructional improvement, professional development and curriculum development.

1. Instructional Improvement

Most educators would agreed on the improvement of teaching-learning is fundamental to school reform. According to Wanzare and da Costa cited in Getachew (2013), the purpose of Educational supervision is to focus on teachers" instructional improvement which, in turn, improves student academic achievement. By supporting this Chanyalew (2005) noted that the aim of supervision is the improvement of the teacher, the growth of the pupil and the improvement of the teaching learning process as a whole. It refers that the supervisors" works in close collaboration with the school for bringing about improvement in teaching learning process.

As stated by Pajak in Abdulkareem (2001) the principal mechanism by which supervisors nurture the norm of collective responsibility for the improvement of instruction is by involving teachers in discussions and decisions through workshops and trainings at school level. In service program, teachers should get help to cope with the greater student diversity and, thus, to bring about improvement on the students" achievements. Improving teaching learning process is the basic task of educational supervision. As, Singhal et al. cited in Gashaw (2008) noted that one of the most embarrassing explanations for the current poor reputation of schools, and the presumed failure of many excellent innovations, is that teachers have not had adequate, well informed, and direct supervision to help understand and implement new practice. In addition as, Zachariah (2011) the purpose of Educational supervision is to offer personal leadership improvement of educational expertise for pupils; at the same time it emphasizes on the improvement of professional techniques and procedures. Alike this he also stated that "a person who receives supervisory feedback will at least know³⁶ what he must do to improve instruction". This show that lack of supervisory feedback usually creates frustration in teachers and this frustration often has negative impact on teachers"

performance or instructional improvement. So, in order to bring instructional improvement in the education system, teachers whether they are experienced or not they have to get pedagogical assistance from their supervisors. In line with this, Mohanty (1990) explained that, all teachers need supervisory assistance of varying kinds and amounts. Some needs it more than others, but it is well accepted assistance of the proper nature is needed by teachers at all levels and would be sought if it were considered helpful by teachers and if it were ready in evidence.

Educational supervision is thus, responsible for assisting teachers with the improvement of instruction; the supervisors should know what is being done and how it is done so as to bring instructional improvement.

2. Professional Development

The other basic task of supervision is the continuous professional development of teachers. This means helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill.

Professional development program for teachers should not be something imposed by outsiders. In line with this, Speck and Knipe cited in Million (2010) however, reveal that teachers are often unhappy about professional development that is imposed on them from the top and of which they have ownership. Because, teachers are recipients of their professional learning, they should have a great deal of input and ownership in terms of the planning, development and implementation of the staff development program. In short professional development endeavour should be taken as a joint responsibility. Similarly, UNESCO (2001) targeted school heads, department heads and senior teachers are responsible for staff development training program.

Continuous professional development practice on the other side is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening relationships between scholars and research institutions, minimizing the gap between professional requirements and limitations in pre-service teachers training and focuses on capacity building up to the required standards. It emphasizes on empowerment and responsiveness to local needs and demand for higher quality of education.³⁷

In general, at school level professional development should meet the need of both the individual teacher and the educational system. Professional development at school level is highly important. The main reason is that pre-service training has become an introduction to

teaching profession. The complete teacher is developed through experience.

3. Curriculum Development

Curriculum development and improvement is another function of school supervisions.

Having this in mind, (Beach and Reinhartz, 2000), stated that the field of curriculum/instruction is directly related to the field of supervision. As the above author put it once curriculum is created we need to “look” at, to supervise, how it is being delivered.

Supervisors became curriculum specialists devoting extraordinary amounts of time rewriting, redefining, and strengthening the curriculum. Much of the refinement consisted of individualizing instruction, modifying curriculum, and production of new curriculum guides.

Similarly, as Spears cited in Getachew (2001) pointed out that, improving every phases of educational program like curriculum revision is the major function of supervision. Her role of instructional supervisor is to provide support and service directly to teachers to help them improve their performance. Such a support enables teachers and supervisors to examine plans for instruction and analyze instruction with reference to what was planned, what happened and what results were achieved. Similarly McNeil and Dull as cited in million (2010)

suggested the major responsibilities of supervisors in curriculum development process: assist individual teacher’s in-determining more appropriate instructional objectives; aid in goal definitions and selections at local state and federal levels; plan and implement a well established in service training program; and produce evidence as to the soundness of the innovation in relation to the aims of the school. In general, instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general in specific curriculum in particular.

2.13 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. 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.” 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) 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”.

Effective school/cluster Supervision involves raising student achievement and creating valuable educational opportunities for students. This can be achieved by the supervisor clearly defining goals for the teachers and facilitating opportunities for the teachers to learn about local, state, and federal requirements. A successful supervisor would also provide support to teachers through not only workshops, but also by being available to the teachers and fostering growth by completing walk through and clinical supervisions. Furthermore, an instructional supervisor would work with parents and teachers to keep current on the community’s needs in order to help provide students with a meaningful educational experience that will benefit them in various career paths. Instructional supervisors are integral to every school’s attainment of support, teacher success, and student achievement.

2.14 School Clusters

2.14.1 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 Latin 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; even in Great Britain, the birth place, many centers closed due to budget cuts in this periods. Hence, in order 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 schools, to foster culture of sharing, and as part of decentralization (Giordano, 2008; Dittmar et.al, 2002). 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).

Moreover, 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 in Latin America, Asia, Africa, and even in industrialized countries Among the various countries Cambodia, Bangladesh, Bolivia and Namibia have undertaken comprehensive nationwide cluster programs, with cluster set up in urban areas (Mombasa, Kenya, Los Angeles) (Giordano, 2008).

2.14.2 The Meaning of School Clustering

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 School clustering was initially established in Great Britain and India in the early 1940“s to deliver quality education in rural areas by grouping (networking) several schools together and selecting a large and well equipped school as the lead school or „core“ or „cluster center“ (Giordano, 2008).40

Source: Bray, M. (1987). School clusters in the third world: Making them work. Retrieved November 20, 2010, from Unesco-Unicef Cooperative Programme.

2.14.3 The Importance of School Clustering

Cluster supervisors have enormous function to the education sector to assure the quality of education in according with by follow the scientific methods and procedures.

2.14.3.1 Improving the Quality of Teaching and Learning

According to Giordano (2008), 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) 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”. School clusters can improve the quality of teaching and learning through experience sharing and mutual support.

2.14.3.2 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).⁴¹ Similarly, it is indicated that the school clusters help provide more comprehensive and efficient training for teachers (Dittmar et al., 2002). 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). Likewise, Giordano (2008) 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).

In explaining the advantages of experience sharing of teachers in the cluster, Bray (1987) 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".

2.14.3.3 Improving Educational Management

In many developing countries, school clusters are part of an educational management intended to promote decentralized management and financing (Giordano, 2008).

In line with this, Perera (1997:11) indicated that, “school clusters enable schools to be managed by a more competent personnel”. Bray (1987) indicated that, School clusters simplify the educational administration. As indicated by Dittmar et al. (2002), 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) 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.

2.14.3.4 Improving Community Involvement

According to Perera (1997), school clusters help increase community participation and ensure their contribution especially in areas where resources are scarce. Similarly, 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” (Giordano, 2008:28).

2.15 The major Challenges of Supervisory Practices

Beach and Reinhartz (2000) stated that the challenge for supervisors is to integrate what is known about supervision into a process that helps remove obstacles in working with teachers to foster their professional growth and promote quality teaching and learning. Teachers should then have the opportunity to reflect on all aspects of the teaching process and to participate in professional development activities that foster instruction.

Supervisors in various countries are facing different challenges. De Grauwe (2001:13) 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.

2.15.1 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".⁴³

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 . 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

Coordination and support for clusters at the district level is vital. As suggested by Giordano (2008:138), "this support can come in the form pedagogical and administrative support and supervision, financial support for cluster activities, assistance in organizing training workshops, feedback and guidance on planning issues that affect the cluster." However, cluster supervisors are not getting such supports adequately from their district. With this regard Giordano (2008) 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

Among the various challenges that supervisors face, lack of authority is widely raised by school supervisors. Whenever, a person take responsibilities and duties to carry out some activities, adequate authority should be given to make decisions. With this regard Certo (2006:15) indicates “A supervisor needs an authority to accomplish his or her job”. But, in some cases, school leaders and teachers are unwilling to take corrections based on44 supervisors“ suggestions and feedback. Moreover, supervisors get difficulty of returning back to schools knowing well that many of recommendations that were made will not be implemented by the administration (IIEP-UNESCO, 2007). Similarly, the study conducted in four African countries revealed that, in all four countries supervisors frustrated with lack of authority to take action (De Grauwe, 2001a:15). Hence, supervisors should be empowered with adequate authority to enable them perform their job and take actions. Concerning this, Giordano (2008) suggests that, to avoid confusion of authority, it will be necessary to clarify the legal obligations and responsibilities of each stakeholder and management committees in relation to local education authority.

2.15.2 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”.

Giordano (2008:110) indicated that, “the resource centres 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).

1. Lack of Office and Office Equipment

To carry out their activities supervisors need an office and some basic office equipment“s 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.⁴⁵ 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, 2001).

3. Lack of Transportation Facilities

To improve the supervision service, the availability of transport is the first step. As, De Grauwe (2001:92) 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. 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).46

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 practicable 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?”.

2.15.3 Supervisors' Competence and Preparation

The successful operation of a school cluster often relies strongly on the competence and adequate preparation of the supervisor. Scholars in the field of educational supervision recommended that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, Holland, 2004). Qualifications in the form of degrees and diplomas and adequate experience are taken as criteria in many countries. De Grauwe (2001) in his study in four African countries identified that both qualifications and experience seemed important in the selection of supervisors, but at the primary level, many of the most experienced teachers did not have strong academic background because they entered the teaching profession a long time in the past when qualification requirements were low.

Even though credentials in the form of degrees and diplomas are a form of evidence, but recognize that credentials alone do not inspire trust (Holland, 2004). When qualification and experience do not used to support the practical work, they become sources of problem. With this regard, Caron, De Grauwe and Govinda (1998) showed how head teachers were not confident about the ability of supervisors to help under existing conditions. On the other hand, researchers identified that teachers also claimed supervisors do not have the ability to

provide support for subject teaching and for instructional improvement. The teachers suggested that senior teachers should be appointed as supervisors and that those who become supervisors must have good subject knowledge as well as good instructional skills (Caron, De Grauwe and Govinda (1998).47

There is a great expectation from supervisors to become highly qualified than their teachers, so that they will be able to provide teachers with the necessary guidance and support to achieve the intended educational objectives.

As indicated by Baffour-Awuah (2011) a higher qualification like Bachelor of Educational Psychology or Diploma in Education is sufficient for persons in supervisory positions. But in many developed countries, supervisors do not have such qualifications, and this may pose a challenge to required practice. Other scholars indicated by Certo (2006) supervisors 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.

The other challenge is lack of support instrument to better facilitate supervision and well prepare the supervisors. 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. Certo (2006:13) says "supervisors can prepare themselves for the job by reading various books on management and supervision." However in most countries, supervisors lack these instruments. For example in Bangladesh the supervisors lacked manuals or hand book for guidance (Carron and De Grauwe, 1997). De Grauwe (2001a:76) noted that, when this instruments are available in some cases, they are not more than circulars and administrative forms. 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).

2.15.4 Challenges Related to Communication

Communication is one of the important managerial skills that make the school supervision more effective. School supervisors are assumed to have good communication and relationship skills with teachers and other school stakeholders in all directions. This is clearly stated in the Ethiopian National Professional Standards Framework for the School Supervisors (MoE, 2012). It states: School supervisors must be able to facilitate both vertical and horizontal

communications (work as liaison). They are expected to promote communications vertically informing schools with policies and rules and the ministry with the needs and realities in the schools; and horizontally facilitating interactions, net workings between schools" function. They must also understand that effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for school.

Pajak (1989) on the other hand discuss how good supervisors better communicate with their subordinates. He indicated that a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. In order to infuse new ideas in the teaching learning process the supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers and school principals.

In general, the challenges with regard to organizational problems (the work load, inadequate support from educational administration, the lack of authority), lack of resources, supervisors' competence and preparation and problems of communication can hinder the effective utilization of cluster supervisors practice and affect the quality of teaching learning.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

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

3.1 The Research Design

In this study the descriptive survey, because descriptive survey is used to obtain relevant information from large number of concerned respondents and in order to identify and clarify the practices and challenges of cluster supervisors in improving teaching and learning process. Besides, it helps to draw valid general conclusion. In line with this, Cohen, et.al (2004) stated that descriptive survey gives a better and deeper understanding of phenomena which helps as a fact finding design with adequate and accurate interpretation of findings. In this study, both quantitative and qualitative methods were employed. Even if it included both, it more focused on quantitative method because the researchers felt that more of quantitative data were important to determine the existing practices and challenges of cluster

supervisory activities. The qualitative part was incorporated in the study to enrich the quantitative data.

So as to collect extensive data using mixed method can make the strength of each method and offset their weaknesses and provide a better understanding of study problems than either method alone. It could also provide more full answers to research questions that are going beyond the limitation of a single approach (Cree, Freeman, Robinson and Woodley, and 2004).

3.2 Sources of Data

Data for this research were collected from both Primary and Secondary Sources. The primary data were collected from woreda supervision coordinator, primary school cluster supervisors, primary school principals and vice principals as they were close to assistance every school activities; so they provide experience, relevant information"s about the practices and challenges of cluster supervisors and have a great value in the study. The respondent teachers50 also primary sources because they would have information specially; during the class room observation at each stage, during capacity building training, at staff meeting. Etc. Secondary data were collected by direct access to the Education office to get relevant information through document analysis to check whether cluster supervisors are working as per the guide line of supervision such as whether they have checklists, written feedback, plans and reports of classroom visits, supervision guideline to make the study fruitful.

3.3 The Study Site and Population of the Study

The study was conducted in Yeki woreda of Sheka Zone. Yeki woreda has bordered by Keffa zone in East and north East, Bench maji zone in south, Andrach woreda of Sheka zone in North, Gambella region of Godere zone in west. The total number of primary schools in the woreda were 37. The total no of teachers in the woreda 626, the total numbers of Cluster supervisors in the woreda eight, school principals 37 and vice principals seven. The sample that used for the study were twelve primary schools those are: Fide, shosha, seri, Bechi, Michi, Endris, korcha, Zinky, Kubito, Addis Alem, Andnet, shuma.

Figure 2: Location of the study area – Yeki Woreda

3.4 Sample Size and Sampling Techniques

Ritchie and Lewis (2003) point out that difficulty to the study in the entire population of a given area particularly when their number is many and where problems of resources are common it could be conducted in a small geographical region due to resources and the

context of the study. Therefore, this study was conducted in Yeki Woreda primary schools then, the present study included 12 schools out of 37 schools by using simple random sampling technique. Respondents of this study were selected by using two types of sampling

N51

techniques: Simple random sampling technique and purposive sampling technique. Accordingly, 25 respondents (12 primary school principals, five vice principals, seven cluster supervisors and one woreda supervision coordinator) were selected by using purposive sampling. This is because they could provide more information about the strengths and weakness, challenges and opportunities of their schools/cluster. They could also have detailed information about the status of cluster supervision and the factors that affect the cluster supervisors practice in their Clusters. This helped the researcher to get more and detailed information which is crucial for the validity of the study.

To determine the total sample size of the teachers (n =165 respondents) for the present study, Daniel's (cited in Naing et al., 2006 and cited in Desalegn 2013) sample size determination was used. Daniel's (1999) sample size determination formula were used and simple random sampling technique particularly lottery method were employed to take the sample size. This

formula with finite population correction, i.e.

$$n' = \frac{N Z^2 P (1-P)}{d^2 (N-1) + Z^2 P (1-P)}$$

$$\text{Where}$$

n' = Sample size with finite population correction,

N = population size, =287

Z = Statistic for a level of confidence,=1.96

P = Expected proportion (in proportion of one)=0.5

d = precision (margin of error)=0.05

$$n' = \frac{N Z^2 P (1-P)}{d^2 (N-1) + Z^2 P (1-P)}$$

$$= \frac{287 (1.96)^2 0.5 (1-0.5)}{(0.05)^2 (287-1) + (1.96)^2 0.5 (1-0.5)}$$

$$= 165 \text{ respondents}$$

$$n = 165 \text{ respondents}$$

Based of the above formula out of 287 (100%) teachers worked in the sampled 12 primary schools, 165 (57 %) teachers were selected through simple random sampling, particularly

lottery method.

According to the sample size determination formula the sample of 57 % was sufficient and representative to secure the data from teacher respondents. The respondent teachers from 1252 primary schools selected by using simple random sampling technique particularly lottery method with the assumption that all teachers have equal chance of being selected. The number of sample teachers from each selected schools were determined by the formula of Cochran (1977) proportional allocation to the size of teachers in each primary schools:

X No of teachers in each school

P_s = Proportional allocation to size

N = Total number of teachers in the twelve selected primary schools (287)

n = Total teachers sample size (165)

Accordingly, the samples will be selected by using lottery method passing through the following steps.

Step- 1: Constructing a sample frame.

Step- 2: All teachers' name in each school will be alphabetically arranged

Step- 3: The number of sample teachers from each school has been determined

Step- 4: The name of the teachers will be rolled on a ticket

Step- 5: The rolled ticket will be picked up randomly until the required number of sample is obtained.⁵³

Table 2: The summary of total population, sample size and sampling technique

No Types of Respondent	Name of schools	No of Teachers	Simple size	Sample in %	Sampling technique
		1	Teachers		
		41	24	59%	
					Simple random

sampling technique

Shosha 14 8 57%

Seri 12 7 58%

Bechi 34 20 59%

Michi 13 7 54%

Endris 19 11 58%

Korcha 33 19 58%

Zinky 35 20 57%

Kubito 49 28 57%

Addis Alem 14 8 57%

Andnet 11 6 55%

Shuma 12 7 58%

Total

12 287 165 57 %

2 Cluster

supervisors

In seven

CRC 7 7

Purposive sampling technique

3 Principals schools in all sample 12 12

4 Vice

principles

In five sample schools

(seven schools don't

have vice principals)

5 5

5 Supervision

coordinator

In the sample

woreda education

Office

1 1

3.5 Data Gathering Tools

Before developing the instruments, relevant literature were reviewed. Based on the information obtains from literature, three instruments were used to collect data. These are questionnaire, semi-structured interview and document analysis. All these were employed to elicit the required quantitative and qualitative data.⁵⁴

3.5.1 Questionnaires

Questionnaires can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). Questionnaires were believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost (koul, 2008). The questionnaires were distributed to the selected teachers and principals samples in order to elicit their views concerning educational supervisory practices after testing its quality as discussed in the reliability and validity sub-section of this chapter.

Besides, it allowed respondents to respond the questions confidentially and enables the researcher to use representative samples as sources of data to avoid exposing to biases. The questionnaires were two parts. The first part deals with the general background of the participants. The second and the largest part were containing the whole number of both closed and open-ended question items that address the basic questions of the study. Hence, the questionnaire were prepared in English language and administered in Amharic. Likert Scale was preferred because it enables the respondents to choose one opinion from the given scales that best aligns with their views. The Likert consists of five scales: 5= strongly agree, 4= agree, 3= undecided, 2= disagree, and 1= strongly disagree.

3.5.2 Semi-Structured Interviews

The researcher used interview to get in-depth information that may not be easily secured by the questionnaire and to address the research questions. (Yalew, 2004 E.C). Semi-structured interview questions will be prepared in English and conducted in Amharic Language 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). The interview was conducted on a total of Eight respondents individually: seven cluster supervisors and one woreda supervision coordinator. The researcher used video 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 Document Analysis

The researcher was requested permission to access documents from Yeki woreda education Office and schools. The focus of the documentary review seen that the practices and challenges of cluster supervisors activities and how the services were provided in the context of the study area. Also, it was used to get data on the strengths and weaknesses of supervision based on the evaluation of the sector with the main objectives to compare and support results from other instruments. To achieve these purposes different records, written feedback, reports, training manuals, supervision checklist, plans of classroom visits, supervision guideline on educational supervision were used as a reference to the main data collected through the questionnaires and interview.

3.6 Procedures of Data Collection

In this study, the researcher was followed series of data gathering procedures to collect data. The researcher visited Woreda education offices and discussed the purpose of the research by showing the letter of cooperation from Jimma University and asked the Woreda education officers to write a letter to sample primary schools in their respective Woreda. The researcher also discussed the purpose with teachers, school principals and cluster supervisors about the objective of the research and asked whether the respondents were willing to be interviewed and fill out the questionnaires. After making agreement with concerned participants, data collection followed. Interviews were conducted; documents were ready for analysis and the questionnaires were collected and made ready for data organization, analysis and interpretation.

3.7 Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject will be the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 22 teachers of Shai primary school. The respondents of the pilot test were not included in the actual study. Based on the respondents' response some improvements were made on the questionnaire to make it clear and relevant to the basic questions so as to get more valuable information. For example, some questions which were found unnecessary were cancelled; some unclear statements were also elaborated.

The objectives of the pilot test were to: (1) assess the practicality and appropriateness of the questionnaire and provide an indication whether the items need further refinement; (2) obtain teachers suggestions and views on the items; (3) determine the level of difficulty of the items; and (4) assess the reliability of the questionnaire. Then an internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The result is as follow:

Table 3 : Reliability test results with Cronbach alpha

Detail description of the title of Questionnaire	Number of Items	Reliability coefficient
Professional development teachers get	9	.87
The improvement of instructional supervision practices	12	.90
Promoting collaboration	7	.88
Challenges to supervision	19	.82
Average reliability	47	.87

As can be seen from the above Table, The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the Coefficient of Alpha (α) to be 0.87, which is regarded as strong correlation Coefficient by (Daniel M, 2004, and Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L, et al. (2007) also suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, $\alpha < 0.6$ questionable, and < 0.5 poor.

3.8 Methods of Data Analysis

For this study, the data gathered and the instrument used, both quantitative and qualitative methods of data analysis were employed.

Quantitative Data: - The data which were collected through close ended question items were organized (coded, categorized and arranged) according to their similarities. The data were processed and analyzed using SPSS version 21.0 window. Quantitative analysis were

done using descriptive statistics such as frequency and percentage. The Chi-square was applied to test whether there is any significant difference between perceptions of Teachers and Principals. Likert Scale was employed because it enables the respondents to identify to what extent the respondents agree or disagree.⁵⁷

Qualitative Data: - The data collected using semi-structured interview, open ended question item and document analysis were analyzed and interpreted qualitatively and the result were used to enrich the quantitative findings. Finally, the overall course of the study was summarized with findings, conclusions, and some possible solutions.

3.9 Ethical Considerations

In conducting this study, emphasis was given to every important ethical issue. First, before entering into the actual data collection, a formal letter requesting permission to conduct research was received from the Department of Educational Planning and Management .Then, the letter was personally handed to the education office head by the researcher. A similar procedure was followed and a letter was took from the education office head and provided to CRC supervisors and principals of the sampled schools to conduct research in the study area by obtaining their consent. This gave the researcher an opportunity to further explain any questions from the head, supervisors and/or principals regarding the research. The researcher was communicated all institutions and individual participants legally and smoothly. The researcher was informed to the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents. In addition to this, they were informed that their participation in the study would be their consents. Any communication with the concern bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, all information obtains from individual respondents and the school records were kept confidential. The research was not personalized any of the respondent"s response during data presentations, analysis and interpretation.⁵⁸

UNIT FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter has two parts: the first deals with the demographic characteristics of the respondents in terms of sex, age, academic qualification, work experience, current position and the second part present the analysis and interpretation of the data. The objective of the

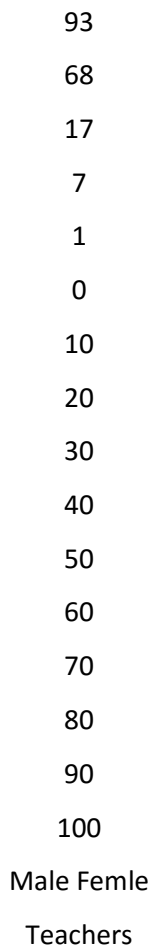
study was assessing the practices and challenges of cluster supervisors in improving teaching and learning process: the case of Yeki woreda primary schools. To this end, both quantitative and qualitative data was gathered by using questionnaire, interview and document analysis. The data gathered through interview was supposed to complement the quantitative data. Questionnaire was distributed to 182 respondents and 178 (97.8) were returned back. The return rate of the questionnaire was 161 (97.6 %) copies from teachers, 17 (100 %) from the school principals and vice principals. In addition, seven cluster supervisors and one supervision coordinator, totally eight individuals were interviewed successfully.

4.1 Demographic characteristics of the respondents

Descriptions of the demographic characteristics of the respondents have given some basic information about the sample population involved in the study. Thus, the following figures contain about the general characteristics of sex of respondents.

Sex of Respondents

Fig 3 : Characteristics of respondents by sex



Principals

Cluster Supervisors

Supervision Coordinator59

According to the personal details show in Fig 3, teachers, school principals, Cluster Supervisors, Supervision Coordinator were identified in terms of their sex. Accordingly, there were 93 (57.8%) teachers are males and the rest 68 (42.2 %) are females. All of 100% (17) of school principals were males. In addition, all of eight of the interviewees (supervision coordinator and cluster supervisors) were also male respondents. 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. As Carron and De Grauwe, (2001:110) 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”. Hence, female teachers should be encouraged to be a leader and be a model for female students in the study areas.

Age of respondents

Fig. 4: Characteristics of respondents by age.

The age distribution of teachers, School principals, Cluster Supervisors, Supervision Coordinator as shown in Fig 4, indicated 77 (47.8%) of teachers and 9 (53 %) of school principals were in the age range of 26-30 years. More over 19 (11.8%) teachers and five (29.4%) school principals were in the age category of 31-35 years whereas 11 (6.8 %)

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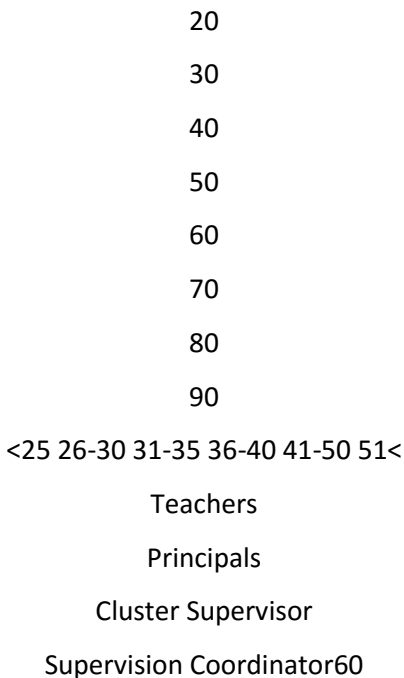
1 1 2

5

1 1

0

10



teachers and one (5.8%) school principals were in the age category of between 36-40 years of age. Similarly, six (3.7 %) teachers and two (11.8 %) school principals were in the age category of 41-50 years and also two (1.3 %) teachers were in the age category of 51 and above years. Concerning the age of cluster supervisors, one of them categorized under 26-30 years where as five of them and one woreda Supervision Coordinator categorized between 31-35 and the one cluster supervisor categorized under 41-50.

From this, it is possible to realize that large numbers of the respondents were found in the young age group. From the discussion, it may be possible for one to recognize that most of the respondents are young bloods that have a lot of ideas and energy, and, hence, can enthusiastically perform their duties and responsibilities. In addition to this, they have good opportunity to share experience from their seniors counter parts.

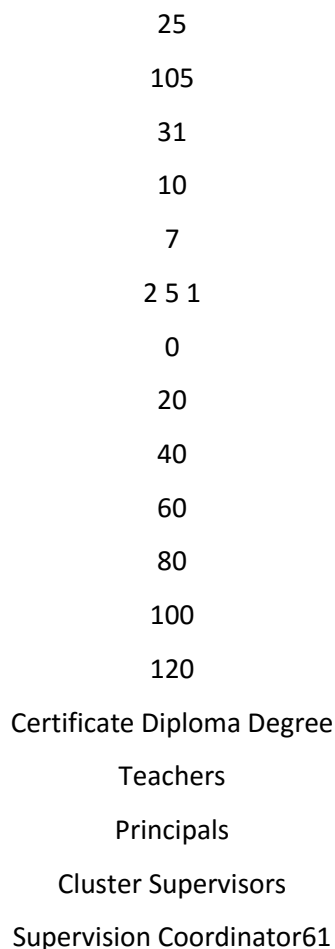
Qualification of Respondents

Fig. 5 : Characteristics of respondents by qualification

Regarding the qualification of respondents, 25 (15.6 %) teachers have certificate, 105 (65.2 %) teachers and 10 (59 %) school principals were diploma holders whereas 31 (19.2 %) teachers and seven (41 %) school principals have first degree.

From this, it is possible to conclude that, school principals in the sample schools of Yeki woreda were relatively at the required level of qualification than teaches. Based on the education policy of MOE (2002) that indicates Ethiopian teachers and principals of primary

school are expected to have diploma at first cycle and first degree at second cycle of primary



schools. Concerning the qualification of the cluster supervisors five of them have diploma and the rest two and the supervision coordinator have first degree. This implies that it might be difficult for supervisors and this can have its own influence for effective supervision and quality of education.

From this, it is possible to conclude that, Cluster supervisors of Yeki woreda relatively less qualification than the primary school principals.

Work experience

Fig. 6: Characteristics of respondents by their work experience

With regards to the work experience of respondents (Fig 6) 57 (35.4 %) teachers and two (11.7 %) principals had served between 1-5 years, 69 (42.8%) teachers and eight (47.1 %) principals served between 6-10 years, 24 (15 %) teachers and four (17.6 %) principals served between 11-15 years, five (3.1 %) teachers and one (5.9 %) principals served between 16-20 years, one (0.6 %) teachers and one (5.9 %) principals served between 21-25 years, five (3.1

%) teachers and one (5.9 %) principals served for 26 years and above. From the interviewed only one cluster supervisor has work experience of 6-10 years; however the rest six and the Supervision coordinator also categorized between 1-5 years. The researcher further looked at the responses given through interview result and identify that, cluster supervisors were

57						
69						
24						
5						
1						
5						
2						
8						
4						
1	1	1				
6						
1	1					
0						
10						
20						
30						
40						
50						
60						
70						
80						
1-5	.6-10	.11-15	16-20	21-25	26<	
Teachers						
Principals						
Cluster Supervisors						
Supervision Coordinator62						

relatively less experience than most teachers and school principals. It is difficult for cluster supervisors to efficiently assist teachers.

From this, one can conclude that, most primary school cluster supervisors were less experience in the position of supervisor. This implies that it might be difficult for supervisors to efficiently assist and to give adequate technical support for teachers, principals and for other stakeholders.

Current work position

Fig. 7: Characteristics of respondents by current work position

From the above Fig. 7, designated that the current position of 161 (86.6 %) respondents were teachers, 17 (9.1 %) were principals and vice principals, seven (3.8 %) were Cluster supervisors and one (0.5 %) were supervision coordinator. This indicates that the selected respondents could provide detailed information regarding the cluster supervisory practices and the major challenges hinder the primary school clusters activities in discharging their supervisory responsibilities.

161

17

7

1

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40

60

80

100

120

140

160

180

Teachers

Principals

Cluster Supervisors

Supervision Coordinator

Sample schools

Fig. 8: The sample schools

Figure 8 , shows that the respondents were selected from the sampled schools; proportional to the number of teachers and principals in the school. Accordingly, proportional to their numbers, the majorities of the respondents were selected from Kubito (30) and Fide (26) primary schools while the list of the respondents were selected from Shuma and Andnet each schools have seven respondents.

4.2 Data presentation and analysis

4.2.1 Teachers’ Professional Development gets from Cluster supervisors.

Table 4: Respondents’ View on the Cluster supervisors experience and required service

N=178 i.e. 161 teachers and 17 principals

Item	Respon	dents	Responses	X2	value	X2 sig	level
SD	D	U	A	SA	F %	F %	F %
Cluster supervisors are qualified enough to give the required services.							
Teachers	35	21.7	57	35.4	30	18.6	31 19.3
Principals	2	11.8	6	35.3	5	29.4	3 17.6
Total	37	20.8	63	35.4	35	19.7	34 19.1
							9 5.1

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As depicted in table 4, respondents were asked whether the CRC supervisors are qualified enough to give the required service or not. Accordingly 35 (21.7 %) of teachers and two (11.8

24
8
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20

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11
19 18
28
8
6 6
2 1 1 2 1 1 1 1 2 1 2 1 2 1 1 1 1 1 1
5 0
10
15
20
25
30 Teachers
Principals
Cluster
Supervisors
Supervision
Coordinato
r64

) of principals reported strongly disagreed with this item. In contrast to this, eight (5.0 %) of teachers were strongly agreed that cluster supervisors are qualified enough to give the required services. On the other hand, a significant number of teachers 57 (35.4 %) and six (35.3 %) of principals were disagree with this idea. Totally, the majority of respondents 92 (57.1 %) teachers and eight (47 %) reported that the CRC supervisor strongly disagree and disagree about cluster supervisors qualification to give the required services. Similarly, The computed chi-square value = 41.101 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This shows that cluster supervisors do not qualified enough to give the required service.

The researcher further looked at the responses of cluster supervisors through interview results also indicate that cluster supervisors lost most of their time by filling check list, by concerning administrative issues, and also the WEO call them for

meeting most of the time, so they are very busy to visit and provide professional support to teachers. So it is difficult to say CRC supervisors are supporting teachers with this regard. This implies that CRC supervisors fail to help teachers to improve their instructional practices through demonstrating and modeling teaching techniques and methods in the process of classroom and school visits.

Table 5: Respondents' view on the support of cluster supervisors in selection and use of instructional materials

N=178 i.e. 161 teachers and 17 principals

Item	Respon	dents	Responses	X ²	value	X ² sig	level	SD	D	U	A	SA	F %	F %	F %	F %								
Cluster supervisors help teachers to select and use appropriate instructional materials.	Teachers	35	21.7	50	31.1	39	24.2	32	19.9	5	3.1	40.65	0.000	Principals	4	23.5	7	41.2	3	17.6	3	17.6	0	0
	Total	39	21.9	57	32.0	42	23.6	35	19.7	5	2.8													

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

In table 5, the respondents were asked whether the cluster supervisors were supporting teachers to use appropriate instructional materials or not. Accordingly, 35 (21.7 %) of 65 teachers and four (23.5 %) principals responded; cluster supervisors were not supporting teachers to select and use appropriate instructional materials. Similarly, the informants during interview indicated that, cluster supervisors were not supporting teachers to use appropriate instructional materials. However interview indicated that, cluster supervisors were not supporting teachers to use appropriate instructional materials. However, cluster supervisors

with 19.9 % (agree) and 3.1 % (strongly agree) respondents showed that they were supporting teachers to use appropriate instructional materials. Similarly, The computed chi-square value = 40.65 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This shows that cluster supervisors do not help teachers to use appropriate instructional materials.

Table 6: Respondents' view on the Cluster supervisors classroom observation and Giving feedback

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

In table 6, the respondents asked whether the CRC supervisors provide objective feedback about classroom observation, 29 (18.0 %) teachers and four (23.5 %) principals strongly disagreed that the cluster supervisor s" objective feedback. Totally, the majority of 80 (49.7 %) teachers and nine (52.9 %) principals were strongly disagreed and disagreed about the cluster supervisors classroom observation and constructive feedback to teachers. Similarly,

The computed chi-square value = 27.5 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. From the result it can be conclude that the cluster supervisors do not give feedback to teachers for instructional improvement.

N=178 i.e. 161 teachers and 17 principals

Item	Respon	dents	Responses	X ²	value	X ² sig	level	SD	D	U	A	SA
Cluster supervisors observe and give feedbacks to teachers for	F %	F %	F %	F %	F %	F %	F %					

instructional
improvement.

Teachers 29 18.0 51 31.7 27 16.8 41 25.5 13 8.1 27.5 0.00066

The researcher further looked at the responses given through interview results and identified that CRC supervisors do not providing objective feedback to teachers based on classroom observation. This implies that teachers do not get objective feedback which helps them to reflect on what actually took place in the teaching-learning process and for future improvement.

Table 7: Respondents' view on the provide of induction training by Cluster supervisors

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As depicted in table 7, 47 (29.2 %) of teachers and four (23.5 %) of principals reported that the CRC supervisors were strongly disagreed about the provision of the induction training to beginner teachers. Whereas, 57 (35.4 %) of teachers and eight (47.1 %) principals indicated that they were disagreed with item. Totally, the majority of teachers 104 (64.6 %) and principals 12 (41.2 %) were responded strongly disagreed and disagreed about the provision of induction training for beginner teachers. Similarly, The computed chi-square value = 58.798 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This implying that cluster supervisors do not provide induction training for newly deployed teachers. 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.

The researcher further looked at the open ended items and identified that both teachers" and principals" responses were congruent with the data obtained from the questionnaires result.

Some respondents mentioned that supervisors are not available in their schools. Principals

N=178 i.e. 161 teachers and 17 principals

Item Respon
dents
Responses
X2
value

X2 sig
 SD D U A SA level
 F % F % F % F % F %
 Cluster supervisors
 provide induction
 training for beginner
 teachers.

Teachers 47 29.2 57 35.4 26 16.1 26 16.1 5 3.1 58.8 0.000

Principals 4 23.5 8 47.1 2 11.8 2 11.8 1 5.9

Total 51 28.7 65 36.5 28 15.7 28 15.7 6 3.467

also illustrated that new teachers from other schools and new graduates from colleges are assigned in our schools, but they are not adequately supported by CRC supervisors. This shows that CRC supervisors are not supporting new or beginner teachers to actively manage themselves in the teaching learning of the new school and/or classroom environment. The reason mentioned for this was lack of knowledge and skills of how to arrange induction training.

Table 8: Respondents' view on the provide of training, workshop and seminar by Cluster supervisors

N=178 i.e. 161 teachers and 17 principals

Item Respon
 dents
 Responses
 X2
 value
 X2 sig
 level
 SD D U A SA
 F % F % F % F % F %
 Cluster supervisors
 promote professi
 onal development of
 teachers in and outside
 schools through short

term training, workshops,
seminars.

Teachers 49 30.4 53 32.9 32 19.9 19 11.8 8 5.0 47.84 0.000

Principals 8 47.1 2 11.8 3 17.6 2 11.8 2 11.8

Total 57 32.0 55 30.9 35 19.7 21 11.8 10 5.6

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

Responses for the item in table 8 Concerning providing training to solve instructional problems, as indicated shows that 49 (30.4 %) teachers and eight (47.1 %) of principals were strongly disagreed about cluster supervisors' professional development for teachers in and outside schools through short term training, workshops and seminars. Similarly, 53 (32.9 %) of teachers and three (17.6 %) of principals were disagreed and undecided respectively. Totally, 102 (63.4 %) of teachers and 10 (58.8 %) of principals were strongly disagreed and disagreed about the professional development teachers to get a chance to participate in short term training, workshops and seminars. Similarly, The computed chi-square value = 47.843 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This revealed that the cluster supervisors do not promote professional development of teachers through short term training, workshops, seminars.

Although cluster supervisors were not effective, MoE (1987) indicated that, supervisors are responsible to provide training to solve various instructional problems that teachers face. In the interview, CRC supervisors indicated that they do not facilitate professional development of teachers; through short term training, workshop, and seminars. The data gathered through document analysis similarly indicate that cluster supervisors do not arrange seminars and workshop but sometimes provide training for teachers to develop these pedagogical skills. Hence, this is great problem as it was observed in all the responses. From the obtained data, it is possible to infer that supervisors are not enhancing teachers' capability through adequate and more regular training, workshops and seminars both in school and outside.

Table 9: Respondents' view on the support of Cluster supervisors to conduct action research.

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

The results for table 9 item also showed a majority of 48 (29.8 %) teachers and six (35.3 %) principals were strongly disagreed that the organization to conduct action research for

teachers. Also a great number of both respondents 56 (34.8 %) of teachers and seven (41.2 %) of principals were disagreed in the same item. Totally, 104 (64.6 %) of teacher and 13 (76.5 %) of principal respondents reported that strongly disagreed and disagreed organized teachers in conducting action research. The computed chi-square value = 62.95 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. In the document analysis it was identified that conducting action research in most of the schools were non-existence. For instance, feedbacks given to the school in this regard shows, there was a trial to conduct action research only in three schools. Others did not engage teachers in conducting action research. This indicates that CRC supervisors are not systematically engaging teachers in alleviating immediate problems of their schools and classroom to improve students learning.

N=178 i.e. 161 teachers and 17 principals

Item	Respon	dents	Responses	X ²	value	X ² sig	level	SD	D	U	A	SA
F %	F %	F %	F %	F %	F %	F %	F %					
Cluster supervisors	organize teachers to	conduct action research.										
Teachers	48	29.8	56	34.8	27	16.8	27	16.8	3	1.9	62.95	0.000
Principals	6	35.3	7	41.2	3	17.6	1	5.9	0	0		
Total	54	30.3	63	35.4	30	16.9	28	15.7	3	1.769		

Table 10: Respondents' view on the support of Cluster supervisors in organize supportive materials and textbook evaluation

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As has been presented in item of table 10, the respondents were requested whether or not the

Cluster supervisors organize supportive material and text book evaluation. 54 (33.5 %) teachers and eight (47.1 %) principals reported that the cluster supervisors were strongly disagreed about the organized supportive materials and text book evaluation for effective teaching and learning process. However, 57 (35.4 %) teachers and five (29.4 %) principals reported disagreed. Totally, 111 (66 %) of teachers and 13 (76.5 %) principals were strongly disagreed and disagreed about supportive materials and text book evaluation organized by cluster supervisors. The computed chi-square value = 74.08 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This revealed that the cluster supervisors do not organize supportive material and text book evaluation.

Table 11: Respondents' view on the support of Cluster supervisors in facilitate the stage of experience sharing

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

N=178 i.e. 161 teachers and 17 principals

Item Responses	Responses					X ² value	X ² sig level					
	SD	D	U	A	SA							
Cluster supervisors organize supportive material and text book evaluation.	F %	F %	F %	F %	F %							
Teachers	54	33.5	57	35.4	28	17.4	17	10.6	5	3.1	74.08	0.000
Principals	8	47.1	5	29.4	2	11.8	2	11.8	0	0		
Total	62	34.8	62	34.8	30	16.9	19	10.7	5	2.8		

N=178 i.e. 161 teachers and 17 principals

dents
 Responses
 X²
 value
 X² sig
 SD D U A SA level
 F % F % F % F % F %
 Cluster Supervisors
 facilitate the stage of
 experience sharing
 teachers and learn from
 each other.

Teachers	18	11.2	60	37.3	33	20.5	39	24.2	11	6.8	56.27	0.000
Principals	1	5.9	9	52.9	2	11.8	4	23.5	1	5.9		
Total	19	10.7	69	38.8	35	19.7	43	24.2	12	6.770		

In the item of table 11, when respondents were asked to indicate their level of agreement whether CRC supervisor facilitate schools and teachers to share experience on good practices or not, almost the majority of both teachers 60 (37.3 %) and principals nine (52.9 %) said they disagreed on the availability of such practice in their school. Moreover, 18 (11.2 %) of teachers and one (5.9 %) of principals were also strongly disagreed with the same item. Totally, 78 (48.4 %) of teachers and 10 (58.8 %) of principals indicated that they strongly disagreed and disagreed with the existence of to facilitate the stage of experience sharing. The computed chi-square value = 56.270 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This revealed that cluster supervisors do not facilitate the stage of experience sharing for teachers and learn from each other.

In the interview respondents indicated that there is experience sharing, but not adequately practiced in all schools and cluster centers. Some schools such as Bechi, Kubito like to have good experience sharing in terms of the CPD implementation. In the document analysis, it was identified that lack of experience sharing on good practices is the common problems of all the 12 sample schools. The other basic function for cluster supervisor is promoting

teachers' professional development in schools. Therefore, since the competent and skilful teachers are a key component of successful school, staff development is a major function of cluster supervisors. In this the role of cluster supervisors are helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill (Pajak, 2002). As the researcher conclude that, cluster supervisors were not facilitating experience sharing programs between teachers to their pedagogical skill improvement. The researcher conclude that, facilitating experience sharing between teachers is the main duties of cluster supervisors because they might have more experience and they develop different technical and pedagogical skills through experience sharing. Thus, Cluster supervisors lack to discharge one of their main responsibilities. Then; they should facilitate experience sharing but still the study indicated that there did not do as expected.⁷¹

Table 12: Respondents' view on the support of Cluster supervisors in introduce new teaching methodologies among schools
N=178 i.e. 161 teachers and 17 principals

Item	Respon	dents	Responses	X ²	value	X ² sig	level	SD	D	U	A	SA
F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %
Cluster supervisors introduce new Teaching methodologies among schools.												
Teachers	28	17.4	65	40.4	28	17.4	30	18.6	10	6.2	52.67	0.000
Principals	6	35.3	5	29.4	2	11.8	4	23.5	0	0	0	0
Total	34	19.1	70	39.3	30	16.9	34	19.1	10	5.6		

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree
Regarding the item of table 12, 28 (17.4 %) of teachers and two (11.8 %) of principals said

decision making skills of
the school management.

Teachers 37 23.0 47 29.2 12 7.5 50 31.1 15 9.3 40.54 0.000

Principals 4 23.5 6 35.3 4 23.5 3 17.6 0 0

Total 41 23.0 53 29.8 16 9.0 53 29.8 15 8.4

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As it can be seen in the above table, both respondents were asked whether the CRC supervisors provide school evidences to strengthen the decision making skills of the school management. Consequently, the majority of teachers 47 (29.2 %) and the school principals six (35.3 %) of them disagreed while 37 (23.0 %) teachers and four (23.5 %) of the school principals strongly disagreed regarding this practice. Hence, the disagreement accounts a total of 84 (52.2 %) teachers and 10 (58.8 %) school principals indicated that cluster supervisors provide school evidences to the strengthen the decision making skills of the school management. The computed chi-square value = 40.539 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. From the result it can be concluded that cluster supervisors do not provided school evidences to strengthen the decision making skills of the school management.

Table 14: Respondents' view on the contribution of Cluster supervisors in facilitate and participate the stake holders in decision making

N=178 i.e. 161 teachers and 17 principals

Item Respon

dents

Responses

X2

value

X2 sig

level

SD D U A SA

F % F % F % F % F %

Cluster supervisors facilitate
and participate the stake

holders in decision making.

Teachers 43 26.7 48 29.8 14 8.7 44 27.3 12 7.5 42.17 0.000

Principals 5 29.4 5 29.4 1 5.9 4 23.5 2 11.8

Total 48 27.0 53 29.8 15 8.4 48 27.0 14 7.9

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

Regarding in the item of table 14, 43 (26.7 %) of teachers were strongly disagree and 48 (29.8 %) were disagree. Similar five (29.4 %) of principals were strongly disagree and the same result five (29.4 %) of the principals were disagree that the CRC supervisors help school leaders in participating stakeholders in decision making. In contrast only, 44 (27.3 %) of teachers were agree and 12 (7.5 %) were strongly agree and four (23.5%) of principals agree and five (29.4 %) were strongly agree. Similarly, The computed chi-square value = 42.169 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This revealed that cluster supervisors do not facilitated and participate the stake holders in decision making.

Table 15: Respondents' view on the contribution of Cluster supervisors in provide training to improve planning skills of schools' management.

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As depicted in the item of table 15, the school principals were asked whether cluster supervisors provide training to improve planning skills of school management or not. Accordingly, 48 (29.8 %) of teachers were strongly disagreed and 42 (26.1 %) were disagree while four (23.5 %) of the principals were strongly disagreed and six (35.5 %) of teachers were disagree. Totally the majority 90 (55.9 %) of teachers and 10 (58.8 %) of schools principals showed their disagreement on receiving such training. The computed chi-square value = 30.652 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. From the result it can be conclude that the cluster supervisors do not provided training to improve planning skills of schools' management.

N=178 i.e. 161 teachers and 17 principals

Item Respon
dents
Responses

X2
value
X2 sig
level
SD D U A SA
F % F % F % F % F %
Cluster supervisors
provide training to
improve planning skills
of schools' management.

Teachers	48	29.8	42	26.1	22	13.7	38	23.6	11	6.8	30.65	0.000
Principals	4	23.5	6	35.3	4	23.5	2	11.8	1	5.9		
Total	52	29.2	48	27.0	26	14.6	40	22.5	12	6.774		

However, during interview CRC supervisors indicated that, they do not support 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 do not supporting schools during their planning.

Table 16: Respondents' view on the contribution of Cluster supervisors in provide the necessary information for school management timely

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree
Regarding in the item of table 16, 89 (55.3 %) of teachers and nine (52.9 %) of principals responded that agree and strongly agree that the CRC supervisors provide necessary information for school management timely. Again during interview CRC supervisors indicated that providing necessary information for school management is they count as they main duty then, they were supported the school management both on how to ensure good governance and in providing information. The computed chi-square value = 41.55130 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. Hence it is possible to conclude that cluster supervisors do not provide necessary information for the school management timely.

N=178 i.e. 161 teachers and 17 principals

Item Responses
 X2 value
 X2 sig level
 SD D U A SA
 F % F % F % F %
 Cluster supervisors
 provide the necessary
 information for
 school management
 timely.

Teachers 11 6.8 23 14.3 38 23.6 61 37.9 28 17.4 41.56 0.000

Principals 3 17.6 2 11.8 3 17.6 4 23.5 5 29.4

Total 14 7.9 25 14.0 41 23.0 65 36.5 33 18.575

Table 17: Respondents' view on the contribution of Cluster supervisors in solving various management problems

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

Regarding in the item table 17, 40 (24.8 %) of teachers were disagreed and five (29.4 %) of principals were strongly disagreed that the cluster supervisors help school management in solving various management problems. Totally 78 (52.9 %) teachers and 10 (58.8 %) principals were disagreed and disagreed with the same item. Similarly, The computed chisquare value = 18.348 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This shows that cluster supervisors do not give adequate support for the school managers in various management problems.

Table 18: Respondents' view on Cluster supervisors support for the schools' management to get material support from the local community

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

In the item in table 18, the respondents were asked whether or not cluster supervisors were supporting the school's management to get material support from the school management.

N=178 i.e. 161 teachers and 17 principals

Item Responses
 X2 value
 X2 sig level
 SD D U A SA
 F % F % F % F % F %
 Cluster supervisors
 help school
 management in solving
 various management
 problems.

Teachers 38 23.6 40 24.8 32 19.9 38 23.6 13 8.1 18.35 0.001

Principals 5 29.4 5 29.4 2 11.8 4 23.5 1 5.9

Total 43 24.2 45 25.3 34 19.1 42 23.6 14 7.9

N=178 i.e. 161 teachers and 17 principals

Item Responses
 X2 value
 X2 sig level
 SD D U A SA
 F % F % F % F % F %
 Cluster supervisors
 support the schools'

management to get
material support from the
local community.

Teachers 19 11.8 67 41.6 33 20.5 34 21.1 8 5.0 65.09 0.000

Principals 5 29.4 7 41.2 2 11.8 2 11.8 1 5.9

Total 24 13.5 74 41.6 35 19.7 36 20.2 9 5.176

19 (11.8 %) teachers and five (29.4 %) principals were disagreed. Totally 86 (53.4 %) of teachers and 11 (64.7 %) principals were disagreed and strongly disagreed with the same item. The computed chi-square value = 65.09 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This shows that cluster supervisors do not give adequate support for the school managers to get materials support from the local community.

Table 19: Respondents' view on Cluster supervisors support for enable the well performing principals to get rewards

N=178 i.e. 161 teachers and 17 principals

Item Respon

dents

Responses

X²

value

X² sig

level

SD D U A SA

F % F % F % F % F %

Cluster supervisors

enable the well

performing principals

to get rewards.

Teachers 38 23.6 46 28.6 42 26.1 26 16.1 9 5.6 31.1 0.000

Principals 5 29.4 7 41.2 2 11.8 1 5.9 2 11.8

Total 43 24.2 53 29.8 44 24.7 27 15.2 11 6.2

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As to the item of table 19, both respondents were asked whether CRC supervisors reward well performing school principals or not. Consequently, the majority, 102 (63.3 %) of teachers and 12 (70.6 %) of the principals reported that they strongly disagreed and disagreed respectively with the presence of this practice. The total agreement accounts 35 (21.7 %) of teachers and only three (17.6 %) of principals were strongly agreed and agreed to this practice. The computed chi-square value = 31.101 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This implies that cluster supervisors do not recognizing well performing principals to get rewards.⁷⁷

Table 20: Respondents' view on Cluster supervisors support for efficient use of resources

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

In the item of table 20, when principals were asked to express their opinions about the practice of CRC supervisors in consulting the school management on how to use resources efficiently, the majority 42 (26.1 %) of teachers and five (29.4 %) of principals were disagreed while 37 (23.0 %) of the teachers and three (17.6 %) principals were strongly disagreed. Totally, 79 (49 %) of the teachers and 8 (47 %) principals were strongly disagreed and disagreed. Hence, supervisors were not satisfactorily supporting the school management on efficient way of using school resources. The computed chi-square value = 23.742 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. From this, it is possible to recognize that cluster supervisors do not consult the school management on how to use resource efficiently.

Table 21: Respondents' view on Cluster supervisors support for experience sharing

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

N=178 i.e. 161 teachers and 17 principals

Item Respon
dents
Responses
X2
value

X2 sig
level

SD D U A SA

F % F % F % F % F %

Cluster supervisors

consult the school

management on how to

use resource efficiently.

Teachers 37 23.0 42 26.1 25 15.5 45 28.0 12 7.5 23.74 0.000

Principals 3 17.6 5 29.4 5 29.4 3 17.6 1 5.9

Total 40 22.5 47 26.4 30 16.9 48 27 13 7.3

N=178 i.e. 161 teachers and 17 principals

Item Respon

dents

Responses

X2

value

X2 sig

level

SD D U A SA

F % F % F % F % F %

Cluster supervisors bring

school principals together

to share experience.

Teachers 10 6.2 53 32.9 33 20.5 53 32.9 12 7.5 52.2 0.000

Principals 3 17.6 6 35.3 3 17.6 2 11.8 3 17.6

Total 13 7.3 59 33.1 36 20.2 55 30.9 15 8.478

In the item of table 21, the respondents were asked whether or not cluster supervisors were bringing schools' principals together to share experiences from each other. 53 (32.9 %) of teachers and six (35.3 %) principals were disagreed. Totally 63 (39.1 %) of teachers and nine (52.9 %) of principals were strongly disagreed and disagreed. The computed chi-square value = 52.2 is greater than the critical table value 9.487 at 0.05 significant level with four

degree of freedom implying that there is significant difference in perception between teachers and principals. From this, it is possible to recognize that cluster supervisors do not bring school principals together to share experience.

Regarding the experience sharing of school principals, the participants of the interview also informed that, the cluster supervisors in rare case 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 do not facilitating the experience sharing of school principals. MoE (2012) indicated that, supervisors are expected to identify and spread best practice among schools by facilitating experience sharing among schools.

Table 22: Respondents' view on Cluster supervisors support in improving the teachers' discipline

N=178 i.e. 161 teachers and 17 principals

Item Responses

X²

value

X² sig

level

SD D U A SA

F % F % F % F %

Cluster supervisors

support the school

management in

improving the teachers'

discipline.

Teachers 37 23.0 46 28.6 20 12.4 43 26.7 15 9.3 25.76 0.000

Principals 5 29.4 5 29.4 2 11.8 3 17.6 2 11.8

Total 42 23.6 51 28.7 22 12.4 46 25.8 17 9.6

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As can be seen in item of table 22, 46 (28.6 %) of teachers and five (29.4 %) principals with

this item respectively showed that disagreed. Totally 83 (51.6 %) teachers and 10 (58.8 %) principals were strongly disagreed and disagreed for the support of cluster supervisors for the school's management in improving the teachers' discipline. The computed chi-square value = 25.764 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between 79 teachers and principals. It can be concluded that cluster supervisors did not support the school management in improving the teachers' discipline.

Table 23: Respondents' view on Cluster supervisors support for monitoring and evaluation of the Schools

N=178 i.e. 161 teachers and 17 principals

Item	Respon dents	Responses	X ²	value	X ² sig	level	SD	D	U	A	SA	
	F	%	F	%	F	%	F	%	F	%	F	
Cluster supervisors facilitate the monitoring and evaluation of the schools.	41	25.5	43	26.7	21	13.0	38	23.6	18	11.2	20.03	0.000
	Principals	2	11.8	7	41.2	3	17.6	4	23.5	1	5.9	
	Total	43	24.2	50	28.1	24	13.5	42	23.6	19	10.7	

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As can be observed in item of table 23, indicated that, cluster supervisors were not facilitating the monitoring and evaluation in the schools 43 (26.7 %) of teachers and seven (41.1 %) principals were disagreed with the item. However 38 (23.6 %) of teachers and four (23.5 %) principles were conversely, cluster supervisors showed that they were facilitating monitoring and evaluation in the schools. Totally the majority of 84 (52.2 %) of teachers nine (52.9 %)

principals were indicated that, cluster supervisors were not facilitating the monitoring and evaluation in the schools. 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, 2002). The computed chi-square value = 20.034 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This shows that cluster supervisors do not facilitate the monitoring and evaluation of the schools as expected.⁸⁰

Table 24: Respondents' view on Cluster supervisors support to reinforce the monitoring and supervision system of the school

N=178 i.e. 161 teachers and 17 principals

Item	Respon dents	Responses	X ² value	X ² sig level								
	SD	D	U	A	SA							
	F %	F %	F %	F %	F %							
Cluster supervisors reinforce the monitoring and supervision system of the school.	Teachers 41	25.5	44	27.3	22	13.7	37	23.0	17	10.6	21.33	0.000
	Principals 4	23.5	7	41.2	3	17.6	2	11.8	1	5.9		
	Total 45	25.3	51	28.7	25	14.0	39	21.9	18	10.1		

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

In table 24 of the item, the respondents were asked whether or not cluster supervisors reinforce the monitoring and supervision system of the school. Accordingly, the majority respondents 44 (27.3 %) of teachers and 7 (41.2 %) principals showed their disagreement.

Totally a large number of respondents 85 (52.8 %) of teachers and 11 (64.7 %) of principals indicted their strong disagreement and disagreement to this item.

The computed chi-square value = 21.33 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. In the interview, cluster supervisors indicated that they were trying to encourage and strengthen the monitoring and supervision of the school, but they did not deny that there is a problem of workload on cluster supervisors. This shows that CRC supervisors are not strengthening the internal supervision and support service.⁸¹

4.2.3 The practices of cluster supervisors in promoting collaboration between and among members of the schools.

Table 25: Respondents' view on Cluster supervisors practice to collaborate in sharing teaching learning materials within different schools.

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

For the first item of table 25, greater number of teacher 76 (47.2 %) and principal 10 (58.8 %) respondents indicated their dis agreement concerning the CRC supervisors" encouragement of teachers from different schools to collaborate in sharing teaching learning material. Moreover, a large number i.e. 20 (12.4 %) of teachers and two (11.8 %) principals strongly disagreed to this item. Totally, 96 (59.6 %) of teachers and 12 (70.6 %) of principals were strongly disagreed and disagreed on the presence of such collaboration. The computed chisquare value = 98.124 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This proportion shows that cluster supervisors do not encourage teachers in sharing teaching learning materials. Similarly the interview, and the open ended items, sharing of teaching learning materials were limited. This shows that supervisors fail to assist teachers to share instructional materials in order to solve the problem of scarce resources found in the schools.

N=178 i.e. 161 teachers and 17 principals

Item Respon

dents

Responses

X2

value
 X² sig
 level
 SD D U A SA
 F % F % F % F % F %
 Cluster supervisors
 encourage teachers from
 different schools to
 collaborate in sharing
 teaching learning
 materials.

Teachers	20	12.4	76	47.2	34	21.1	23	14.3	8	5.0	98.12	0.000
Principals	2	11.8	10	58.8	1	5.9	2	11.8	2	11.8		
Total	22	12.4	86	48.3	35	19.7	25	14.0	10	5.682		

Table 26: Respondents' view on Cluster supervisors practice to work as a team for the achievement of educational objectives

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As can be observed in item of table 26, respondents were also asked whether the CRC supervisors bring principals and teachers together to work as a team for the achievement of educational objectives. 64 (39.8 %) teacher and seven (41.2 %) principal respondents disagreed about the stated issue. However, 40 (24.8 %) of teachers and two (11.8 %) principals agreed with the presence of this practice. Similarly the computed chi-square value = 57.562 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This implies that supervisors do not adequately working on bringing teachers and principals to work as team with the main goal of achieving educational objectives.

Table 27: Respondents' view on Cluster supervisors practice to facilitate cooperation among members of the school regarding pedagogical issues

N=178 i.e. 161 teachers and 17 principals

Item Respon
 dents

Responses

X2

value

X2 sig

level

SD D U A SA

F % F % F % F % F %

Cluster supervisors facilitate cooperation among members of the school, school principals, teachers regarding pedagogical issues.

Teachers 28 17.4 60 37.3 27 16.8 33 20.5 13 8.1 39.08 0.000

Principals 3 17.6 6 35.3 4 23.5 2 11.8 2 11.8

Total 31 17.4 66 37.1 31 17.4 35 19.7 15 8.4

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

N=178 i.e. 161 teachers and 17 principals

Item Respon

dents

Responses

X2

value

X2 sig

level

SD D U A SA

F % F % F % F % F %

Cluster supervisors bring principals and teachers together to work as a team for the achievement

of educational objectives.

Teachers 24 14.9 64 39.8 24 14.9 40 24.8 9 5.6 57.56 0.000

Principals 2 11.8 7 41.2 4 23.5 2 11.8 2 11.8

Total 26 14.6 71 39.9 28 15.7 42 23.6 11 6.283

As can be observed in item of table 27, large number of teachers 60 (37.3 %) and principals six (35.3 %) disagreed that the CRC supervisors facilitate cooperation among member schools, principals, and teachers regarding pedagogic issues. In contrast to this, 33 (20.5 %) of teachers and two (11.8 %) principals were agreed with the same question. On the other hand, a significant number of teachers 88 (54.7 %) and principals nine (52.9 %) were strongly disagreed and disagreed respectively on the presence of collaboration between and among those parties. The computed chi-square value = 39.08 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. From the result it can be conclude that the cluster supervisors do not facilitate cooperation among members of the school.

Table 28: Respondents' view on the Cluster supervisors practice to provide training for School effectiveness

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As observed in table 28 of the item, respondents were asked whether CRC supervisors provide training on advantages of collaboration for school effectiveness or not. Consequently, 45 (28.0 %) of teacher and four (23.5 %) of principal respondents were disagreed that cluster supervisors provide training on advantages of collaboration for school effectiveness. Also a large number of teachers 40 (24.8 %) and principals six (35.3 %) of respondents strongly disagreed on the existence of this supervisory practice in their cluster. Totally, 85 (52.7 %) of teachers and 10 (58.8 %) of principals were strongly disagreed and disagreed regarding the existence of training on advantages of collaboration for school effectiveness. The computed chi-square value = 31.438 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. From the finding, it is possible to say that CRC

N=178 i.e. 161 teachers and 17 principals

Item Respon
dents

Responses

X2

value

X2 sig

level

SD D U A SA

F % F % F % F % F %

Cluster supervisors

provide training on

advantages of

collaboration for school

effectiveness.

Teachers 40 24.8 45 28.0 37 23.0 33 20.5 6 3.7 31.44 0.000

Principals 6 35.3 4 23.5 2 11.8 4 23.5 1 5.9

Total 46 25.8 49 27.5 39 21.9 37 20.8 7 3.984

supervisors fail to provide training for teachers and principals on the benefits of collaboration for school effectiveness.

Table 29: Respondents' view on the Cluster supervisors practice to facilitate experience sharing on good practices

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

In table 29 of the item, when respondents were asked to indicate their level of agreement whether CRC supervisor facilitate schools and teachers to share experience on good practices or not, almost the majority of both teachers 58 (36.0 %) and principals 7 (41.2 %) said they disagree on the availability of such practice in their school. Moreover, 24 (14.9 %) of teachers and one (5.9 %) of principals were also disagreed with the same item. Totally, 82 (50.9 %) of teachers and 8 (47 %) of principals indicated that they strongly disagree and disagree with the existence of this practice. Similarly, The computed chi-square value = 35.31 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This shows that cluster supervisors do not facilitate schools and teachers to share experience on good practices. In the interview respondents and in document analysis, it was identified that lack of experience sharing on good practices is the common problems of

all clusters. Feedbacks given to the CRC supervisors also confirm the existence of this problem. Thus, supervisors lack to discharge one of their main responsibilities.

N=178 i.e. 161 teachers and 17 principals

Item Responses	X ² value	X ² sig level	SD	D	U	A	SA
F %	F %	F %	F %	F %	F %	F %	F %
Cluster supervisors facilitate schools and teachers to share experience on good practices.	24 14.9 58 36.0 29 18.0 33 20.5 17 10.6 35.31 0.000	Teachers	1 5.9 7 41.2 1 5.9 5 29.4 3 17.6	Principals	25 14.0 65 36.5 30 16.9 38 21.3 20 11.285	Total	

Table 30: Respondents' view on the Cluster supervisors practice to promote community participative decision making

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

In table 30 of the item, concerning the effort of CRC supervisors in promoting community school cooperation through participative decision making, 62 (38.5 %) teacher and 11 (64.7 %) principal respondents were disagreed. Totally, 91 (56.5 %) of teachers and 12 (70.5 %) of principal respondents were strongly disagree and disagree. In the document analysis, it was lack of creating school community cooperation was identified as on area of weakness in the CRC schools. Similarly, The computed chi-square value = 63.517 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This revealed that cluster supervisors do not promoted community school cooperation through

participative decision making. The feedback given to CRC supervisors also showed that collaboration between the schools and the community was not adequate. From this, it is possible to say that CRC supervisors are less successful in enhancing active collaboration between the school and the school community in decision making.

N=178 i.e. 161 teachers and 17 principals

Item	Respon	dents	Responses	X ²	value	X ² sig	level
	SD	D	U	A	SA	F %	F %
Cluster supervisors promote community school cooperation through participative decision making.	29	18.0	62	38.5	28	17.4	35
	21.7	7	4.3	63.52	0.000		
	1	5.9	11	64.7	0	4	23.5
	1	5.9					
Total	30	16.9	73	41.0	28	15.7	39
	21.9	8	4.586				

Table 31: Respondents' view on the Cluster supervisors practice to create strong relationship between the school and the district office

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As can be observed in item of table 31, 82 (50.9 %) teachers and 11 (64.7 %) of principals were disagreed and strongly disagreed respectively that the CRC supervisors were not working as linking agents vertically to create strong relationship between the school and the district office. However, 52 (32.3 %) of teachers and five (29.4 %) of principals respondents were agreed and strongly agreed in the same item. The computed chi-square value = 28.798 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers

and principals. Similarly the interview and open ended items and conclude that CRC supervisors are not creating strong relationship among all schools, teachers as well as the education office and schools. They only create strong contact with schools principals.

Table 32: Respondents' View on the Support Provided by CRC Supervisor Improved

Teaching Learning in the Classroom

Item Respondents

Responses

Yes No Total

F % f % F %

Do you think the supervisors' overall support improved teaching learning process in your school?

Teachers 51 31.7 110 68.3 161 100

Principals 7 41.2 10 58.8 17 100

Total 58 32.6 120 67.4 178 100

As it can be seen in the above table, respondents were asked whether the overall support of the CRC supervisors improved teaching learning in their classroom or not. Accordingly, most of the teachers 110 (68.3 %) and majority of principals 10 (58.8 %) were reported that the overall support of the CRC supervisors did not improve the teaching learning practices in their classrooms. Only 51 (31.7 %) of teachers and 7 (41.2 %) of principals were said yes to

N=178 i.e. 161 teachers and 17 principals

Item Respon

dents

Responses

X²

value X² sig

level

SD D U A SA

F % F % F % F % F %

Cluster supervisors work

as a linking agent

vertically to create strong

relationship between the
school and the district
office.

Teachers 29 18.0 53 32.9 27 16.8 37 23.0 15 9.3 28.8 0.000

Principals 4 23.5 7 41.2 1 5.9 3 17.6 2 11.8

Total 33 18.5 60 33.7 28 15.7 40 22.5 17 9.687

this item. Totally, from the result of the study, it is possible to say that the overall support of CRC supervisors is not satisfactorily improving the classroom practices. This can be related to the absence of frequent visit by cluster supervisors from the classroom environment as repeatedly indicted by the respondents.

4.2.4 Challenges hinder the primary school cluster supervisors' activities

4.2.4.1 Challenges on professional competence and preparation

Table 33 : Respondents' View on supervisor's professional competence and preparation Related Challenges

N=178 i.e. 161 teachers and 17 principals

No Items Respon
dents

Responses

X²

value

X² sig

level

SD D U A SA

F % F % F % F % F %

1 Cluster supervisors are
qualified enough to give
required service.

Teachers 22 13.7 66 41.0 31 19.3 33 20.5 9 5.6 60.09 0.000

Principals 2 11.8 7 41.2 4 23.5 2 11.8 2 11.8

Total 24 13.5 73 41.0 35 19.7 35 19.7 11 6.2

2 .Cluster supervisors are
well experienced to give

supervisory support.

Teachers 31 19.3 54 33.5 33 20.5 26 16.1 17 10.6 26.21 0.000

Principals 3 17.6 6 35.3 4 23.5 2 11.8 2 11.8

Total 34 19.1 60 33.7 37 20.8 28 15.7 19 10.7

3 Cluster supervisors

accept responsibility for

his/her decisions as a

professional.

Teachers 33 20.5 52 32.3 27 16.8 34 21.1 15 9.3 24.47 0.000

Principals 2 11.8 6 35.3 4 23.5 3 17.6 2 11.8

Total 35 29.7 58 32.6 31 17.4 37 20.8 17 9.6

4 The cluster Supervisors

spend sufficient time in

the classroom to

observe instruction.

Teachers 40 24.8 49 30.4 27 16.8 31 19.3 14 8.7 29.8 0.000

Principals 3 17.6 9 52.9 3 17.6 2 11.8 0 0

Total 43 24.2 58 32.6 30 16.9 33 18.5 14 7.9

5 Cluster supervisors

spend much time for

administrative work

than pedagogic

practices.

Teachers 19 11.8 29 18.0 23 14.3 60 37.9 30 18.6 36.71 0.000

Principals 1 5.9 5 29.4 1 5.9 6 35.3 4 23.5

Total 20 11.2 34 19.1 24 13.5 66 37.1 34 19.1

6 Experience sharing

sessions has been

arranged for cluster

supervisors.

Teachers 37 23.0 66 41.0 26 16.1 21 13.0 11 6.8 59.47 0.000

Principals 1 5.9 7 41.2 5 29.4 3 17.6 1 5.9

Total 38 21.3 73 41.0 31 17.4 24 13.5 12 6.7

7 Cluster supervisors
effectively applies the
knowledge he/she gets
from workshops and
seminars in providing
advice and support.

Teachers 35 21.7 55 34.2 38 23.6 25 15.5 8 5.0 40.2 0.000

Principals 3 17.6 6 35.3 3 17.6 4 23.5 1 5.9

Total 38 21.3 61 34.3 41 23.0 29 16.3 9 5.1

8 Cluster supervisors
lack supportive
instruments:
manuals/guides and
database to be well
informational .

Teachers 19 11.8 24 14.9 31 19.3 64 39.8 23 14.3 46.04 0.000

Principals 2 11.8 2 11.8 2 11.8 7 41.2 4 23.5

Total 21 11.8 26 14.6 33 18.5 71 39.9 27 15.2

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree88

As shown in table 33 item 1, respondents were asked whether the CRC supervisors are qualified to provide the supervisory service or not. Accordingly, 22 (13.7 %) of the teachers and two (11.8 %) principals were strongly disagreed with this item. In contrast to this, 33 (20.5 %) of teachers and two (11.8 %) principals were agreed that the supervisors are qualified to give supervisory services. On the other hand, a significant number of teachers 88 (54.7 %) and nine (52.9 %) of principals were disagreed and strongly disagreed with this idea respectively. The computed chi-square value = 60.090 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. From the open ended items, one teacher said, CRC lack professional skills, lacks competence, do not well trained, lack of commitment to provide supervisory support although they have degree or diploma. However, supervisors are assuming themselves as providing what is expected of them and are

qualified enough for the positions. This shows that supervisors' qualification did not parallel to the practical work they were performing. So it is possible to say that supervisors lack the competences to use their knowledge in the actual works.

In table 33 of the second item, respondents were requested whether the CRC supervisors are well experienced in giving supervisory support or not. Hence, 31(19.3 %) of teachers and three (17.6 %) of principals were strongly disagreed while 26 (16.1 %) of teachers and two (11.8 %) principals were agreed as opposed to the former respondents response. In addition The computed chi-square value = 26.213 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. In the interview and from the long year service of the supervisors' background information, it seems that supervisors do not well experienced, due to this reasoning a great problem on the supervisory professional support.

As can be observed in table 33 item 3, the respondents were asked whether or not the supervisor accepts responsibility for his/her decisions as a professional. In light of that, majority 52 (32.3 %) of teachers and six (35.3 %) of principals were disagreed that the CRC supervisors were not accepts responsibility for their decisions as a professional. In the contrary, 34 (21.1%) of teachers and 3 (17.6 %) of principals were agreed with similar item. Similarly, The computed chi-square value = 24.472 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. Evidences from the89 interview result also shows similar idea. From this it is possible to conclude that cluster supervisors do not accept responsibility for their decisions as a professional.

As shown in table 33 item 4, respondents were asked whether the CRC supervisors spend sufficient time in the classroom to observe instruction. Accordingly, 49 (30.4 %) teachers and nine (52.9 %) principals were disagreed. In contrast to this, 31(19.3 %) teachers and two (11.8 %) principals were agreed that the cluster supervisors spend sufficient time in the classroom to observe instruction. On the other hand, a significant number of teachers 89 (55.3 %) and 12 (70.6 %) of principals were disagreed and strongly disagreed with this idea respectively. The computed chi-square value = 29.809 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This revealed that the cluster supervisors do not spend sufficient time in the classroom to observe teaching and

learning process.

Similarly, during interview the participants informed that classroom 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 classroom visits. Classroom 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. 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 cluster supervisors" indicated that, "we lost the most of our time in our cluster schools by collecting statistical data and reporting this to WEO. As a result, he had given the nick name ".c?.É" (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.

As can be observed in table 33 item 5, the respondents were asked whether or not the cluster supervisors spend much time for administrative work than pedagogic practices. In light of90 that, majority 60 (37.3 %) of teachers and six (35.3 %) of principals were agreed that the CRC supervisors spend much time for administrative work. In the contrary, 29 (18.0 %) of teachers and five (29.4 %) of principals were disagreed with similar item. The computed chisquare value = 36.719 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This revealed that the cluster supervisors were not evidences from the open ended questions and from interview result also showed similar idea. From this it is possible to say that supervisors spend much time for administrative work than pedagogic practices.

The results of table 33 item 6, also showed a majority of teacher and principal respondents 66 (41.0 %) and seven (41.2 %) respectively disagreed that experience sharing sessions were not arranged for cluster supervisors. Also a great number of both respondents 103 (64.0 %) of

teachers and 8 (47.0 %) of principals illustrated that inadequate experience sharing sessions were arranged for cluster supervisors. The computed chi-square value = 59.472 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This shows that the cluster supervisors were arrange experience sharing sessions for cluster supervisors. From the interview result also shows that there do not arrange experience sharing sessions for cluster supervisors.

Regarding item 7 of similar table, respondents were requested whether or not CRC supervisors efficiently applies the knowledge they get from workshops and seminars in providing advice and support. The result showed that 55 (34.2 %) of teachers and 6 (35.3 %) of principals were disagreed with this issue and indicated that this is one of the challenges to supervision. More over 35 (21.7 %) and principals three (17.6 %) respondents strongly disagreed with the existence of this practice. Totally, the majority 90 (55.9 %) of teachers and nine (52.9 %) of principals were disagreed and strongly disagreed with this item. The computed chi-square value = 40.202 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This shows that cluster supervisors do not effective on changing their knowledge in to the practical work.

Regarding the last item, 64 (39.8 %) of teachers and 7 (41.2 %) of principals were reported that supervisors lack enough support instruments like manuals, guides and database.91 Moreover, 24 (14.9 %) of teachers and two (11.8 %) principals were strongly agree with the lack of these materials. Totally 87 (54.1 %) of teachers and 11 (64.7 %) of principals were strongly disagreed and disagreed. The computed chi-square value = 46.045 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. However, in the interview supervisors coordinators and CRC supervisors indicates that they have support instruments like inadequate manual and checklist. But they indicate that there is no data bases or any other supportive materials. This indicted that the supervisors lack some of the necessary supportive instruments.

In line 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. Similarly, education newsletters, bulletins and journals provide supervisors with

current trends in instructional strategies and content materials which they can make available to the teachers they supervise, but the availability of such materials is difficult in developing countries Baffour-Awuah (2011).92

4.2.4.2 Working Conditions Related Challenges

Table 34 : Respondents' Opinions on Working Conditions Related Challenges

N=178 i.e. 161 teachers and 17 principals

No Items Respon

dents

Responses

X2

value

X2 sig

SD D U A SA level

F % F % F % F % F %

1 Cluster supervisors

are overloaded with

many tasks and has

no time to give

pedagogical

support.

Teachers 20 12.4 25 15.5 43 26.7 48 29.8 25 15.5 19.75 0.001

Principals 3 17.6 2 11.8 2 11.8 6 35.3 4 23.5

Total 23 12.9 27 15.2 45 25.3 54 30.3 29 16.3

2 Cluster supervisors

work without

transportation

facilities that

protect him to give

support as

expected.

Teachers 15 9.3 28 17.4 20 12.4 52 32.3 46 28.6 36.21 0.000

Principals 1 5.9 5 29.4 1 5.9 4 23.5 6 35.3

Total 16 9.0 33 18.5 21 11.8 56 31.5 52 29.2

3 Distance between
the CRC and
schools is
manageable to
regular visit.

Teachers 26 16.1 63 39.1 25 15.5 34 21.1 13 8.1 54.08 0.000

Principals 1 5.9 9 52.9 3 17.6 3 17.6 1 5.9

Total 27 15.7 72 40.4 28 15.7 37 20.8 14 7.9

4 The number of
schools in the
cluster is
manageable to give
the required
service.

Teachers 36 22.4 49 30.4 29 18.0 33 20.5 14 8.6 23.97 0.000

Principals 2 11.8 7 41.2 4 23.5 3 17.6 1 5.9

Total 38 21.3 56 31.5 33 18.5 36 20.2 15 8.4

5 The cluster
supervisors have
office adequately
equipped at CRC
e.g. tables, chairs,
filing cabinet etc.

Teachers 55 34.2 55 34.2 25 15.5 13 8.1 13 8.1 61.61 0.000

Principals 4 23.5 7 41.2 3 17.6 2 11.8 1 5.9

Total 59 33.1 62 34.8 28 15.7 15 8.4 14 7.9

6 The cluster
supervisors have
get adequate
support from
district office to

solve schools'
immediate
problems.

Teachers 28 17.4 69 42.9 31 19.3 27 16.8 6 3.7 74.2 0.000

Principals 2 11.8 8 47.1 2 11.8 5 29.4 0 0

Total 30 16.9 77 43.3 33 18.5 32 18.0 6 3.4

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As depicted in table 34 item 1, respondents were asked whether or not supervisors are overloaded with many tasks and have no time to give pedagogical support. Accordingly, the majority of both teachers 48 (29.8 %) and principals six (35.3 %) totally 64 (35.6) respondents showed their agreement that the supervisors are overloaded with many tasks. Totally 73 (45.3 %) of teachers and 10 (58.8 %) of principals were strongly agreed and agreed. The computed chi-square value = 19.75 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. Hence, work overload is one of the challenges that hinder supervisors from providing adequate pedagogical support to teachers and schools.

However, in the interview CRC supervisors indicates that CRC supervisors are overburdened with many tasks besides being responsible to too many schools and tasks which are not directly related to their core functions. Therefore, their work is hampered with complicated workload than providing intended professional support to teachers.

I supervised for consecutive seven years in CRC and supported eight primary schools and also pre-formal (kindergarten type of education) and functional adult education which were found in the cluster. Look! how it is difficult to visit all these schools and the teachers? It is painful, when we go to all these schools with our own money. Only we are performing everything with our commitments.

In second item of table 34, teachers and principals respondents were also asked their views whether or not transportation facilities protect supervisors from giving support as expected.

Accordingly, the majority 52 (32.3 %) of teachers and four (23.5 %) of principals were agreed and strongly agreed respectively with the non-existence of transportation facilities for supervisors. Also 46 (28.6%) of teachers and six (35.3 %) of principals showed their strong

agreement and agreement respectively. Thus, a total of 98 (60.9 %) of teachers and 10(58.8 %) of principals showed their agreement and strong agreement with the non-existence of transportation. Similarly, The computed chi-square value = 36.213 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. The researcher also went ahead to see the responses from open ended items and interview results, and find out that all the groups“ response confirmed that transportation problem is very much challenging for CRC supervisors in Yeki woreda. This problem was exposing the supervision service and support not to be conducted with the expected quality and frequency. Besides it demoralizes the supervisors in all the CRCs since they have to pay all the transportation cost from their own pocket. The supervision coordinator also illustrate that nothing was said on how each CRC supervisor to function in terms of budget in the guidelines. From this, it is94 possible to say that lack of transportation facilities is hindering supervisors to give the expected support to schools and teachers as frequent as expected and needed.

As can be observed in table 34 item 3, the respondents were asked whether or not the distance between the CRC and schools is manageable to regular visit. In light of that, majority 63 (39.1 %) of teachers and nine (52.9 %) of principals were disagreed that the distance between the CRC and schools is unmanageable to regular visit. Totally 89 (60.9 %) teachers and 10 (58.8 %) principals were strongly disagreed and disagreed accepts the distance between the CRC and schools to manageable in regular visit. The computed chi-square value = 54.079 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals.

During interview cluster supervisors informed that, some satellite schools found 25 km 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, SNNPREB (2002) 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 10 km is too far.

As can be observed in table 34 item 4, the respondents were asked whether or not the number

of schools in the cluster is manageable to give the required service. In light of that, majority 49 (30.4%) of teachers and seven (41.2 %) of principals were disagreed that the number of schools in the cluster is not manageable to give the required service. Totally, 85 (52.8 %) of teachers and nine (52.9 %) principals were strongly disagreed and disagreed respectively. The computed chi-square value = 23.966 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals.

Similarly, most of the participants of the interview indicated that, the number of schools in a cluster could not be manageable during the time frame (one a week each school). Although most cluster centers have more than five schools, In relation to this, De Grauwe (2001) indicated that, the number of schools in a cluster and the distance from the center greatly contributes for the work load of supervisors. Regarding the number of schools in a cluster, 95 Giordano (2008) indicated that, when the number of schools in a cluster are too many, coordination become difficult. SNNPREB (2002) indicated that, primary schools cluster can have three to five schools.

Table 34 of item 5, was about the availability of office adequately equipped with tables, chairs, cabinet etc. for CRC supervisors. When respondents were asked this question, 55 (34.2 %) of teachers strongly disagreed with this item while seven (41.2 %) of principals were disagreed to the same item. In addition, a significant number of teachers 110 (68.3 %) and principals 11 (64.7 %) were respectively showed their disagreement and strong disagreement. The computed chi-square value = 61.607 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. Thus, it is possible to say that supervisors do not have office adequately equipped to facilitate supervisory work. When interview was conducted with CRC supervisors and Supervision Coordinator, lack of resources emerged as major challenge. In the interview, all respondents highlighted that problem of adequately equipped office. One of the interviewer supervisors said "I haven't office, no filling cabinet; every documents were put on desks prepared for customers, no computer, telephone etc to carry out my work" Most of the time when I did my actual work using the school principals" office. From the quantitative data, the test result and the interview, it is possible to say that the working condition in terms of office and necessary equipment is in a poor condition for supervisors and the work.

In the last item of table 34, respondents were requested whether or not get adequate support from the district office. Concerning this item the majority of teachers 69 (42.9 %) and eight (47.1 %) principals were disagreed the support cluster supervisors get from the district office. 28 (17.4 %) teachers and two (11.8 %) principals were strongly disagreed in the same item. The total number of respondents who were strongly disagreed and disagreed account 97 (60.2 %) for teachers and 10 (58.8 %) for principals. The computed chi-square value = 74.191 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. Thus, it is possible to conclude that supervisors do not get adequate support from district office to solve schools' immediate problems.⁹⁶

The researcher further asked the supervisors if they get any support from the Education Office. With this regard, CRC supervisors also indicated that there is a practical support from education office. But, the support is more of materials like paper, bags to handle documents, and the like. Professionally, there is a meeting once a month. On this meeting, supervision coordinator and CRC supervisors evaluate monthly report and exchange feedback for further improvement. Moreover, the Education Office Prepare a checklist each month to manage the works done in the schools and each CRC. Supervision coordinator indicted that when difficult problems faced any supervisors, experts go to school to put solution together with the principals. This shows that the CRC supervisors do not get adequate support from district office to solve school's immediate problems.

4.2.4.3 Communication Related Challenges

Table 35: Respondents' Opinions on Challenges Related to Communication

N=178 i.e. 161 teachers and 17 principals

No Items Respon

dents

Responses

X²

value

X² sig

SD D U A SA level

F % F % F % F % F %

1 Cluster supervisors

discuss the school
goals with teachers
and principals at the
staff meetings.

Teachers 26 16.1 57 35.4 25 15.5 40 24.8 13 8.1 36.83 0.000

Principals 5 29.4 6 35.3 2 11.8 2 11.8 2 11.8

Total 31 17.4 63 35.4 27 15.2 42 23.6 15 8.4

2 Cluster supervisors
encourage teachers to
feel free to express
problems of concern
to them.

Teachers 40 24.8 43 26.7 33 20.5 35 21.7 10 6.2 21.83 0.000

Principals 3 17.6 5 29.4 3 17.6 4 23.5 2 11.8

Total 43 24.2 48 27.0 36 20.2 39 21.9 12 6.7

3 Cluster supervisors
give quick feedback
for teachers' and
school concerns.

Teachers 44 27.3 51 31.7 19 11.8 31 19.3 16 9.9 30.65 0.000

Principals 4 23.5 4 23.5 2 11.8 6 35.3 1 5.9

Total 48 27.0 55 30.9 21 11.8 37 20.8 17 9.6

4 Cluster supervisors
present complex
ideas in simple terms
to convince others
about why tasks need
to be done a certain
way.

Teachers 38 23.6 61 37.9 23 14.3 32 19.9 7 4.3 51.72 0.000

Principals 2 11.8 6 35.3 4 23.5 4 23.5 1 5.9

Total 40 22.5 67 37.6 27 15.2 36 20.2 8 4.5

5 Cluster supervisors
 treat teachers with
 trust and respect.

Teachers 38 23.6 44 27.3 14 8.7 48 29.8 17 10.6 30.43 0.000

Principals 1 5.9 9 52.9 1 5.9 1 5.9 5 29.4

Total 39 21.9 53 29.8 15 8.4 49 27.5 22 12.4

Key: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree⁹⁷

As shown in Table 35 item 1, when respondents were asked whether or not the CRC supervisor discusses the school goals with teachers and principals at the staff meetings, 40 (24.8 %) teachers and two (11.8 %) principals were respondents showed their agreement to this question. In contrast to this response, a large number of both teachers 57 (35.4 %) and principals six (35.3 %) were showed their disagreement on the presence of such discussion. Totally 83 (51.6 %) teachers and 11 (64.7 %) principals were strongly dis agreed and dis agreed with this item. The computed chi-square value = 36.83 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This revealed that cluster supervisors do not discussed adequately the school goal with teachers and school principals at the staff meeting.

In the interview both supervision coordinator and CRC supervisors indicated that, at the beginning of the academic year and each quarter the schools and education office begin their work by preparing a work plan. In each work plan there is a meeting to discuss what is proposed to be achieved in the specified time. Teachers and principals are the part of this discussion. Hence, the school goals are given emphasis in the discussion conducted both at the CRC or school level.

In table 35 of item 2, respondents were asked whether or not the CRC supervisors encourage teachers to feel free to express problems of concern to them. Hence, 35 (21.7 %) of teachers and four (23.5 %) of principals totally 39 (29.9 %) of respondents agreed that they were free to express their concerns. However, a large number of both teachers 43 (26.7 %) and principals five (29.4 %) were disagreed that the CRC supervisor encouragement to express their concerns to them. Communication and sharing of information is greatly encouraged and vital for CRC supervisors. In addition the computed chi-square value = 21.831 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom

implying that there is significant difference in perception between teachers and principals.

These shows that cluster supervisors do not encourage teachers to feel free to express problems of concern to them.

In Table 35 item 3, it can be seen that the majority of teachers 51 (31.7 %) and principals four (23.5 %) respondents revealed in their disagreement that the CRC supervisors do not give quick feedback for teachers' and school' concerns. Moreover, 44 (27.3 %) of teachers were strongly disagreed on this issue. Totally 95 (59.0 %) of teachers and 8 (47.0 %) of principals were strongly disagreed and disagreed on this item. However, 31 (19.3 %) of the teachers were agreed with the presence of such kind of feedback for better communication. The computed chi-square value = 30.652 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This revealed that cluster supervisors were not give quick feedback for teachers' and school concerns.

When interviewed, CRC supervisors illustrated that problem of transportation and communication channel like telephone creates some problems in the process of communication and to provide quick feedback as expected, but we are trying to minimize such problems by using our own mobile phone and providing written feedbacks. Based on this response, it is possible to say that, lack of quick feedback from supervisors create a challenge on their work.

As shown in Table 35 item 4, 61 (37.9 %) of teachers and six (35.3 %) of principals were disagreed and indicated that the CRC supervisors do not present complex ideas in simple terms to convince others about why tasks need to be done in a certain way. Similarly, 38 (23.6 %) of teachers and two (11.8 %) of principals were strongly disagreed and mentioned that this is a challenge in their schools. However, 32 (19.9 %) of teachers and four (23.5 %) of principals respondents were agreed to this item as opposed to the above response. The computed chi-square value = 51.719 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This revealed that cluster supervisors do not present complex ideas in simple terms to convince others about why tasks need to be done a certain way.

In the last item of the same table, respondents were asked whether or not the CRC supervisors treat teachers with trust and respect. Accordingly, the greater number of both

teachers 48 (29.8 %) and principals 1 (5.9 %) of respondents agreed that the CRC supervisors treat teachers and principals with trust and respect and this was not a great challenge in the communication of these parties. In addition the computed chi-square value = 30.429 is greater than the critical table value 9.487 at 0.05 significant level with four degree of freedom implying that there is significant difference in perception between teachers and principals. This revealed that cluster supervisors do not treat teachers with trust and respect. Further the interview result also confirmed that the relation between supervisors and teachers would not be like master servant unless the approach ought to be like doctor patient relationship. This is a type of activity which implement during pri-observation conference when the teacher should tell every his pedagogical and technical problems then; the supervisor should asses the specific area then make solution.100

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This is the final part of the thesis. It deals with the summary of the major findings, conclusions and recommendations that are assumed to be useful not only to show the practices of cluster supervisors, but also to alleviate the challenges that cluster supervisor is facing currently in primary schools of Yeki woreda of Sheka zone.

5.1 Summary of the Major Findings

This study was dedicated to the discussion of the study findings. It begins with a brief overview of the study and then summarizes the results. The main purpose of this study was to assess the practices and challenges of cluster supervisors in improving the teaching and learning process in primary schools of Yeki woreda. In order to achieve the purpose, the following basic research questions were raised:

1. To what extent do the primary school cluster supervisors provide professional support to teachers to improve their teaching and learning?
2. To what extent do primary school cluster supervisors support the school principals and leaders to improve their instructional supervision practices?
3. To what extent do primary school cluster supervisors promote collaboration among members of the school, school principals, teachers, and between school and education office?
4. What are the major challenges that hinder the primary school cluster supervisors' activities in discharging their supervisory responsibilities?

In order to address the basic research questions; relevant and related literatures were reviewed. To this end, the study was conducted in twelve primary schools. The schools were selected by using simple random sampling technique particular lottery method. Consequently, 161 teachers, 17 school principals and vice principals, seven primary school cluster supervisors and one supervision coordinator were participated in the study as a source of information. The study employed both primary and secondary data sources. Furthermore, both quantitative and qualitative data gathering tools were used. Hence, for quantitative data collection, sets of questionnaire (both open and close-ended items) were prepared while interview and document analysis were used to gather qualitative data .The questionnaire were piloted and revised before the actual administration.101

The data obtained from the respondents were analyzed, and interpreted by using statistical tools such as frequency, percentage and Chi-square. All differences were tested for Statistical significance at the 0.05 alpha level. Therefore; based on the analysis of the data, the major findings of the study are summarized as follows.

1. Concerning the professional development of teachers, respondents also gave their views.

As it was pointed out in the study, the majority of respondents indicated that CRC supervisors are not sufficiently promoting teachers professional development in the schools in order to improve their instructional skill. As the study indicates 80 (49.6 %) of teachers nine (52.9 %) of principals believe that the provision of objective feedback to teachers about classroom observation were not adequate in the school. Majority of teachers 104 (64.6 %) and principals 12 (70.5 %) believe that CRC supervisors never and very rarely encourage the provision of induction training to new teachers. The interview held with supervisor coordinator confirmed that cluster supervisors had higher responsibilities than ordinary teachers on supporting beginner teachers, school management and counselling students but they were not doing so. Thus it is possible to say that they have high responsibility on supporting beginner teachers than the others.

And promote teachers" professional development through the provision of training, workshops, seminars is unsatisfactory as revealed by 102 (63.4 %) of teachers.

2. The findings of this study also confirmed that cluster supervisors" professional support is not continuous and adequate. The majority 102 (63.3 %) of teachers and 10 (58.8 %) of principals indicate that cluster supervisors never and rarely orient teachers to select and use appropriate teaching methods while 85 (52.8 %) of teachers and 11 (64.7%) of

principals believe that cluster supervisors never and rarely help teachers to select and use appropriate instructional materials. The majority of teachers 93 (57.8 %) and principals 11 (64.7 %) respondents revealed that offering advice to teachers about new developments in teaching methodologies not satisfactory. While organizing teachers to conduct action research, organizing supportive materials, facilitating the stage of experience sharing for teachers and learn from each other also insufficient.

3. The findings of the study confirmed that, cluster supervisors' contribution for schools' management was insufficient. The majority of respondents 48 (29.8 %) teachers and four (23.5 %) principles indicated their disagreement concerning the Cluster supervisors improve planning skills of school's management in terms of providing training. Totally, 90 (55.9 %) of teachers and 10 (58.8 %) principals were strongly disagreed and disagreed about the stated issue. As it was pointed out in the study 79 (49 %) teachers and 8 (47%)102 principals believe that the cluster supervisors fail to consult on how to use resources efficiently. The findings of the study confirmed that cluster supervisors do not give adequate support to school leaders in facilitating community participation, giving training to solving various schools' management problems, supporting school principals to get material support from local community, enabling the school principals to get reward, improving the teachers' discipline.

4. Concerning about promoting collaboration among members of the school, the findings indicated that CRC supervisors did not promote strong collaboration among members of the school. As it was pointed out in the study, the majority of respondents 90 (55.9 %) of teachers and 9 (52.9 %) principals were strongly disagreed and disagreed about the collaborative work of teachers and principals together as a team for the achievement of educational objectives. Therefore, teachers do not engaged to share adequate experiences on good practices and teaching learning materials to achieve educational objectives as indicated by 81 (50.3 %) of teachers and 10 (58.8 %) of principals. Moreover, the majority 93 (57.7 %) of teacher and 12 (70.6 %) of principal indicate that CRC supervisors do not effectively promote community school cooperation through participative decision making and do not liaise the schools with the community to solve different financial and material problems observed from ongoing teaching and learning process. While encouraging teachers to collaborate in teaching learning materials, facilitation among members of the school regarding pedagogical issues, provide training

on collaboration school effectiveness, create strong relationship between the school and the district office also inadequate.

To this end, cluster supervisors ought to provide conducive environment for teachers, school principals and school community and to collaborate with one another so as to improve teaching and learning process.

5. With regard to the major challenges that hinder the cluster supervisors from carrying out their supervision tasks, the following were identified in the study area.

☒ Concerning the challenges that hinder the implementation of cluster supervision, the majority 91 (56.5 %) teachers and 11 (64.7 %) principals asserted that lack of regular class room supervision ,CRC supervisors were not spending sufficient time in the classroom during the actual classroom observation, lack of necessary supervisory skills and administrative works were gave priorities than pedagogic activities. As well, the finding of the study revealed issues such as lack of qualification, shortage of training, and lacked support instruments and experience103 sharing, giving priority for administrative work than pedagogic practice, insufficient incentives, With regard to the major challenges that hinder the cluster supervisors from carrying out their supervision tasks, the following were identified in the study area.

☒ In the first place, 98 (55 %) of the respondents revealed that supervisors lack realistic competence and adequate preparation. The study revealed that, cluster supervisors were relatively less experienced than most teachers and school principals, Supportive instruments like journals, manual, database etc. were unavailable. And no currently published support instruments also limited except checklist for monthly reporting and feedback.

☒ The findings from the open ended questions and the interviewed that, 100 % of the cluster supervisors did not have an office and office equipment; working without computer, typist, and telephone or budget for the cost of mobile communication, lack of transportation to visit schools in the cluster, lack of adequate training, number of schools and distance of the satellite schools from the cluster center was remote to manage and difficult to give adequate technical and pedagogical support.

☒ The data from document analysis indicated that most of cluster supervisors did not

have guidelines then, there were gap on the practices of cluster supervisors to give technical and pedagogical support; lack of well-prepared plan. In addition, there was inadequate written feedback were given for small number of teachers and schools" log book.

5.2 Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The evidences allow us to conclude that, primary school teachers in Yeki Woreda were not professionally benefited much from cluster supervisory practices. As a result the teachers did not get enough support to be competent enough in improving the day to day classroom instruction. Therefore, from the above results one may conclude that teachers" instructional skills in the classroom were limited, cluster supervisors; did not arrange induction training for newly deployed teachers, do not support teachers to conduct action research on pedagogical issues, do not facilitate short term training, do not provide updating training about effective teaching methodologies, did not104 continuously encourage teachers by identifying teachers" instructional improvement and continuous follow up.

From the above findings, one may conclude that, teachers did not gain proper professional support from cluster supervisors in order to improve their teaching and learning process.

2. The findings of the study revealed that CRC supervisors did not give adequate support for the school leaders in improving management practices in terms of planning, coordinating, experience sharing, allocation of budget and decision making in various management problems. From this, it is possible to conclude that CRC supervisors for the school management is insufficient and not effective in strengthening the capacity of school management practices to lead all the school activities in advancing the administrative service with the main focus to support the pedagogical aspects.

3. The findings of the study revealed that promoting collaboration among members of the school clear to conclude that, cluster supervisors were not promoting strong collaboration between teachers, and other stake holders. But, comparatively good collaboration between cluster supervisors and school principals. Hence, to improve the quality of teaching and learning process strong collaboration should create with all stake holders. On the other hand schools with various organizations, community

groups and others to solve different financial and material problems observed from the ongoing teaching learning processes.

4. Cluster supervisors function were limited to falling checklist and collecting statistical data; inspecting the general environments of the school such as buildings, equipment and fence, coordinating cluster competition; receiving message to the schools which send from the woreda education office and writing main comments in the schools' log book.

5. 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 Yeki woreda were not well prepared to give the required services.

6. As the findings of the study indicated, the various challenges that are hindering the CRC supervisors are lack of qualification for adequate support; the distance of the satellite schools form cluster centers was not manageable; and the support from WEO was insufficient. In addition, cluster supervisors lack an office, office equipment, computer or type writer, secretary typist, telephone budget for the cost of mobile105 communication, stationery materials and a means of transportation. Putting all these together, it is possible to conclude that, the working condition was not favourable for cluster supervisors. Consequently, the contribution of the cluster supervisors was inadequate.

5.3 Recommendations

This study was conducted to assess the practices 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 Yeki Woreda.

1. The findings of the study confirmed that, teachers were not professionally benefited much from cluster supervisory practice and the contribution of cluster supervisors for schools management like planning, coordinating, allocating budget, decision making and the like were irrelevant. Thus, Yeki woreda education office, Sheka zone educational department and the region in collaboration with schools and other voluntary organizations, need to arrange adequate training on instructional improvement 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, data base. To enable cluster supervisors to play an expected role, SNNPR, ZED, WEB and NGOs local Colleges and Universities are advised the following.

☒ To provide in-service training for cluster supervisors.

☒ To arrange experience sharing within and out of the region.

☒ To provide manuals and guides for cluster supervisors.

3. Cluster supervisors did not make collaboration with the school members, various organizations, community groups and others. It is suggested that, cluster supervisors must link their schools with the community to solve different problems observed from ongoing teaching-learning processes; need to link schools with the local NGOs to solve financial and material problems; need to aware the whole stakeholders about the failure and progress of the school; need to successfully organize different committees and make them active; need to recognize by using reward those model parents and NGOs and generally clusters supervisors need to play roles to all the listed recommendations.¹⁰⁶

3 More over Yeki woreda education Office, Supervision coordinator and cluster supervisors themselves are also recommended to prepare a schedule that enable them exchange good experience from one another based on a better consideration of context in which they are operating to improve the supervisory practices and support service.

4 In order to solve the various challenges that hinder the cluster supervisors practice, the following measures are expected to take.

☒ The finding of the study disclosed that there is shortage of budget to run supervisory services adequately. Therefore, it's better if SNNPR together with WEO allocate enough budget, facilitate transportation like motor bikes, incentives for the effectiveness of school supervision.

☒ As the findings of the study indicated, cluster supervisors lacked basic facilities to effectively perform their activities. To improve the working conditions, SNNPR, ZED, WEO, and NGOs, are recommended to provide the cluster supervisors with an office, office equipment, computer, telephone and secretary typist and also cluster supervisors are providing support for many schools, then it is better to reduce the number of schools.

5 Further investigations are needed to be carried out regarding the practices and challenges of cluster supervisors in improving teaching learning process.107

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APPENDICES
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EdPM)
Appendix 1: Questionnaire for teachers' school principals and vice principals.

Identification Questions Response

Region South

Zone

Sheka

Woreda

Yeki

CRC

School

Date/Month/Year of the survey (use E.C)

Dear respondents!

The purpose of this questionnaire is to collect data for the study entitled “The practices and challenges of primary school cluster supervisors in improving teaching and learning process in Yeki woreda primary schools”. The purpose of the research put recommendations for future improvement.

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 "v" 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

No Question Response

1 Sex

Male Female

2 Age

Below 25 26-30 31-35

36-40 41-50 51+

3 Educational background

Below Cert. Certificate Diploma

Degree MA/MSc

4 Work experience

1-5 6-10 11-15

16-20 21-25 26+

5 Current work position

Teacher School

principal

School Vice

principal 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)

A. Professional support teachers get from cluster supervisor

No Items

Scales

SA

5

A 4

U 3

D 2

SD

1

- 1 Cluster supervisors are qualified enough to give the required services.
 - 2 Cluster supervisors help teachers to select and use appropriate instructional materials.
 - 3 Cluster supervisors observe and give feedbacks to teachers for instructional improvement.
 - 4 Cluster supervisors provide induction training for beginner teachers.
 - 5 Cluster supervisors promote professional development of teachers in and outside schools through short term training ,workshops, seminars.
 - 6 Cluster supervisors organize teachers to conduct action research.
 - 7 Cluster supervisors organize supportive material and text book evaluation.
 - 8 Cluster Supervisors facilitate the stage of experience sharing teachers and learn from each other.
 - 9 Cluster supervisors introduce new teaching methodologies among schools.
- B. Contribution of cluster supervisors for school management

No Items

Scales

SA

5

A 4

U 3

D 2

SD

1

- 1 Cluster supervisors provide school evidences to strengthen the decision making skills of the school management.
- 2 Cluster supervisors facilitate and participate the stake holders in decision making.

3 Cluster supervisors provide training to improve planning skills of schools' management.

4 Cluster supervisors provide the necessary information for school management timely.

5 Cluster supervisors help school management in solving various management problems.

6 Cluster supervisors support the schools' management to get material support from the local community.

7 Cluster supervisors enable the well performing principals to get rewards.

8 Cluster supervisors consult the school management on how to use resource efficiently.

9 Cluster supervisors bring school principals together to share experience.

10 Cluster supervisors support the school management in improving the teachers' discipline.

11 Cluster supervisors facilitate the monitoring and evaluation of the school.

12 Cluster supervisors reinforce the monitoring and

supervision system of the school.C. The Practice of Cluster Supervisors in Promoting Collaboration

among

members of the school

No

Items

Scales

SA

5

A 4

U 3

D 2

SD

1

1. Cluster supervisors encourage teachers from different schools to collaborate in sharing teaching learning materials.
 2. Cluster supervisors bring principals and teachers together to work as a team for the achievement of educational objectives.
 3. Cluster supervisors facilitate cooperation among members of the school, school principals, teachers regarding pedagogical issues.
 4. Cluster supervisors provide training on advantages of collaboration for school effectiveness.
 5. Cluster supervisors facilitate schools and teachers to share experience on good practices.
 6. Cluster supervisors promote community school cooperation through participative decision making.
 7. Cluster supervisors work as a linking agent vertically to create strong relationship between the school and the district office.
- D. Challenges that can affect Educational supervision practices

No Items Scales

SA

5

A 4

U

3

D 2

SD

1

A. Challenges related to Supervisor's Professional Competence and Preparation

1. Cluster supervisors are qualified enough to give required service.
2. Cluster supervisors are well experienced to give supervisory support.
3. Cluster supervisors accept responsibility for his/her decisions as a

professional.

4. The cluster Supervisors spend sufficient time in the classroom to observe instruction.

5. Cluster supervisors spend much time for administrative work than pedagogic practices.

6. Experience sharing sessions has been arranged for cluster supervisors.

7. Cluster supervisors effectively applies the knowledge he/she gets from workshops and seminars in providing advice and support.

8. Cluster supervisors lack supportive instruments: manuals/guides and database to be well informational .

B. Challenges Related to Working Conditions

9. Cluster supervisors are overloaded with many tasks and has no time to give pedagogical support.

10. Cluster supervisors work without transportation facilities that protect him to give support as expected.

11. Distance between the CRC and schools is manageable to regular visit.

12. The number of schools in the cluster is manageable to give the required service.

13. The cluster supervisors have office adequately equipped at CRC e.g. tables, chairs, filing cabinet etc.

14. The cluster supervisors have get adequate support from district office to solve schools' immediate problems.

C. Challenges Related to Communication

15. Cluster supervisors discuss the school goals with teachers and principals at the staff meetings.

16. Cluster supervisors encourage teachers to feel free to express problems of concern to them.

17. Cluster supervisors give quick feedback for teachers' and school concerns.

18. Cluster supervisors present complex ideas in simple terms to convince others about why tasks need to be done a certain way.

19. Cluster supervisors treat teachers with trust and respect. Open-ended Questions

1. Do you think the supervisors' over all support in improving teaching and learning process in your school?

A/ Yes B/No

If no what are be the possible reasons

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.....

.....

2. List down at least three major challenges of supervision in your schools?

.....
.....

3. Briefly describe the challenges that supervision facing currently.

.....
.....

4. Any comment /suggestion regarding the role of cluster supervisors.

.....
.....
.....

.....

Thank you again for your participation!Appendix 2a : Interview with Cluster Supervisors

This semi-structured interview guide is designed to elicit information from the primary school cluster supervisor on their supervisory practices

and the challenges they face in conducting supervision in the CRC schools.

Cluster Name: _____

Number of school with their name: _____

Professional qualification: _____

Work experiences cluster supervisor _____

1. What are your roles and core functions as a primary school cluster supervisor? On what areas do you focus in conducting supervision in your CRC?

2. Do you visit and offer support to school principals and teachers in your CRC?

3. What are your opinions regarding the overall supervisory practices in promoting teachers professional competences and to improve the overall school instruction?

4. What support are you providing to school principals' or leaders' to improve their management practices? Please explain and give specific examples.
5. How do you plan and organize collaboration in your CRC? On what areas do the collaboration focuses; and between/among which parties you promote collaboration? Can you mention the strengths and weaknesses with this regard?
6. Do you receive any support from woreda supervision coordinator and woreda education office to accomplish your tasks as a cluster supervisor? What kinds of support do you get?
7. What major challenges do you face in carrying out supervision of schools and teachers in your CRC? (Any practical experiences you would like to highlight).
8. How do you see your working condition like office facilities, work load and support staff?
9. How do you supervise schools and teachers in your CRC? Do you have manual, guideline, and important database? If not, with which materials you are supported.
10. What are your suggestions to solve the challenges and problems: currently, as immediate solutions, and in the future to alleviate the problems permanently.

Appendix 2b : Interview with woreda supervision coordinator

This semi-structured interview guide is designed to elicit information from the Yeki woreda supervision coordinator regarding the supervisory practices and challenges face the primary school cluster supervisors in conducting supervision in the CRC schools.

Woreda _____

Number of cluster: _____

Professional qualification: _____

Experiences in years as: a supervisors' coordinator _____

1. What roles and responsibilities were assigned to you, cluster supervisors and school regarding supervision? On what areas do you focus in supporting supervisors in your CRC?
2. Do you check if supervisors are providing support to school principals and teachers? How often do they visit and offer support to school

principals and teachers?

3. Do you think the cluster supervisors provide professional development support to teachers in their cluster schools? In your view what benefits teachers get from this professional development support? (Could you explain it with specific examples)
4. Do you think the cluster supervisor has improved the school principals' or leaders' management practices? Particularly weak schools; please explain and give specific examples.
5. How did you see the way cluster supervisors facilitate collaboration among/between schools and teachers as well as between them and you in your sector? On what area do the collaboration focuses? Can you mention the strengths and weaknesses with this regard?
6. What kind of support do you provide to cluster supervisors to accomplish their tasks as expected?
7. What major challenges cluster supervisors face in carrying out supervision of schools and teachers in their CRC? (Any practical experiences you would like to highlight).
8. How do you see the supervisors working condition like office facilities, transportation workload and support staff?
9. What kinds of support materials do cluster supervisors use? Do they have manual, guideline, and important database to supervise? If not, with which materials they are supported.
10. What are your suggestions to solve the challenges and problems supervisors face?

Document Analysis

This document analysis will be used to get important evidences to support respondents view as well as to show if there are changes and/or differences in the implementation of cluster supervision practices.

The following documents will be analyzed for this purpose

1. Supervision reports, feedbacks and related records
2. Training manuals of cluster supervisors

The documents will be analyzed based on the following guiding questions:

1. What do these documents say about practice and core functions of cluster supervisors related to professional development, instructional improvement and promoting collaboration?

2. What strengths and weaknesses identified in these documents regarding supervision and support service?
 3. What do the documents say about key challenges and problems of supervision of cluster supervisors?
 4. What are the government's policy expectations of cluster supervisors in providing professional support to teachers and the school principals to improve their management practices?
- Appendix 4 : Statistical Analysis-Additional Tables to support the Analysis

Appendix 4a: Chi-Square Test for the data presentation on the Professional Support Teachers get from Cluster Supervisors

Test Statistics

cluster supervisors are qualified enough to give the required service.

cluster supervisors help teachers to select and use appropriate instructional materials.

cluster supervisors observe and give feedback to teachers for instructional improvement.

cluster supervisors provided induction training for beginner teachers.

cluster supervisors promote

professional
 development of
 teachers in and
 outside schools
 through short term
 training, workshops,
 seminars.
 cluster supervisors
 organize teachers
 to conduct action
 research.
 cluster supervisors
 organize
 supportive material
 and text book
 evaluation.
 cluster supervisors
 facilitate the stage
 of experience
 sharing teachers
 and learn from
 each other.

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in

me

am

Chi-Square 41.101a 40.652a 27.506a 58.798a 47.843a 62.955a 74.079a 56.270a

df 4 4 4 4 4 4 4 4

Asymp. Sig. .000 .000 .000 .000 .000 .000 .000 .000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is

35.6. Appendix 4b : Chi-Square Test for the data presentation on the Support of Cluster Supervisors for School

Leaders

Test Statistics

1.Cluster

supervisors
provide school
evidences to
strengthen the
decision

making skills of
the school
management.

2.Cluster

supervisors
facilitate
and

participate
the stake
holders in
decision
making.

3.Cluster

supervisors
provide
training to
improve
planning
skills of
school

manageme
nt.

4.Cluster

supervisors

provide the
necessary
information
for school
management
timely.

5.Cluster
supervisors
help school
management
in solving
various
management
problems.

6.Cluster
supervisors
support the
schools' manag
ement to get
material
support from
the local
community.

7.Cluster
supervisors
enable the
well
performing
principals to
get rewards.

8.Cluster
supervisors

consult school
management
on how to use
resource
efficiently.

9.Cluster
supervisors
bring school
principals
together to
share
experience.

10.Cluster
supervisors
support the
school
management
in improving
the teachers'
discipline.

11.Cluster
supervisors
facilitate the
monitoring
and
evaluation of
the school.

ChiSquar

e

40.539a 42.169a 30.652a 41.551a 18.348a 65.090a 31.101a 23.742a 52.225a 25.764a 20.034a

df 4 4 4 4 4 4 4 4 4 4 4

Asym

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a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is

35.6. Appendix 4c: Chi-Square Test for the data presentation on the Cluster Supervisors

Support to Promote Collaboration Among members of the School

Test Statistics

1. Cluster

supervisors

encourage

teachers from

different schools

to collaborate in

sharing teaching

learning

materials.

2. Cluster

supervisors bring

principals and

teachers together

to work as a

team for the

achievement of

educational

objectives.

3. Cluster

supervisors

facilitate

cooperation

among members

of the

school, school

principals, teacher

s, regarding
pedagogical
issues.

4. Cluster
supervisors
providing training
on advantages of
collaboration for
school
effectiveness.

5. Cluster
supervisors
facilitate schools
and teachers to
share experience
on good
practices.

6. Cluster
supervisors
promote
community
school
cooperation
through
participative
decision making.

7. Cluster
supervisors work
as a linking agent
vertically to
create strong
relationship

between the
school and the
district office.

Chi-Square 98.124a 57.562a 39.079a 31.438a 35.315a 63.517a 28.798a

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Asymp. Sig. .000 .000 .000 .000 .000 .000 .000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is

35.6. Appendix 4d: Chi-Square Test for the data presentation on the Challenges related to

Supervisors' Professional Competence and Preparation

Test Statistics

1. Cluster

supervisors are
qualified enough
to give the
required service.

2. Cluster

supervisors are
well experienced

to give

supervisory

support.

3. Cluster

supervisors

accept

responsibility for

his/her decisions

as a profession.

4. Cluster

supervisors

spend sufficient in

the classroom to

observe

instruction.

5.Cluster

supervisors

spend much time

for administrative

work than

pedagogic

practices.

6.Experience

sharing sessions

has been

arranged for

cluster

supervisors.

7.Cluster

supervisors

effectively applies

the knowledge

he/she gets from

workshops and

seminars in

providing

advance and

support.

8.Cluster

supervisors lack

supportive

instruments:man

ual/guides and

database to be

well

informational.

Chi-Square 60.090a 26.213a 24.472a 29.809a 36.719a 59.472a 40.202a 46.045a

Df 4 4 4 4 4 4 4 4

Asymp. Sig. .000 .000 .000 .000 .000 .000 .000 .000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is

35.6. Appendix 4e: Chi-Square Test for the data presentation on

Challenges related to Working Conditions

Test Statistics

1. Cluster

supervisors are overloaded with many tasks and has no time to give pedagogical support.

2. Cluster

supervisors work with transportation facilities that protect him to give support as expected.

3. Distance

between the CRC and schools is manageable to regular visit.

4. The number of

schools in the cluster is manageable to

give the required
service.

5.The cluster
supervisors
have office
adequately
equipped at
CRC

e.g.table,chairs,f
illing cabinet etc.

6.The cluster
supervisors
have get
adequate
support from
district office to
solve schools'
immediate
problems.

Chi-Square 19.753a 36.213a 54.079a 23.966a 61.607a 74.191a

Df 4 4 4 4 4 4

Asymp. Sig. .001 .000 .000 .000 .000 .000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is

35.6.Appendix 4f : Chi-Square Test for the data presentation of

Challenges related to Communication

Test Statistics

1.Cluster
supervisors
discuss the
school goals with
teachers and
principals at the

staff meetings.

2.Cluster

supervisors

encourage

teachers to feel to

express problem of

concern to them.

3.Cluster supervisors

give feedback for

teachers' and school

concerns.

4.Cluster supervisors

present complex ideas

in simple terms to

convince others about

why tasks need to be

done a certain way.

5.Cluster

supervisors treat

teachers with trust

and respect.

Chi-Square 36.831a 21.831a 30.652a 51.719a 30.429b

Df 4 4 4 4 4

Asymp. Sig. .000 .000 .000 .000 .000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.6.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.4.