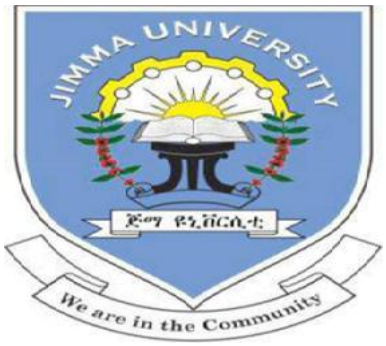

ASSESSMENT OF THE PRACTICES AND CHALLENGES OF CLUSTER SUPERVISION IN SECONDARY SCHOOLS OF BUNO BEDELE ZONE

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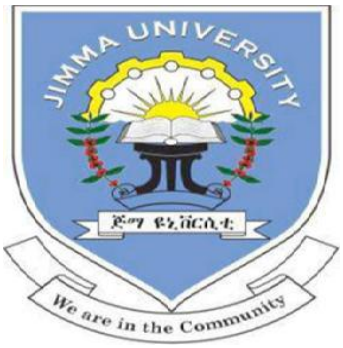

BY

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This is to certify that the thesis prepared by Fekadu Busha with topic: "Assessment of the Practices and Challenges of Cluster Supervision in Secondary Schools of Buno Bedele Zone" and submitted to college of educational and behavioral sciences department of educational planning and management in partial fulfillment of the requirements for M.A degree in School Leadership, complies with the regulation of the university, and meets the accepted standards with the respect to originality and quality.

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DECLARATION

This is to certify that the thesis prepared by Fekadu Busha, entitled: "Assessment of the practices and challenges of cluster supervision in secondary schools of Buno Bedele Zone." in partial fulfillment of the requirements for the Master of Arts Degree in School Leadership complies with the regulation of the University's accepted standards with respect to originality and quality.

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ABBREVIATIONS

ESDP:	Educational Sector Development Program
GEQIP:	General Educational Quality Improvement Program
MOE:	Ministry of Education
OREB:	Oromia Region Education Bureau
UNESCO:	United Nations, Economic, Social and Cultural Organization
WEOs:	Woreda Education Offices
CRC:	Cluster Resource Center
ZEO:	Zonal Educational Office
TRCs:	Teachers Resource Center
TPD:	Teachers Professional Development
LEA:	Local Education Authority
SBS:	School Based Supervisors

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ABSTRACT

The main purpose of this study was to assess the practices and challenges of cluster supervision in secondary schools of Buno Bedele Zone. Quality education has got high priority throughout the world. In order to realize this MoE assigned cluster supervisors for each cluster school to render support closely for school leaders and teachers to fill their gaps. Low performance of administrative, pedagogic, liaison activities and community participation were the major practices gaps identified. Additionally, scarcities of resources and the long distances between cluster and satellite schools were the challenges that impeded the cluster supervisors' roles and responsibilities. Quantitative method was employed and also qualitative was used to enhance the quantitative data. Descriptive survey design was used. Beside this questionnaire, interview and document review were the tools selected to gather data. Pilot test was also conducted at Ingibi secondary school for checking the validity and reliability of the instruments. Descriptive statistics including mean, percentage, standard deviation and an independent T-test and narration were used to analyze quantitative and qualitative data respectively. Likely 5 Woredas and 5 secondary schools were selected purposively for their availability of transportation and more experienced school leaders and teachers were found. Similarly, 154 teachers were selected randomly and 62 SBS were selected purposively for their position and more experiences. Also 15 interviewees were selected for the study purposively. The findings of the study revealed that infrequent administrative, pedagogic and liaison tasks. Similarly, insufficient community participation was addressed. Furthermore, cluster supervisors were challenged with inadequacy of finance and material resources, the long distance found between clusters and satellite schools. In general the findings imply that, in the study area, cluster supervisors didn't discharge their roles and responsibilities as effectively as expected to ensure quality of education and they challenged with scarcities of financial and material resources. Based on findings and conclusions, recommendations were made to alleviate the existing problems. Accordingly, it was recommended that Buno Bedele Zone and WEO Offices allocate adequate finance and material resources, and provide training regarding cluster supervisors' roles and responsibilities.

Key words: *Pedagogic, Administrative, Liaison, Community participation and Challenges.*

CHAPTER ONE

INTRODUCTION

This chapter offered background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, operational definition of key terms, limitation of the study and organization of the study.

1.1. Background of the Study

Improving the quality of education has given priority throughout the world. De Grauwe, (2001) pointed that the national authorities highly depend on the school supervision to monitor the quality. Education quality, according to Dittmar, Mendelson and Ward, (2002) is, "the provision of good education by well-prepared teachers". However, all teachers are not qualified enough and as a result they need support from supervisors Giordano (2008). Govinda and Tapan,(1999) indicated that supervision is a key factor for ensuring the good functioning of the primary and secondary education. In line to this, Education Sector Development Program IV (ESDP IV) noted the importance of providing quality based supervision to improve the quality of education MoE, (2010).

Preparing adequate and relevant instructional materials and maximizing the number of teachers alone never promote effective learning of children unless they are governed by continuous support for teachers in the teaching learning process. This would be recognized through the provision of effective and efficient supervisory support to teachers. To give emphasis, Carron et a! (1998) indicate that effective supervision of schools and teachers are perceived as the key factors for both quality control and for improving the quality of education.

School clustering is a system for networking of schools within a defined geographical area to facilitate the implementation of teaching-learning processes. In this system groups of 3-5 nearby schools are organized centering on a full-fledged school where possible. The cluster resource center school should have better facilities and well stuffed relatively with the members of the cluster Macniel, D. J. (2004).

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

School clusters often use supervisors to facilitate activities and provide technical support. Supervisors are facilitators, advisors or coordinators Giordano, (2008). In line to 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 and horizontally. De Grauwe, (2001) similarly indicated that, school clusters have an officers to take the responsibility. Supervisors are responsible for planning, organizing, leading and controlling, that help deliver high quality. They contribute far more than "the latest equipment" to the organization Certo, (2006). Supervisors are responsible for many activities. However, these activities are summarized as support, control and linking De Grauwe, MoE, (2001; 2012).

But, studies indicated that, supervisors are not able to play an expected role because of many problems De Grauwe, (2001). Similarly, the Directive for Educational Administration, Public Participation and Finance MoE, (1994) indicated the focus of educational supervision on administrative areas than pedagogical tasks and lack of necessary skill and training to give support for teachers and head teachers. Thus, the contribution of supervisors for quality of education was low. Giordano, (2008) indicated that, "the results of school clusters in many cases are disappointing." Likewise the MoE, (2006) also showed that the school clusters have not been able to fulfill the original intension of improving the capacity of teaching and learning in the schools.

Moreover, supervision has to be considered as services that would be provided for teachers as well as for the instruction that eventually results in improving teachers' professional competences and students' learning. Thus, efforts towards providing support to teachers shall be in line with simulation of professional growth and development of teachers Mohanty,

(1990). This is to mean that supervision has to give prior attention for teachers in guiding and initiating activities with the assumption of improving their capability. Supervisors are therefore, responsible in facilitating the working conditions for teachers and need to invest their effort to bring teachers fit in the teaching profession.

From the above discussion it could be understood that supervisors have a great roles and responsibilities in providing enough pedagogical and administrative support to teachers and school principals to attain the goals of education. In line to this cluster supervisors are responsible to network school stakeholders horizontally and vertically and to mobilize community for increasing community participation in school activities. It also is possible to say that supervisors' tasks mainly refers playing the leading role of coordinating support services where teachers are able to develop their competences to achieve effective instruction. Additionally, it could be understood that cluster supervisors were challenged with different contests while implementing their roles and responsibilities. In this study therefore, an attempt was made to analyze the current level of cluster supervision practices in Buno Bedele Zone.

1.2. Statement of the Problem

All teachers and school leaders are not qualified enough. Yet, they still need support from supervisors Giordano, (2008). Supervisors can help teachers possibly through holding conferences with groups of teachers after classroom visits. Individual conferencing may not effective and as the number of teachers and sections even in a single school is very large. In relation to this, Sergiovanni and Starrat (2002) noted that supervisors are challenged to sit down with individual teacher after each individual teacher to discuss specific teaching skills. But more so with groups of teachers to discuss which students are learning at the required levels and which are not and to develop and design new ways to foster the required learning. Supervisors play a critical and undeniable role for the success of an organization Certo, (2006). The research conducted on the practice of school cluster supervisors at national level indicated the ineffectiveness of school cluster supervisors in providing support to teachers Gashaw, (2008).

Pedagogically competent teachers offer the students a safe learning and working environment, where they find their hold and a structure to social, emotional and moral development

Swachten, (2006). Sergiovanni and Starrat (2002) pointed that, "teachers are responsible for managing and monitoring students learning. Further, they pointed that teachers have to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students."

As Prasertsri, (1996), in Giordano, (2008) pointed out that school clusters are established to provide an administrative and pedagogic support and considered as "an effective, decentralized means of developing secondary education with full community participation". In light to this CRC supervisors are expected to carry out check, follow up, monitor and evaluate school teaching learning activities.

Accordingly cluster resource center supervisors are expected to ensure educational programs inclined to local conditions and community needs, organize and demonstrate appropriate teaching methods to teachers, organize in-service training programs through seminars, workshops, conference etc. to school based supervisors, school principals and teachers, conduct periodic planned visits to schools to render support at the spot. Furthermore CRC supervisors are responsible to prepare reports and disseminate it to Woreda education offices Million, (2010).

Although various studies conducted in the Ethiopian context focused on instructional supervision, in different regions and zones, no study was conducted in Buno Bedele Zone at secondary schools regarding the practices and the challenges of cluster supervision. Supervisors were assigned to facilitate the cluster schools performances with duties of providing managerial and supervisory support for teachers and schools under the cluster system. Moreover, acquainting one with modern teaching methodologies, supervisory skills, experiences and processes, organize and coordinate cluster centered school based in-service teachers' trainings, and experience-sharing programs were some expected duties of supervisors MOE (1998). In light to this idea, from the researchers' observations and experiences, and document reviews, teachers and school leaders got infrequent supports from cluster supervisors regarding administrative and pedagogic activities. Furthermore, as different studies indicated cluster supervisors are required to link schools horizontally with nearby schools and communities, and vertically with woreda education offices to enhance networking

between them. However, regarding networking activities in the zone, the actual practices in secondary schools were contradicted with the set theories of cluster supervision practices.

Consequently, communities are expected to participate in school activities in provision of money, material resources and their labor. As different studies indicated cluster supervisors play a great role in encouraging community participation in school tasks. However, the actual operation was poor regarding the practices. So as to minimize if possible to avoid the hindrance that the schools are facing, secondary schools are now organized in clusters in believing that student center teaching methods, short term training, program of experience sharing and utilizing resources together promoted. The organization of schools into cluster systems these days is a national program that all the regions are practicing them MOE, (1994). With respect to this, scarcities of resources were challenges that impeded cluster supervisors to run their roles and responsibilities at expected level. In light to this, quality of education in secondary schools of Buno Bedele Zone has being affected by abovementioned factors.

Therefore, the main purpose of the study was to assess the practices of cluster supervision towards administrative, pedagogic and liaison tasks as well as community participation and impedes that challenge cluster supervisors of secondary schools of Buno Bedele Zone. Accordingly, the researcher motivated to test whether any significant difference occurs among the perception of teachers, principals and supervisors regarding supervisory practices, to assess whether supervisors are acquainted of with teachers' professional competences and to examine the extent in which teachers have benefited from supervisory practices. Hence, the researcher inspired to assess the challenges that impeded cluster supervisory practices in the zone.

In order to realize the purpose of this study, the following basic questions were answered.

1. To what extent do cluster supervisors discharge their administrative roles and responsibilities to improve leadership and management practices in secondary schools of Buno Bedele zone?

2. To what extent do cluster supervisors discharge their pedagogic roles and responsibilities to enhance staff and professional development in secondary schools of Buno Bedele zone?

3. To what extent do cluster supervisors discharge their liaison roles and responsibilities in secondary schools of Buno Bedele zone?

4. To what extent do cluster supervisors discharge their roles in mobilizing community to realize educational goals in secondary schools of Buno Bedele zone?

5. What the challenges do cluster supervisors face while providing supervisory support in secondary schools of Buno Bedele zone?

1.3. Objectives of the Study

1.3.1. The General Objective of Study

The general objective of the study is to assess the practices and challenges of cluster supervision in secondary schools of Buno Bedele Zone.

1.3.2. The Specific Objectives of the Study

- To identify the extent to which cluster supervisors discharge their pedagogic tasks to enhance staff and professional development in secondary schools of Buno Bedele zone.
- To examine the extent to which cluster supervisors discharge their administrative tasks to improve leadership and management practices in secondary schools of Buno Bedele zone.
- To find out the extent to which cluster supervisors discharge their liaison roles among the school stakeholders (teachers, principals, parents, communities, students and woreda education experts) both horizontally and vertically in secondary schools of Buno Bedele zone.
- To assess the extent to which cluster supervisors discharge their community action roles on educational issues in secondary schools of Buno Bedele zone.
- To identify challenges that cluster supervisors face while providing supervisory support in secondary schools of Buno Bedele zone.

1.4. Significance of the Study

This study might provide a clear picture to the reader regarding the current practices of cluster supervision in secondary schools of Buno Bedele Zone. It might also provide vital information to educational officials at woreda, city administration and zonal levels that affecting negatively supervisory practices and it provides possible recommendations how the cluster supervision practices can effectively be implemented in the secondary schools of Buno Bedele zone.

It also might help teachers, school principals, cluster supervisors and Woreda and Zone Education experts of Buno Bedele Zone. It might inform education and training board, parent teacher association and school committee of respective secondary schools strive to facilitate conditions for cluster supervisors, principals and teachers to discharge their roles to attain educational objectives.

Likely, this study might help as a springboard for other researchers who need to conduct further research in the area of supervision for effective learning and teaching in secondary schools of the study area and the researcher believes that the study would have great contribution for the improvement of the quality education of the secondary schools under the study area.

1.5. Delimitation of the Study

In order to make the study more manageable, it was delimited geographically and conceptually. Geographically, the study was delimited to Buno Bedele zone, in five Woredas and five secondary schools. Conceptually, the study was delimited to assessing practices and challenges of cluster supervision specifically in the areas of administrative, pedagogic, liaison/linking and community mobilization and challenges of cluster supervision.

1.6. Limitation of the Study

Every study might have its own limitation. Some of the followings were the major factors that contributed to the limitation of the study. Firstly, shortage of related research works and reference materials on the topic were the impediments of the study. Secondly, internet interruption, power interruption and COVID-19 pandemic serious were constraints of the study. Finally, less willingness of some respondents to fill in and return back the questionnaire was also the problems.

To alleviate this problem the researcher went repeatedly to each sampled school. Likely school principals help me by encouraging teachers to fill the questionnaire.

1.7. Operational Definition of Key Terms and Concepts

Cluster resource center: the focal point of contact and coordination between the schools in the cluster.

Cluster schools: a group of schools organized for a variety of objectives which can include facilitation or comparison of school performance, collaboration in curriculum improvement programs for staff development, administrative and educational purposes.

Cluster supervision: a process of supervision which is carried out at cluster schools.

Cluster supervisor: supervisors who provide support to teachers, principals, community and students at the level of cluster and satellite schools.

Supervisory practices: an activity, which refers roles and responsibilities of cluster supervisors of secondary schools of Buno Bedele Zone in promoting teachers effectiveness.

Cluster secondary school supervisors: supervisors who are assigned to secondary schools with main duties of facilitating situations where teachers and school personnel of member (satellite) schools enable to enhance their effectiveness in the instructional processes.

Pedagogy: it is the method, and practice, of teaching which encompasses teaching styles, teaching theory, feedback and assessment.

Administrative: it is an activity which provides leadership along the direction toward the realization of the vision thereby drawing clean vision and developing implementation procedures in collaboration with school community.

1.8. Organization of the Study

This study is organized into five chapters. Accordingly chapter one deals with introduction consisting of background, statement of problem, objectives, significance, delimitation and limitation as well as operational definition of terms. Chapter two presents the review of related literature while chapter three has to develop the research design and methodology. Chapter four is concerned with the presentation, analysis and interpretation of the data whereas chapter five deals with summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the existing international, national and regional literatures in the area of resource center and cluster supervision. It begins with describing the concepts and definition of resource center, cluster supervision, role and responsibilities of cluster supervisors, and challenges of cluster supervisors in Buno Bedele Zone, in Oromia Region.

2.1. Conceptual Framework

2.1.1 Definition of Supervision

Definitions of supervision differ from organization to organization even though it has common features shared by all. The following refer some within different contexts. For instance Lowery (1985), defined supervision as it is the act of over seeing people doing work. Then, school supervisors are the managers who do the overseeing. They are sometimes called group leaders, team leaders, project leaders, unit chiefs, section chiefs, or department managers. McNamera, (2007) on the other hand defined supervision as a working alliance between the supervisor and supervisee, that enables supervisee, individually, and collectively to achieve their role and ensure standards of practice. The aim is to enable the supervisees to maximize competence in service delivery.

In educational contexts, supervision similar to other organizations it has roles, which are vital to the achievements of educational objectives. Some definitions cited by Dull, L.W. (1981) in Haile Selassie (2007) shows that supervision is the process of bringing about improvement in instruction by working with people who are working with pupils, supervision is a process of stimulating growth and means of helping teachers to help themselves. The term supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers.

From the above definitions it is possible to understand that supervision is an activity which is designed to render professional support to school stakeholders including school leaders, teachers and pupils to promote their capacity and to realize school vision and goals.

Adepoju (1998) described supervision as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching. Supervision in school therefore is a vital process and combination of activities, which is concerned with the involvement of all activities by which, educational administrators express leadership in the improvement of teaching and learning, by observation of classroom instruction and conducting teachers meetings and conducting a group and individual conferences. It also involves development and execution of plans towards increased effectiveness in the school programs and the organization and reorganization of the curriculum. Once these activities are well undertaken, they help teachers be more committed to maintain and improve their effectiveness in the classroom. This leads to improve pupils' performance. Okumbe (1999) points out that effectiveness of instructional supervisors could be achieved if they were provided with the opportunity to acquire and practice the important skills required in supervision.

2.1.2. The Relationship between Supervision and Education Quality

The meaning of the quality is different depending on the kind of the organization and the customers served. However, all activities in the organization should be directed towards delivering high quality Certo, UNESCO, (2006,2007) 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) indicated that supervision has always been an integral future of an educational program in all countries and a key factor to ensure the good functioning of the primary education.

Similarly, De Grauwe, (2001) pointed out that, improving the quality of schools and the achievement of the students is the priority in both developed and developing countries. For monitoring the quality of education, national authorities depend on the supervision service. Govinda and Tapan, (1999) 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) indicated the importance of establishing supervision at

each level for quality of education. Likewise, OREB, (2007) indicated that, supervision play a great role for ensuring the quality of education.

This implies that in realizing the quality of education in both developed and developing countries supervision has vital role and effective and efficient supervisory support has to be provided to school principals and teachers to improve the quality of education. Thus, quality education and supervision has positive relationship in bringing quality education.

2.1.3. The Purpose of Supervision

Canner (1987) asserts that the quality of education programs depends on the quality of the teacher in the school system. Hence instructional supervision should be centered on teaching quality through selecting the best available teacher and providing for teacher‘s personal development. Krug, (1992) divided supervision into three major categories. Quality control where the principal (supervisor) is the first category that responsible for monitoring teaching and learning in his/her own school through classroom inspection, touring the school, talking with teachers and visiting students. The second category involves professional development of teachers by helping them grow professionally and to develop their understanding of teaching and classroom life, improving class teaching skills and expanding their knowledge and the third category is teachers motivation through building and nurturing motivation and commitment to teaching in schools overall purposes and the schools defining educational platforms.

2.2. The Meaning of Cluster School

A cluster school is a grouping of schools for administrative and pedagogical purposes. It is an organization of schools in the same vicinity or neighboring villages which are grouped together for the benefit of sharing available resources such as teaching and learning materials, facilities and staff so that the access for all children and the educational quality of schools within the cluster are improved. The model implies a degree of decentralization and also permits strongly local participation in decisions Dykstna and Kucita (1997). The concepts of school clustering are a major agency for transmitting mainly to children’s knowledge, traditions and values of the society. Broadly speaking, schooling has been interpreted as

providing a primary, secondary and higher education intended to provide intellectual, political and social leadership.

Clusters, according to Chikoko, (2007) are the grouping of schools within the same geographical location aiming to improve the quality and relevance of the education in the schools. Turkey, (2004) defines school clusters as a tool that schools can use to promote collaboration, reflection, sharing and learning among the teaching fraternity. Giordano, (2008) also defined school clusters as, "a grouping of schools for educational and administrative purpose" .Similarly, Dittmar et al., (2002), 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).

Clusters can also be summarized as a group of schools organized for a variety of objectives which can include facilitation or comparison of school performance, collaboration in curriculum improvement programs for staff development, administrative and educational purposes Assefa, (2001). The concepts of school clustering are a major agency for transmitting mainly to children's knowledge, traditions and values of the society.

2.2.1. The Purposes of Clustering Schools

Cluster school has various purposes to fulfill. Among these include: pedagogic purposes, administrative purposes and school community purposes.

i. Administrative Purposes

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) indicated that, school clusters enable schools to be managed by 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). 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. Authority to supervise and monitor teachers, goal achievement and other functions was developed to cluster heads.

ii. Pedagogic Purposes:

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) indicated that, school clusters have two fold objectives: first, they improve teaching by sharing resources, experience and expertise; and the other is, facilitating administration and gaining from the economies of scale.

Similarly, 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). 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".

iii. School-Community Purposes: According to Perera (1997) school clusters help increase community participation and ensure their contribution especially in areas where resources are scarce. 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). Similarly, De Grauwe , (2001) 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). However, the fundamental goal is, “to improve the quality of teaching and learning at the school and class level” Giodano, (2008).

2.2.2. Models of School Clustering System

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

i. The National Cluster Model: In many countries, school clusters are established as a formal unit due to the decentralization of educational administration. Clusters in this model are expected to transmit information, used for distribution of resources and provision of supervision and support to schools. This model is complex and costly that need large amount of money and technical support from ministry of education and donors Giordano, (2008).

ii. Resource Center Model: Teacher resource centers usually serve one or more clusters using tutors, resource people and advisory teachers for teacher development and training, peer exchange and problem solving. For example New York state teacher resource center bring support service closer to schools and even to improve the management capacity Giordano, (2008).

iii. The Teacher Group: To get benefit the teacher need not be dependent on a large clusters and resource centers. Small group of teacher, often six to ten teachers group together for informal exchange and project based work. In most cases, teachers cover their own travel expenses, and in some cases the educational authorities provide funds. In the absence of

formal hierarchy, the teacher groups are assisted by a supervisor or advisory teacher. Ecuador's micro groups are an example of the teacher groups Giordano, (2008).

iv. The Network: The networks, like Education Action Zone in United Kingdom, are the voluntary participation of schools initiated by small group of innovators, a research institute or university, NGOs, or government organizations. In contrast to most school clusters, the networks are not the part of the formal hierarchy and can involve schools that are geographically dispersed Giordano, (2008).

v. The Rural Cluster Model: Since the middle of 20th, school clusters have existed in many countries to improve the teaching and learning conditions in rural areas. Currently, the rural cluster model is encouraged instead of a national cluster model due to the decentralization of educational administration and management. Bray, (1987) indicated three alternative models in the formation of school clusters. These are: extreme (far-reaching) model, intermediate model, and the list extreme model.

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

2. Intermediate Model: In this model the higher authorities formally group schools. However, the selected committees have less power. The government establishes and indicates the resource centers. The school directors can arrange workshops and distribute materials but cannot transfer staff. Indonesia, Malaysia and Papua New Guinea are few examples.

3. List Extreme Model: In this model, schools voluntarily group themselves and can abandon themselves when they want. The advantage of this model is that, it does not require financial or other resources from the government. The disadvantage is that, it may be fragile as, "if people can voluntarily to join a cluster, they can also voluntary to leave it" Bray , 1987). The

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

2.3. Personnel in the School Cluster

According to Giordano, (2008), cluster coordinators; cluster center directors and administrative staffs are among the key actors. Cluster Coordinators: Coordinators are professionals that provide technical support and "animate activities" of the cluster. Coordinators, also called facilitators or supervisors, sometimes appointed by the ministry are not hierarchical superiors to teachers and head teachers in the school Giordano, (2008).
The Cluster Center Principal: The cluster center principals are responsible for promoting and coordinating various cluster activities. For example, the cluster center principals in Namibia organize the functioning of the cluster management committee Dittmar et.al, (2002). Supportive Staff: In order to function well, the school clusters require sufficient staff and other resource Giordano, (2008).

Discussing about the personnel required for school clusters, MoE, (2006) indicated that, a cluster coordinator should be supported by a full time assistant or by several parts – time assistants. Similarly, the cluster center principals have many responsibilities. He or she is the chairman of the cluster OREB, (1997). Likely, it is indicated that, a coordinator is "a professional in charge of a cluster or a number of clusters" MoE, (2006). Likewise, OREB, (2006) indicated that, cluster supervisor is a professional that provide technical support in schools grouped in a cluster.

2.4. Importance of Resource Center in the Cluster Schools

In many programs that aim to improve educational quality, clusters and resource centers are designed to work together. Among many countries of the world, countries like Zambia,

Lesotho, Nepal and India are well known by this. School clusters and resource centers are dealt with jointly because the two strategies are complementary to one another. Both school cluster and resource center are strategies for bringing together people and resources for mutual benefit. They provide local solutions for local problems in decentralization context, bringing services closer to the school level, encourage participation of local teachers, parents and the community in general. As Elizabeth A. Giordano, (2008) remarked, authors traditionally present four areas targeted through TRCs and clusters. These are; improvement of educational quality, improvement of cost effectiveness, improvement of management of education, encouragement of community participation in education.

According to Giordano, (2008) TRCs strategies was an attempt to address the problems faced by teachers and schools. From Giordano's and Khaniya's idea, one can find that TRCs of today have gone beyond the mentioned boundaries. Now they are addressing teachers' problems in both rural and urban areas with the aim of improving the quality of education. For instance, Knamiller et al. (1999) see TRCs as strategies that aim to provide professional support to teachers to enable them to perform effectively in their classrooms. Along with that, literature review shows that the concept of TRCs has proven to be flexible, adaptive, and organic wherever it has taken root but its subsequent evolution has been affected by social, political, administrative, and cultural environment Mushi, (2003).

Additionally, Qvist and Omar, (1996) explain that, TRCs provide on-going professional development and academic support to teachers as well as improving classroom instructional performance for the improvement of quality education. That meant that TRCs are crucial for teachers in the aspect of improving not only their profession but also knowledge of the subjects they are teaching at the schools. For instance, research shows that pedagogical content knowledge is highly specific to the concepts being taught, is much more than just subject matter knowledge alone, and develops over time as a result of teaching experience. Considering the teacher as a primary agent for educational change, and access to resources as a major factor in educational quality, TRCs have been set up to administer support to teachers Mac Neil, (2004) as cited in Giordano, (2008).

2.5. Functions of CRCs

TRCs are centers for in-service training academically and professionally National Teacher Recourse Centre, (1999), and are responsible for training teachers in active teaching methodologies in order to replace the traditional “chalk and talk” Giordano, (2008). In order to achieve this, Tyler, (2003) asserts that good training enables participants to gain new knowledge and skills as well as the attitudes. In addition to that, TRCs are also responsible for the need to bring educational services closer to the schools as well as providing on-going professional support to teachers.

Furthermore, TRCs are responsible in encouraging teachers to play an active role in educational innovation which can take the form of curriculum material development, adapting natural curricular, teaching methodology and resource production. Moreover, TRCs function as an information agency where teachers and members of the school community as well as informal meeting place where educationists meet and exchange ideas informally. Such meetings greatly enhance the professional development of teachers Chonjo, (1998).

2.6. School Clustering and Its Objectives in Ethiopia

Ministry of Education strongly believes that proper school supervision is vital to improve the quality of learning. As a result, in the national initiative to improve General Education Quality Improvement Package (GEQIP) which was launched in 2008 and become an integral part of ESDP IV considered school/cluster supervisors as one of the major components to improve the quality of education in Ethiopia MoE, (2010). Kamaluddin, (2002) also says that the cluster system was introduced in Ethiopia by the Educational Sector Development Programmed (ESDP) to off-set problems of high enrollment, high drop outs, and low achievement. These problems were worsened by the unattractive classrooms, old-fashioned teaching and learning methods, inadequate teaching and learning materials, and the absence of teacher support systems.

Kamaluddin, (2002) also showed that the successes of the cluster system in Ethiopia comprised greater community involvement and active participation in school management; increased pupil attendance and punctuality; increased pupil responsiveness and participation during lessons; improved pupil self-esteem; increased teachers' motivation and positive

attitude towards their work and pupils; increased teacher capacity for classroom management; and encouragement of local innovations.

Four to seven schools were grouped together and a Cluster Resource Center (CRC) was established within each cluster as a teacher support system. Kamaluddin, (2002) adds that CRC trainers were identified based on their performance and enthusiasm and that the core trainers were trained to train other teachers in their respective clusters.

In Ethiopia school cluster is an important way to improve the quality of teaching and learning through the provision of closer support to the schools and teachers MoE, (2006). A supervisory function in Ethiopia has two fields of application such as pedagogic and administrative MoE, (2012). In the context of this study, educational supervision conducted by CRC supervisors is conceptualized as aspects of supervision such as staff development, instructional improvement and the management schemes.

Thus, it is necessary to see supervision as provision of adequate and appropriate professional support to teachers and schools in the area of pedagogy and administration. School cluster supervisors are supposed to be professionally competent and able to provide technical support required in their CRCs on the aforementioned aspects. In this regards, studies conducted on the issue indicated that the inappropriate selection and appointment of supervisors results in ineffectiveness in discharging responsibilities De Grauwe, (2001).

With this regard, Giordano, (2008) states that school clusters have shown disappointing results in terms of improving teaching and, at worst, in achieving the intended goals. Moreover, school supervisors are found to focus more on administrative issues than pedagogical aspects and lack of necessary skills and training to provide support for teachers and head teachers MoE, (2001).

In connection with this, MoE, (2006) also indicated that the school clusters have not been able to fulfill the original intension of improving the capacity of teaching and learning in the schools.

To effectively and efficiently achieve the quality education, therefore, school supervision (external) and the school based (in schools) supervision was introduced in to the education

system of our country Million, (2010). The former is carried out by external supervisors at federal, regional, Woreda and/or CRC level while the latter is conducted at the school level by principals, department heads, unit leaders and senior teachers. Though the internal supervisors were supposed to play the main role of supervision for instructional improvement; they were found hardly successful. As a result greater responsibility of school supervision in Ethiopian context is left to the cluster school (CRC) supervisors.

As it is stated in TESO in-service sub-committee document MoE, (2003), the purposes of schools cluster program are promoting and sustaining professional development. Similarly school cluster program formed for the purpose of providing opportunities for teachers to keep up with change in education; encouraging and assisting teachers to produce local teaching materials. In the same way enabling teachers to localize the curriculum to include their environment and facilitating mentoring of the teachers are other purposes of school clusters. Also school clusters are designed for the purpose of motivating teachers to undertake action research.

Cognizant to the general and specific objective of MoE about CRCs, articulated the general objective as to create efficient citizen through keeping the quality of education being delivered. Besides its specific objectives they are presented in four categories; economic, pedagogical, political, and administrative.

2.7. Challenges of Cluster Supervisors

Managing schools under one common resource center didn't mean managing them without facing problem. In connection to this, scholars like Mosha, (2015) argue that scarcity of resource materials is one of the many factors that delimit the full function of the resource center. This makes the resource center inefficient in addressing the needs of all learners in the regular schools. What has been discussed was that teachers were not in a position to use the resource center to support their teaching and learning process since resource materials were not available many times.

Furthermore, lack of trained personnel in the area was a challenge to use the resource materials effectively and efficiently. Mosha, (2015) also reported that teachers RCs were very much underutilized. It was reported that teachers used only 10 percent of their time to use the

resource center for their purpose. And, teachers were unwilling to use the resource materials because they were troubled to be held financially responsible in case of loss or damage of materials.

One of the obstacles to sustained cluster operations cited by the head teacher support group is lack of support from education officials in the area: "Education officials, regardless of a strong sensitization program tended not to recognize support group meetings with in mainstream of educational strategies." Herriot et. al.,(2002).

Clusters and resource center programs are often intermediate support structure between the district and the school level. Their initiatives relay largely on the role of the district to support and animate clusters and resource centers, help diffuse initiatives and otherwise keep up the momentum of cluster activities. The effectiveness of cluster however may ultimately depend on the availability of district level facilitators to motivate and facilitate professional dialogue and pedagogical reflection.

The other basic factor explained by school leaders was lack of finance to run the center effectively and efficiently. It makes the center to be difficult to provide technology support and tools, adequate support employees, and professional development opportunities for teachers to enhance their profession. Thus, when resource centers faced with shrinking finance, improving quality education and providing training is not considered a priority. Scarcity of finance make limited the power of fulfilling the resource materials in order to accommodate the needs of all learners Mosha, (2015).

Clusters and resource centers are often designed to encourage community participation in education. However, several programs lack of community participation as weak point. Communities may not be aware of to participate in their local education committee. For example in Kenya's head teacher support groups which count on community participation and support, community support were not aware that the support groups were not exclusively for heads Herriot et.al.,(2002). In the cases where there are structures for community participation, like management committee, the voice and responsibility of community in decision making is often limited. For example in Cambodia schools it was observed that local cluster school committees remain passive.

The sustainability of cluster and resource center programs is often insufficiently planned. When it is planned, it often ends up being unrealistic. When donors pull out from a successful project, a few individuals are left shoulder the responsibility of keeping initiatives alive. This is why so many cluster and resource center projects stress the importance of community participation and ownership of projects. When financial support falters, materials cannot be renewed resource centers fall into neglect and disrepair, extra personnel required for functioning cannot be paid, and teachers and tutors are forced to cover expenses out of pocket.

Even when measures for sustainability have been written in to project plans, when donor support ends, it is very difficult for resource centers created in the context of a donor project, tend to fed away once donor support in the form of funds and expertise for specific project cases. Most often program monitoring and evaluation also cease. In the case where capacity building of key personnel and ownership of local actors has not been emphasized enough, clusters and resource centers are likely to fail when the program is withdrawn. This unfortunately makes many clusters initiative dependent on owner support for long term survival Knamiler, (1999).

The successful operation of clusters often relies strongly on the coordination and leadership role of the cluster head. Newly appointed cluster heads, whether they be head teachers, teachers or other educational officials may not necessarily prepare to take responsibilities attributed to them. “Those who enter in the positions of cluster center may not know what their responsibilities are or how best to carry out” Wheeler et.al., (1992). Lack of overlap between cluster boundaries and administrative boundaries could also a problem for managing cluster schools resource centers. Because, clusters and networks aim to group together schools within geographic proximity, cluster boundaries do not always correspond with local administrative or political boundaries. This can cause confusion or conflict in attributing funds and determining responsibility and authority over clusters. It was the case in Namibia where, in order to group schools together that are geographically close, cluster boundaries are not aligned with boundaries of constituencies.

Ended, Kamaluddin, (2002) summarized the following challenges that were difficult to identify good and talented teachers to act as trainers; difficult to give frequent support to cluster schools that were in isolated areas; and expensive to improve physical facilities in poor

schools and sustain the improvements so that the schools could stimulate teaching and learning. He also asserts that generally, there was educational quality improvement because the cluster system facilitated a continuous program of professional development through the sharing of experiences among the teachers of different qualifications. Not only that but also through participatory decision making by all local stakeholders Kamaluddin, (2002).

2.8. Summary

This review of related literature discusses in detail the major roles/functions of school Resource Center and their practices and challenges. A school cluster in the chapter is described as the grouping of schools that are geographically close and accessible to each other, aiming to improve the quality and relevance of the education in the schools. As stated in the literature, clusters can also be summarized as a group of schools organized for a variety of objectives which can include facilitation or comparison of school performance, collaboration in curriculum improvement programs for staff development, administrative and educational purposes. School clustering is established to provide an administrative and pedagogic support to teachers and considered as an effective decentralized means of developing primary education with full school community participation Giordano, (2008). For Giordano, (2008) school clusters are grouping of schools for educational and administrative purposes. De Grauwe, (2001) also conceptualizes the purpose of school clustering as provision of a closer and more regular supervision for schools.

In administrative purposes, pedagogic purposes, economic purposes, and School-Community purposes were clearly presented and explained to build awareness and a clear understanding of its requirements, representations, processes and potentials. Besides, it was discussed that people working in the education system- cluster coordinators, cluster center directors, administrative staffs and community - are the most important target audience. Furthermore, CRC was beneficial to schools as they could share resources and best teaching and learning practices. In addition, accessibility to services at cluster centers have reduced travelling distance and costs, and saved great deal of time, which could then be used productively for teaching and learning. The purpose of school clustering was to bring supervision closer to school level by creating additional layer between the district and the school level IIEP-UNESCO, (2007).

Besides, challenges in managing school clusters were also highlighted. Even though the system was beneficial to education administration, teaching and learning processes, the system was faced with challenges in its sustainability, with regard to its implementation, monitoring and evaluation. This literature focused on the challenges faced by the implementation of School Cluster System in improving the quality of education, particularly in rural schools that are far from services provisions due to their remoteness; lack of talented teachers and other trained manpower, scarcity of resource materials and finance. The next chapter presents the research design and methodology.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

Descriptive survey research design was employed to assess the current practices and problems of cluster supervision which was raised as the main issues of this study. The reason behind choosing this method was its usefulness and pertinent to explain the current practices without simplification or over exaggeration of authentic condition Yalew, (2006). A descriptive survey design permits a researcher to gather information or opinion from a large sample of respondents quickly and inexpensively Ary et.al, (2002). Moreover, Creswell (2003) pointed, survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. A qualitative approach was also used to supplement or to get in depth understanding of the supervisory practices.

According to Patton, (1990) research design is the arrangement of conditions for collection and analysis of data in a manner that aims at getting relevant data for the research. More over this research design enables the researchers to come up with valid conclusions of the study. This approach is helpful to collect descriptive information directly from the population to employ simple statistical techniques and to facilitate drawing generalization about large population on the basis of the study of representative samples.

3.2. Research Method

Quantitative method was employed since the study involved quantifying variables of interest where questions must be measurable Creswell, (2012). It also is useful to collect quantitative data from a large number of participants. A qualitative approach was also used to gain information through semi structured interview and document review to supplement the data generated through questionnaires.

3.3. Sources of Data

In this study, primary data sources were employed to obtain information about the cluster supervisory practices and challenges. Thus, major sources of primary data were teachers, principals, vice principals, Woreda education officers and school based supervisors.

In addition, secondary data that could support primary sources were collected from published (such as school supervision guidelines for it describe the roles and responsibilities of supervisors. It also was selected for assessing the practices and the theories of the guidelines and how the practices was being implemented in the schools), and unpublished documents such as supervisors' planning, minutes record and feedback

3.4. Study Population

Table 3.1. Study population and sample size

S.N	Participants	Population	Sample	%
1	Teachers	270	159	58.81
2	School Based supervisors:			
	V/Principals	7	7	100
	Department heads	25	25	100
	Senior teachers	25	25	100
	Unit leaders	5	5	100
	Total	62	62	100
3	Interview Participants:			
	School Principals	5	5	100
	CRC Supervisors	5	5	100
	Woreda Education Heads	5	5	100
	Total	15	15	100
	Total	347	236	

The above table 3.1 indicates that the population and sample size of the respondents and interviewees of the study. Mugenda, (2003) pointed out absolute population where the researcher would ideally generalize the results of the study. The population for the study comprised the entire teachers, principals, CRC supervisors and Woreda education heads. Thus, the target population for this study was comprised 270 teachers, 62 school based supervisors (include 7 principals, 25 department heads, 25 senior teachers and 5 unit leaders), 5 CRC supervisors, 5 school principals and 5 Woreda education heads of sampled Woredas. Accordingly, 159 (58.81%) teachers, 62 (100%) school based supervisors, 5

(100%) cluster supervisors, 5 (100%) principals and 5 (100%) woreda education heads were selected from the sampled schools.

3.5. Sample Size in each Woreda and School and Its Sampling Techniques

Table 3.2. Sample size and sampling technique in each school

S/N	Purposively selected woredas and town administration	Total number of secondary schools in each Woreda	Purposively selected secondary schools in each Woreda	Teachers' population in each school	Randomly selected teachers in each school	%
1	Borecha	3	Yanfa	42	25	59.52
2	Bedele Town Administration	3	Woyessa Gota	68	40	58.82
3	Chora	4	Chora	46	27	58.69
4	Didessa	2	Dembi	49	29	59.18
5	Gechi	3	Gechi	65	38	58.46
	Total	15	5	270	159	58.9

As it could be understood from the above table 3.2, in Buno Bedele Zone, there are 9 Woredas and 1 Administrative Town. These are Chora, Dega, Gechi, Boracha, Dabo, Chewaka, Bedele, Didessa, Mako woredas and Bedele Town Administration. Out of these Woredas, due to time and financial limitations, 4 woredas and 1 Administrative town were selected purposively. This technique was appropriate when the study places special emphasis upon the control of certain specific variables Pandey and Pandey, (2015).

Thus, Gechi, Didesa, Boracha, Chora Woredas and Bedele Town Administration were selected purposively. In these 4 Woredas and 1 Bedele Town there are 15 secondary schools. These schools (Gechi, Dembi, Yanfa, Chora, and Woyessa Gota secondary schools) were selected purposively. As Yalew Endawork and Limshow (1998), among the total population 20-30% can fulfill the sample sizes. With respect to this 33.33% of population of the study was selected.

To determine the number of sample teachers for this study, a formula developed by Kothari, (2004) and recommended by Cohen et al., 2007) in educational research was used. Since, this formula has been practically tested and used by scholars for more than four a

decade, the researcher considered the formula to correctly determine appropriate sample size for this study.

$$n = \frac{Z^2\ xPxqxN}{\left(e^2(N-1)\right) + (Z^2\ x\ p\ x\ q)}$$

Where:

n= the required sample size

Z^2 = is the abscissa of the normal curve that cuts off an area α at the tails (1- α equals the desired confidence level. The value for Z is found in statistical tables which contain the area under the normal curve. e.g., Z=1.96 at 95% confidence level; and Z^2=3.841

N= the population size 270

P= the population proportion (assumed to be 0.5 since this would provide the maximum sample size)

q= 1-p

e = is the desired level of precision or margin of error (5% error or 0.05).

Thus;

$$n = \frac{3.841x0.5x(1-0.5)x270}{(0.05)^2(270-1))+(3.841\ x\ 0.5\ x\ (1-0.5)} = 159$$

Based on the above formula 159 (58.88%) of teachers were selected from the total population which was 270 teachers.

Similarly, 62 schools based supervisors (7 vice principals, 25 department heads, 25 senior teachers and 5 unit leaders) were selected purposively). These SBS members were formed within the schools and found there to run learning and teaching activities regarding each department's tasks as intended. The idea is to pick out the sample in relation to criterion which is considered important for the particular study. The purposive sampling is selected by some arbitrary method because it is known to be representative of the total population. This method is appropriate when the study places special emphasis upon the control of certain specific variables Pandey and Pandey, (2015). Accordingly, 5 CRC supervisors, 5 school principals and 5 Woreda Education heads of sampled Woredas were selected purposively.

3.6. Instruments of Data Collection

Table 3.3. Respondents and instruments used to collect data

S/N	Participants	Sample	Instruments used
1	Teachers	159	Questionnaire
2	SBS	62	Questionnaire
3	Principals	5	Interview
4	Cluster supervisors	5	Interview
5	WEO Heads	5	Interview
	Total	236	

i. Questionnaire

Questionnaire can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience Gall et al., (2007). The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaire provides greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. Questionnaire design is relatively easy Haines, (2007). In line to this questionnaire is chosen and considered appropriate because it can cover a large sample of respondents, thereby allowing a reasonable degree to generalize the findings. The questionnaire is designed with close ended questions and 32 questions distributed to the teachers and school based supervisors respondents to obtain their views concerning the practices and challenges of cluster supervisors. The questionnaire consist the general background of the respondents and the whole number of closed ended question items that address the basic questions of the study.

ii. Interview Guide

Punch (2005) contends that interview is one of the main data collection tools in qualitative research. The purpose of the interview was to collect more supplementary opinion, so as to stabilize the questionnaire responses. With this in mind, the researcher initiated the interviewees with 3 semi structured interview items, which were related to supervisory

practices. The interviews are either structured or semi-structured as they generally yield highest cooperation and lowest refusal rates, in addition to offering high response quality as it takes advantage of interviewer presence as well as their multi-method data collection Owens, (2002). The reason behind the semi-structured interview items was the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. Therefore, the interview flows more like a conversation.

Therefore, detailed interview was conducted with 5 school principals, 5 cluster supervisors and 5 Woreda education heads office in order to get depth information on the practices and challenges of cluster supervision.

In order to protect participants identity pseudonyms have been used. For principals, P_1, P_2, P_3, P_4, and P_5; and cluster supervisors S_1, S_2, S_3, S_4 and S_5; and for Woreda education heads; W_1, W_2, W_3, W_4 and W_5 were symbolized.

iii. Document Review

Every activity performed in the school need to be documented. So the researcher required observing minutes record of supervisors, planning and report of supervisors and guidelines of supervisor's to assess how the implementation was going on.

3.7. Procedures of Data Collection

Scientific and systematic procedures were carried out in the process of gathering data from respondents. These procedures help the researcher to get accurate and relevant data from the sampled respondents. After taking letters of authorization from Jimma University and Buno Bedele Zone education office for ethical permission, the researcher contacted Woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher familiarized the objectives and purposes of the study. Then, the final questionnaires were distributed to the sample teachers and school based supervisors from the selected secondary schools. The respondents were allowed to offer their own answers to each item independently and the data closely assisting and supervising them to solve any confusion regarding the instrument. Lastly, questionnaire was collected from respondents and made ready for data analysis.

On the other hand, school principals, cluster supervisors and Woreda education heads office were interviewed. This was conducted to minimize loss of information and; the found data were carefully written in a notebook. In addition, the data available in document forms related to the practices and challenges of cluster supervision were collected from the sampled schools. Finally, the collected data were analyzed and interpreted.

3.8. Validity and Reliability of the Instruments

Checking the validity and reliability of data collecting instruments before actually administering to the field is the core activity to assure the quality of the data Kothari, (2004). Thus, before the final questionnaire was administered, pilot testing was conducted in Ingibi secondary school, which is found in Bedele town. It helped to ensure that the respondents understood what the questionnaire want to address and would be done with the objectives of checking whether or not the items contained in the instruments enabled the researcher to gather relevant information, to identify and eliminate problems in collecting data from the target population.

The draft questionnaire was distributed to a school principal, a vice principal, 3 department's heads, 12 teachers and a cluster supervisor totally 18 participants were selected purposively. After the questionnaire filled and returned to the researcher and analyzed the reliability and validity of items measured by using Crobanch's alpha method were the help of SPSS version 25.

The researcher found the total Reliability Coefficient ($\propto$) to be .873, which is regarded as strong correlation coefficient by (Daniel M, 2004, and Jackson, 2009). In 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, $\propto$ < 0.6 questionable, and < 0.5 poor. The table below indicates the computed internal reliability coefficient of the pilot test.

Table 3.4. Reliability statistics

Variables		Cronbach's Alpha
The administrative role and responsibilities of CRC supervisors	5	.859
The pedagogic roles and responsibilities of CRC supervisors	10	.868
The liaison/linking roles of CRC supervisors	3	.869
Role of CRC supervisor in community mobilization	4	.863
The challenges of cluster supervisors	10	.875
Total reliability coefficient	32	.873

3.9. Methods of Data Analysis

Johnson and Christensen, (2012) wrote that the analysis of data begins from the specific and builds towards general patterns, and the researcher's responsibility is to look for relations among the different dimensions in the collected data. The data collected through test items and questionnaires was presented and analyzed, using reduction and interpretation of the amount of information collected Sowell, (2001); Johnson & Christensen, (2004). The study employed descriptive statistics (mean, standard deviation and percentage) to analyze quantitative data from the tests. The independent sample t-test was carried out to determine the significance level of differences in the responses of teachers and school based supervisor's respondents.

Because, the percentage was used to analyze the background information of the respondent, whereas, the mean and standard deviation are derived from the data as it was serve as the basis for interpretation of the data as well as to summarize the data in simple and understandable way. All five point scale measurements were used to rank the performance of cluster supervisors regarding their supervisory practices.

Table 3.5. Interpretation of five mean score results

Mean	Interpretation
1.00 – 1.50	very low performance
1.51 – 2.50	low performance
2.51 – 3.50	Average/Moderate performance
3.51 – 4.5	high performance
4.51 – 5.00	very high performance

The perceptions and opinions information collected through interview were categorized and discussed in line with the closed ended questionnaires. Finally, possible summary, conclusions and recommendations were made.

3.10. Ethical Consideration

To ensure adherence to the research ethics, the researcher first obtained a letter from the Jimma University College of Education and Behavioral Sciences Department of Educational Planning and Management (see Appendix C). Further permission was requested from Buno Bedele Zone Education Office and from sampled Woreda Education head offices and Secondary schools (see Appendix D). The researcher was introduced 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; and confirm that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The research has not personalized any of the respondent's response during data presentations, analysis and interpretation. Furthermore, all the materials use for this research will be acknowledged.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1. Introduction

The purpose of this research was to assess the practices and challenges of cluster supervision in secondary schools in Buno Bedele Zone of Oromia Region. Accordingly, this chapter presents the response rate, the demographic information of the respondents, and the presentation, analysis and interpretation of the main data.

i. Response rate of respondents

Table 4.1. Response rate of respondents

	Respondents	Questionnaires distributed	Questionnaires returned	Return Rate %
1	Teachers	159	154	89.3 %
2	School based supervisors	62	62	100%
	Total	221	216	97.7%

Table 4.1 above summarizes the response rates for all the categories of respondents, namely teachers and school based supervisors, Woreda education heads and cluster school supervisors.

Questionnaire was distributed to 221 respondents and 216 (97.7%) were returned back. The return rate of the questionnaire was 154 (96.85%) teachers and 62 (100%) copies from the teachers and school based supervisors respectively. In addition, 5 (100%) school principals, 5 (100%) cluster supervisors and 5 (100%) Woreda education heads totally 15 (100%) individuals were interviewed. The response rate for the school principals and Woreda education heads interview guide were 100% respectively.

4.2. Demographic information of the respondents

Table 4.2. Characteristics of Respondents

Characteristics		Respondents					
		Teachers		school based supervisors		Total	
Gender		F	%	F	%	F	%
	Male	130	84.42%	52	83.87	182	84.26
	Female	24	15.58%	10	16.13	34	15.74
	Total	154	100.0%	62	100.0%	216	100.0%
Age	26-35yrs	76	49.35	19	30.65	95	43.98
	36-45yrs	44	28.57	31	50.00	66	30.55
	46 years and above	34	22.08	12	19.35	55	25.47
	Total	154	100.00%	62	100.00%	216	100.0%
otal years in the present school	less than five years	36	23.38	13	20.97	49	22.69
	5 -10 years	62	40.26	28	45.16	90	41.67
	11-20 years	35	22.72	14	22.58	49	22.68
	Greater than 20 years	21	13.64	7	11.29	28	12.96
	Total	154	100.00%	62	100.00%	216	100.00%
Total work experience	less than five years	4	2.60	0.00	0.00	4	1.85
	5 -10 years	39	25.32	4	6.45	43	19.91
	11-20 years	53	34.42	27	43.55	80	37.04
	Greater than 20	58	37.66	31	50.00	89	41.20
	Total	154	100.0%	62	100.00%	216	100.0%

The above table 4.2 shows that demographic information of the respondents those who took part in the study. The collected information was based on gender of the respondents, age, years of experience of the teachers and school based supervisors.

The data obtained regarding gender and age distribution of the respondents was analyzed and presented as shown above in Table 4.2. From the results of the study, it was established that a majority 130 (84.42%) of the teachers were male while 24 (15.58%) were female. Similarly, 52 (83.87%) of the school based supervisors were male, while 10(16.13%) were females. From this, one can realize that the number of females in the teaching profession and the position of school-based supervisors are much lower than males in the sampled schools.

All the interviewee participants were males. Accordingly, 5 (100%) Woreda Education Heads, 5 (100%) cluster supervisors and 4 (80%) school principals were a male, 1 (20%) was female which implies that the leadership positions at secondary schools and Woreda education heads were dominated by males. For age, the majority of the teachers 49.35% were aged between 26-35 years, 28.57% were aged between 36 and 45 years, while approximately 22.08% were 46 years and above. The majority of the school based supervisors (40.74%) were aged between 36 and 45 years, 33.33% were aged between 25 and 35, 25.93% were above 46 years and above. These findings showed that the majority of the teachers were in their youthful age and had a lot of potential to offer and energy to work.

From the age distribution of interviewed school principal participants, 2 (40%) was found to be in the ranges of 30-34years. 3 (60%) of the principals was of ages ≥ 35 years. All of interviewed cluster supervisors 5 (100%) were aged between 36 and 45 years. 3 (60%) and 2 (40%) were of Woreda Education Heads were found to be between 36 and 40 and above 40 years old respectively.

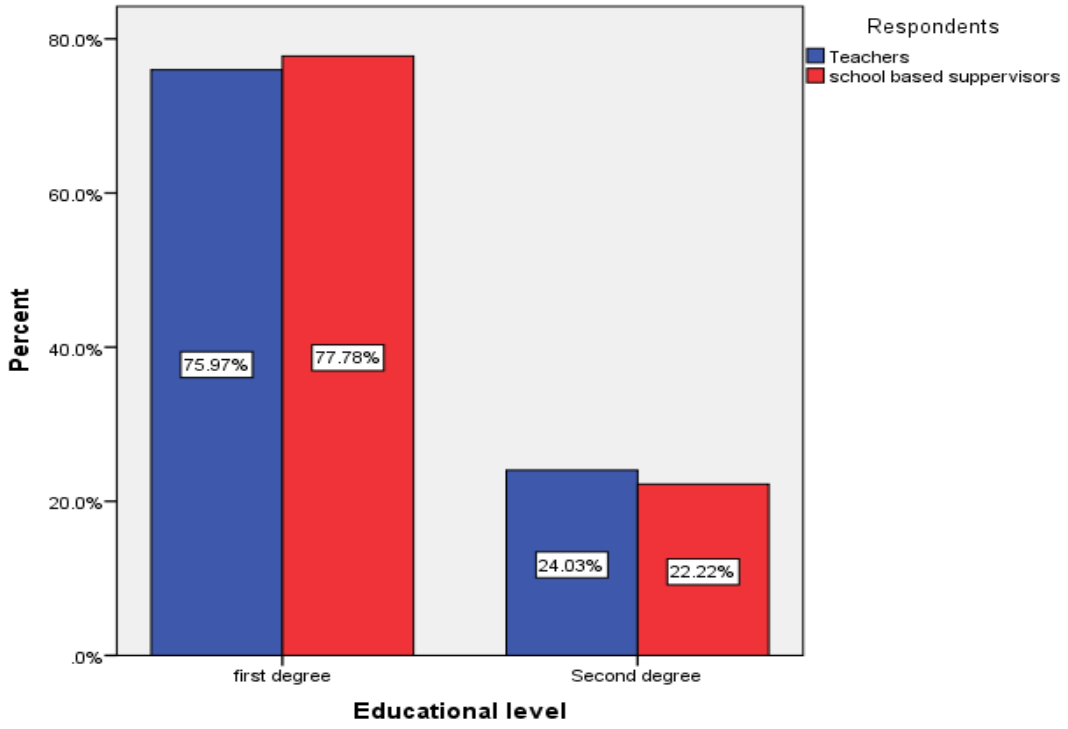

Figure 4. 1. Teachers and school based supervisors' professional qualifications

The teachers and school based supervisors are very important input variables in school, especially when the provision of quality education is to be considered. Teachers should be instructional leaders; they should support and facilitate any initiative conceived by teachers. It is because of this concern that this study sought to establish various professional qualifications which are believed to be key in aiding provision of quality education by the heads and the teachers. The researcher sought to establish the professional qualifications of the teachers and school based supervisors, which was considered critical in administration and in helping the students and in handling their problems in class.

Accordingly, the above figure 4.1 summarizes that 117 (75.97%) of teachers and 21 (77.78%) of school- based supervisors had a first degree. Only 24.03% of teachers and 22.22% of school based supervisors had a first degree. Only 24.03% of teachers and 22.22% of school based supervisors were second degree holders.

Therefore, the findings of the study agreed with Okumbe, (1999) who said that professional and academic qualification of a teacher determines the effectiveness of the teacher's delivery

in his or her teaching profession. Avalos, (1981) adds that teachers are central to the delivery as well as to the quality of education.

Regarding the educational level of interviewees, all of the interviewees have second degrees in Educational Leadership and School Leadership. Concerning, their field of study, two of them are trained professionally in School Leadership while four of them come from other fields like curriculum, Geography and languages. This can be a result of the guideline which allows teachers from different field can work as a supervisor because of their experience. In the OREB Supervision Manual any teachers with fifteen year work experience from any field can be a supervisor.

The CRC supervisors also expected to have second degree in education qualification to work as a supervisor OREB, (2006). Hence, most of the respondents in this study are professionally qualified and this can have its own influence for effective supervision and quality of education.

The figure also shows that the work experiences of teachers and school based supervisors in their current school. Thus 36 teachers (23.38%) are less than 5 years, 62 teachers (40.26%) have between 5-10 years' work experience, 35(22.72%) served between 11-20yrs, while 21(13.64%) of them have more than 20 years' work experience. In addition, about 13(20.97%) of school based supervisors have served for less than 5 years in their present position, 28(45.16%) of school based supervisors have served for 5 to 10 years; 14(22.58%) of school based supervisors have served for 11 to 20 years; 7(11.29%) of school based supervisors have served for more than 20 years.

Referring to the total service of teachers, 4 (2.6%) of teachers have total service less than five years, 39 (25.32%) of teachers have totally served between five years and ten years; 53 (34.42%) teachers served between 11 and 20 years and 58 (37.66%) teachers served above 20 years. As illustrated in the above table of item 4.2, school based supervisors experience (service year) were as follows: 4 (6.45%) of school based supervisors were between the service year range of 5-10 years, 27 (43.55%) of them were between the experience range of 11-20 years and 31 (50.00%) of them were above 20 years.

This shows that they have quite enough experience and matured to carry out and support the practices of cluster supervision and for the improvement of teaching learning process.

Moreover, regarding the service year interviewees, 5 (100%) of Woreda Education Heads were above 20 years.

Both school principals and cluster supervisors possess work experience (service year) 16 years and above. This shows that most of interviewees have more than 16 years' service. It is an implication of good practice to handle challenges encountered in the cluster supervision, they are in good position to critically identify the practices and the challenges encountered against implementing school supervision.

4.3. Presentation, Analysis, and Interpretation of the Main Data

i. Administrative Roles and Responsibilities of CRC Supervisors

Table 4.3. Respondents rating on the level of cluster supervisors practices for the administrative roles

Items	Respondent Groups	N	Mean	Std. Deviation	T-Value	P-value
1. CRC supervisors inspire school principals and vice principals to discharge adequately their roles	Teachers	154	3.22	1.483	-.947	.345
	SBS	62	3.40	.494		
2. CRC supervisors encourage school committees in the formulation of school vision and strategic plan (PTA, KETB, principals and teachers)	Teachers	154	2.30	1.178	.092	.927
	SBS	62	2.29	.776		
3. Cluster supervisors support school leadership committees (drawn from teachers, students, parents and the local community) in decision making.	Teachers	154	2.33	.784	-.068	.946
	SBS	62	2.33	.59		
4. Cluster supervisors motivate students in forming classroom rules and regulations	Teachers	154	2.44	.676	-.445	.657
	SBS	62	2.48	.503		
5. CRC supervisors have periodic meeting with school principals at resource center and satellite schools	Teachers	154	2.83	.745	-1.066	.288
	SBS	62	2.96	.957		
Total Mean	Teachers	2.62				
	SBS	2.69				

Key: Scale range of mean score: ⇒Mean scores less than or equal to 1.51 very low, 1.51-2.5= low, 2.51-3.5=Average, 3.51-4.5=High and 4.51-5.00=very high

⇒Significant level =0.05, t-critical value =1.99

As can be seen from Table 4.3 above, with average mean value of 2.62 and 2.69 teachers and school based supervisors respectively, both groups perceived that the level of supervisory leadership practices had been found medium. This shows that both groups of respondents perceived that school principals, vice principals, SBS and teachers didn't get enough support from cluster supervisors to run their leadership roles and responsibilities as supposed to in selected schools.

In line to this, in item 1 teacher and SBS asked the degree that CRC supervisors inspire school principals and vice principals to discharge adequately their roles. Accordingly, the teachers and school based supervisors respondents responded that the support which school principals and vice principals got from CRC supervisors in discharging their roles was medium with the respective mean score of M=3.2, SD= 1.48 and M=3.4, SD= .50 and t-test result, t (2, 214) = -.94; P=0.34, indicating that significant difference was not observed between the respondents of the two groups. The analysis shows that the extents to which cluster supervisors inspire school principals and vice principals in performing their roles as expected level was found to be medium as observed from the result of mean sores. From this statistical evidence, in the study area there was no doubt that school principals and vice principals were benefited from the practice of supervisors in a moderate way as perceived by teachers and school based supervisors as moderately expected.

As indicated in the same Table 4.3 item 2, two groups of respondents were asked about the degree to which CRC supervisors encourage school committees in the formulation of school vision and strategic plan (PTA, KETB, principals and teachers), with the mean score of $\bar{X}$= 2.30, SD= 1.17; and $\bar{X}$= 2.45, SD= .78; both the teachers and SBS respondents rated this item as low and t-test result, t (214) = -.90; P=0.36, indicating significant difference was not observed between the respondents of the two groups. This analysis shows that the extents to which cluster supervisors CRC supervisors encourage school committees in the formulation of school vision and strategic plan (PTA, KETB, principals and teachers) was found to be low as observed from the statistical data. As opposed to this, effective implementation of school supervision require adequate support for school committees in the formulation of school vision and strategic plan and without these learners are likely to confront grave difficulties in their academic achievement.

The third item in table 4.3 above regards with the degree to which cluster supervisors support school leadership committees (drawn from teachers, students, parents and the local community) in decision making to improve school management. In this regard, the teachers and SBS respondents rated it as low with the respective mean score of $\bar{X}$= 2.33, SD=.78; and $\bar{X}$= 2.41, SD= .61 and t-test result, t (2, 214) = -.79; P=0.42, indicating a statistical significance difference was not observed between the respondents of the two groups. Therefore, the extent to which cluster supervisors' practices seems low as responded by two groups of respondents. This implies that school principals, vice principals, teachers, students, parents and community representatives highly need support from cluster supervisors regarding decision making in order to promote schools' performances as required.

The interviewed school principals and WEO heads, confirmed this assumption, reported that the contribution of cluster supervisors in helping school committees regarding decision making was poor. Specifically, school principals explained their ideas as following "they didn't get adequate support concerning providing decision making on schools' issues." It was possible to conclude that the contribution of cluster supervisors for the school leadership committees was insignificant. This was based on the t-test of mean values and interview.

The way in which the education institution managed affects the functioning of schools. For quality of schools, the school heads play an important role UNESCO, (2007). It was also indicated that, the school clusters provided training for school principals to improve the school governance Giordano, (2008). In relation to this, Perera, (1997) noted that, school clusters enabled schools to be managed by more competent personnel. It indicated that, providing training for schools' personnel as one objective of school clusters and supervisors were expected to give support to improve the schools' management by proving training; promoting community participation in education; solving various management problems; and improving the relationship among the schools' staff MoE, (1994; 2000).

From the above table 4.3 concerning the degree to which cluster supervisors cluster supervisors motivate students in forming classroom rules and regulations; the teachers and school based supervisors respondents were rated as low with the respective mean score of $\bar{X}$= 2.44, SD=.67; and $\bar{X}$= 2.48, SD=.50 and t-test result, t (214) = -.44; P=0.65 indicating a

significant difference was not observed between the respondents of the two groups. The analysis showed that the degree to which cluster supervisors motivate students in forming classroom rules and regulations was found to be low as observed from statistical data. The qualitative data gathered from school principals also indicated that cluster supervisors' lowly motivated students in forming classroom rules and regulations.

Finally, as indicated in table 4.3 item 5 the degree to which CRC supervisors have periodic meeting with school principals at resource center was found to be moderated with the respective mean score of $\bar{X}$= 2.83, SD=.74; and $\bar{X}$= 2.96, SD= .95 of teachers and school based supervisors respondents respectively. The independent t-test result, t (2, 214) =-1.06, p=0.288, indicating a statistically significant difference was not observed between the response of the two groups. The analysis showed that the extent to which CRC supervisors have periodic meeting with school principals at resource was negligible in the sampled schools.

Likely, all interviewees confirmed that, CRC supervisors have periodic meeting with resource center and satellite schools principals. With the respect to this, cluster supervisors were required to have meeting periodically with resource center and satellite schools principals twice a week as observed from cluster supervisors' planning. In line to this, the meeting of cluster supervisors with school principals at resource center was moderately implemented as viewed from the minutes of CRC supervisors. This might be similar with De Grauwe, (2001) that indicated, supervisors were responsible for many and intricate tasks of which some of them were not grouped in to either controlling, supporting or linking. As a result, it was possible to conclude that, cluster supervisors had meeting with resource center and satellite schools principals.

ii. Pedagogic Roles and Responsibilities of CRC Supervisors

Table 4.4. The Pedagogic Roles and Responsibilities of CRC Supervisors

	Respondent Groups	N	Mean	Std. Deviation	t-Value	Df	P-value
1. CRC supervisors help teachers to make effective and initiative in teaching and learning process	Teachers	154	2.5455	.56117	-1.726	214	.086
	SBS	62	2.7581	1.25038			
2. Cluster supervisors encourage teachers to use participatory teaching methodologies and other modern approaches in the learning-teaching process	Teachers	154	2.2987	.91559	-1.895	214	.059
	SBS	62	2.5323	.50303			
3 CRC supervisors inspire teachers to teach in a classroom filled with large number of students from different age groups and use different approaches.	Teachers	154	1.9870	.86309	-1.050	214	.295
	SBS	62	2.1290	.98320			
4. CRC supervisors inspire teachers in preparing learning materials from locally available materials and use them selectively.	Teachers	154	2.5390	1.00413	-1.285	214	.200
	SBS	62	2.7097	.45762			
5. CRC supervisors provide training to teachers to improve the capacity of each teacher with respect to their level of grade.	Teachers	154	2.4805	.92334	-1.870	214	.063
	SBS	62	2.7258	.72811			
6 .CRC supervisors motivate teachers in giving class work, homework, short tests and individual or group project works to their students.	Teachers	154	2.3247	.58167	-4.452	214	.000
	SBS	62	2.6935	.46478			
7. CRC supervisors encourage teachers in giving feedback on students result.	Teacher	154	2.2273	.42044	-7.435	214	.000
	SBS	62	2.7097	.45762			
8. Cluster supervisors help teachers to maintain their class properly and orderly	Teachers	154	2.3377	.73405	-2.716	214	.007
	SBS	62	2.6129	.49106			
9. Cluster supervisors inspire teachers to conduct action research attempt to address problems in the learning-teaching process	Teachers	154	2.4545	.64768	-3.785	214	.000
	SBS	62	2.7903	.41040			
10. Cluster supervisors support teachers to handle students with special needs and different capacity of learning	Teachers	154	2.4675	.77686	-1.466	214	.144
	SBS	62	2.6290	.60690			
Total mean	Teachers	154	2.36				
	SBS	62	2.62				

Key: Significant level = 0.05, t-critical value =1.99, Mean scores ($\bar{X}$) less than or equal to 1.51 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51-5.00=very high.

Item one of the table 4.4 above indicated that, respondents asked whether CRC supervisors help teachers to make effective and initiative in teaching and learning process or not. Accordingly, teachers and school based supervisors with ($\bar{X}$= 2.54, SD= 0.56) and ($\bar{X}$= 2.75, SD= 1.25) mean scores respectively indicated that, cluster supervisors in the school did not help teachers to make effective and initiative in teaching and learning process as expected. The independent t-test result, t (2, 214) = -1.72, p=0.086, indicating statistically significance difference was not observed between the response of the two groups. This indicates that cluster supervisors did not help teachers in making effective and initiative in teaching and learning process.

Item two in the same table consists of issue that is the extent to which cluster supervisors encourage teachers to use participatory teaching methodologies and other modern approaches in the learning-teaching process. Concerning this point, teachers' respondents rated as 'low' with the mean score of $\bar{X}$= 2.29; SD=.91. While school based supervisors respondents stated that practice of supervisor in encouraging teachers to use participatory teaching methodologies and other modern approaches were moderate ($\bar{X}$= 2.53; SD=.50) to help teachers to set up active teaching learning methodology in the classroom while delivering lesson. Moreover, the independent t-test result, t (2, 214) = -1.89; p=0.059, depicts that statistically significance was not observed between the response of the two groups. The response gap may be resulted from developing energetic teaching-learning method by supervisors did not perform as required and this implies that the two groups (teachers and school based supervisors) responded as cluster supervisors were not in a position of performing the tasks. Therefore, teachers felt that the topics presented in the process of teaching-learning were not supervised by the cluster supervisors.

At the same table item three, the respondents asked whether the CRC supervisors inspire teachers to teach in a classroom filled with large number of students from different age groups and use different approaches or not. Accordingly, teachers and school based supervisors ($\bar{X}$= 1.98, SD=.86) and ($\bar{X}$= 2.12, SD= .98) mean scores respectively. This shows that practices of cluster supervisors did not inspire teachers as much as in managing multicultural students in the classroom. The result of independent t-test result, t (2, 214) = -1.050; p= .295, depicts that statistically significance was not observed

between the response of the two groups. Therefore, from this analysis one can infer that the teachers were not fully helped by the supervisory in implementing inclusive education. This implies that teachers need sufficient support to run huge number of students with different needs.

Results of interview indicated that, cluster supervisors did not provide short training to teachers in managing inclusive education in the classroom. Cluster supervisors were less experienced than most of the teachers and school principals. However, they indicated that, the academic qualification was not the problem as cluster supervisors had first degree. From the information available, it seems that professional preparation and support instruments were inadequate for cluster supervisors to give the required service. However, it is indicated that, in-service training is important for supervisors. It helps supervisors keep abreast of new curriculum, teaching methodologies and school management UNESCO, (2007). Carron and De Grauwe, (1997) noted that, advisors, supervisor and inspectors need training, however do not receive it. Similarly, Giordano, 2008) noted the lack of adequate training of cluster coordinators as a problem.

Similarly, the study conducted in four Africa countries indicated that, in all four countries supervisors frustrated the lack of authority to take actions De Grauwe, (2001), Certo, 2006) indicated the importance of delegating an authority for supervisors to accomplish their tasks.In item four of the same table, the respondents asked whether CRC supervisors inspire teachers in preparing learning materials from locally available materials and use them selectively. In this case, teachers and cluster supervisors with ($\bar{X}$= 2.53, SD = 1.00) and ($\bar{X}$= 2.70. SD = .457) mean scores respectively indicated that cluster supervisors moderately inspire teachers in preparing learning materials from locally available materials and use them selectively. Moreover, the independent t-test result, t (2, 214) = -1.28; p=0.20, depicts that statistically significance difference was not observed between the response of the two groups. This indicated that, cluster supervisors do not support teachers in preparing learning materials from local resources. Furthermore, from the interview with the Woreda education heads (W_1, W_2 and W_3), it was found that supervisors did not provide teachers training on preparing learning materials. The reason mentioned for this was lack of knowledge and skills of how to identify training need of teachers and taking this reality in mind, MOE, (1987)

indicated that supervisors are expected to provide training for beginner teachers as well as for others.

As shown in table 4.4 of item five, teachers and school based supervisors with ($\bar{X}$= 2.48, S.D=.92) and ($\bar{X}$= 2.72, S.D=.72) mean scores respectively indicated that the mean score of school based supervisors about CRC supervisors provide training to teachers to improve the capacity of each teacher with respect to their level of grade were moderate where whereas teachers replied in this regard were low. However, the independent t- test result t (2, 214) = -1.87, p=0.063 the statistically significance difference was not observed between the respondents of the two groups. The analysis reveals that the extents to which cluster supervisors provide training to teachers to improve their capacity was found to be low as observed from the mean score of both respondents. Therefore, from the above analysis one can conclude that there was a limitation in providing training to teachers to improve the skill of each teacher regarding his/her skill gap.

In the same table question six is considered the extent to which CRC supervisors motivate teachers in giving class work, homework, short tests and individual or group project works to their students. Concerning this point, school based supervisors replied that motivating teachers in giving class work, homework, short tests and individual or group project works to their students were average to with the mean score of $\bar{X}$= 2.69; SD=0.46. On the other hand, teachers reported that giving class work, homework, short tests and individual or group project works to their students was low to with the mean score of $\bar{X}$= 2.32; SD=0.58. Moreover, the independent t-test result, t (2, 214) = -4.45; p=0.00, depicts that statistically significance difference was observed between the response of the two groups. This implies that teachers are not getting support from cluster supervisors sufficiently and efficiently to acquire understanding in providing activities to students.

For item seven in the same table respondents were asked the extent that CRC supervisors encourage teachers in giving feedback on students result. To this end, with the mean scores of $\bar{X}$= 2.70; SD=, 45, the school based supervisor respondents were rated as medium. On the contrary, the response of teachers was rated as low with the mean scores of $\bar{X}$= 2.22; SD= .42. The independent t-test result, t (2, 214) = -7.435, p=0.000, indicating statistically

significant difference was not observed between the response of the two groups. The analysis reveals that the extent to which CRC supervisors encourage teachers in giving feedback for students was found to be medium and low as observed from the responses of respondents in the sampled schools. Therefore, one observed that a weakness of teachers on providing feedback to students was a serious challenge and it impedes the students' inspiration on their learning.

The interview made with the school principals, cluster supervisors and Woreda education heads give supportive evidence to confirm the responses of respondents, and revealed that the CRC supervisor less frequently encourage teachers to provide feedback to students regarding their results.

The eighth item in table 4.4, is the degree to which cluster supervisors help teachers to maintain their class properly, school based supervisors notified that the practice of supervisors to maintain their class appropriately and orderly was moderate to assist teachers to share best practices from different schools with the mean score of, $\bar{X}$= 2.61; SD=.49 whereas teachers pointed out that the activities of cluster supervisors help teachers in maintaining class properly and orderly was rated as low with the mean score of $\bar{X}$= 2.33; SD= 0.73. The independent t-test result, t (2, 214) = - 2.716, p=0.007, indicating statistically significant difference was observed between the response of the two groups. The analysis shows that the extent to which cluster supervisors helped teachers in maintaining class appropriately was found to be moderate and low as observed from the response of school based supervisors and teachers respectively. The roles discharged by cluster supervisors to encourage teachers to maintain class appropriately was less as it was understood from the responses of the teachers. This implies that the supervisory practices were found in a way to benefit teachers though not as expected**.** Hence, cluster supervisors were expected to contribute to improve performances of teachers maintaining their class appropriately.

Regarding maintaining class appropriately, interview result from school principals also indicated that, the cluster supervisors were encouraging teachers to handle their class appropriately in a moderate way. However, they indicated that, in most cases the experience sharing was arranged during competition was made at resource center and satellite schools. Based on this, it was possible to conclude that, the cluster supervisors were facilitating the

experience sharing between teachers'. MoE, (2012) indicated that, supervisors were expected to identify and spread best practice among schools by facilitating experience sharing among schools regarding teaching and learning issues.

As can be seen in table 4.4, item nine respondents were asked about the degree to which cluster supervisors inspire teachers to conduct action research attempt to address problems in the learning-teaching process. In respect to this point, school based supervisors replied cluster supervisors were average ($\bar{X}$= 2.79, SD=41) in conducting action research. Similarly, teachers were also reported moderate that the activities of supervisors in conducting action research with the mean score of $\bar{X}$= 2.45; SD= .64). Moreover, the independent t-test result, t (2, 214) = -3.78 p=0.000, depicts that statistically significant difference was observed between the response of the two groups. The analysis shows that the extent to which cluster supervisors conduct action research was found to be medium as observed from the response of both respondents. It was a fact that conducting action research is very essential to improve problems related teaching-learning.

In the same way, the data obtained from semi structured items reflect that cluster supervisors were interested moderately in conducting action research to teaching-learning related problems. Similarly, this was confirmed by reviewing documents prepared by cluster supervisors in two schools.

As per item ten of table 4.4, the degree to which cluster supervisors support teachers to handle students with special needs and different capacity of learning, the school based supervisors and teachers respondents rated as medium with the mean score of, $\bar{X}$= 2.62; SD=.60 and $\bar{X}$=2.46; SD=.77 respectively. The independent t- test result, t (2, 214) =-1.466, p=.144, indicating statistically significant difference was not observed between the response of the two groups. The analysis shows that the extent to which cluster supervisors helped teachers was found to be moderate as observed from the total. From this analysis one can infer that, handling of the students with special needs and different capacity of learning by teachers was inadequate.

The principals' interview results also indicated that the contribution of CRC supervisors on supporting teachers to handle students with special needs and different capacity of learning

was found in low level. This is why the in-service training provided for teachers' was infrequent. Thus, it was possible to conclude that the support that teachers gained from the cluster supervisors was insufficient.

Teachers are important medium to achieve the teaching and learning. They are also the heart of the quality of education UNESCO, (2007). However, all teachers are not qualified enough and as a result they need support from supervisor Giordano, (2008). Similarly, different studies had shown that, teachers need both internal and external supervision (Carron and De Grauwe, (1997). Giordano, (2008) indicated that, some cluster programs use coordinators to provide support for teachers through follow up training, class observation, and feedback. They also provide an advice, guidance and information to improve teachers' practice. In line with this, MoE, (1994) indicated that, supervisors are expected to provide technical support for teachers by identifying various problems teachers face and look for possible solutions. Carron et al. (1998) noted that, although teachers consider supervision as an important support service, they were not satisfied by the service they gained. Similarly, in their review, current issues in supervision, Carron and De Grauwe, (1997) indicated the dissatisfaction of teachers on the work done by the supervisors.

iii. The Liaison/Linking Roles CRC Supervisors

Table 4.5. Mean scores of the liaison/linking roles CRC supervisors

Items	Respondent Groups	N	Mean	Std. Deviation	Expected Test value = 3		
					T-Value	Df	P-value
1. CRC supervisors promote the collaboration of school leaders in solving school problems jointly.	Teachers	154	2.5065	.55125	.075	214	.940
	SBS	62	2.5000	.62068			
2. CRC supervisors encourage principals to strength vertical and horizontal relationship b/n school stakeholders	Teachers	154	2.4156	.87598	-.431	214	.667
	SBS	62	2.4677	.59279			
3. Cluster supervisors strength smooth communication among staffs within the schools	Teachers	154	2.5390	.75954	-.088	214	.930
	SBS	62	2.5484	.56329			
The grand mean score of respondents' response	Teachers	154	2.48				
	SBS	62	2.50				

Key: P-value was calculated at α=0.05 levels, and df 214; t-critical value *=1.99*, Mean scores ($\bar{X}$) less than or equal to 1.51=very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51- 5.00=very high.

As table 4.5 above, item one indicates, respondents were asked to rate their agreement levels on CRC supervisors promote the collaboration of school leaders in solving school problems jointly. Consequently, the mean scores results of teachers and school based supervisors respondents with the ($\bar{X}$=2.50; SD=.55 and ($\bar{X}$=2.50; SD= 0.62) respectively. The independent t-test result, t (2,214) = .075 and p=0.94 shows that there is no statistically significance difference between teachers and school based supervisors (0.94 greater than 0.05) regarding the issue. This showed that the CRC supervisors rarely play this role in promoting school leaders collaboration in solving school problems.

Likewise, the data obtained from school principals through semi structured interview reveals that cluster supervisors moderately promoted the collaboration of school leaders in solving school related problems.

As indicated in the table 4.5, item number two, the response of teacher and school based supervisors replied regarding the extent CRC supervisors encourage principals to strength vertical and horizontal relationship between school stakeholders were rated low with the mean scores $\bar{X}$= 2.41; SD= .87, and $\bar{X}$= 2.46; SD= .59 respectively. The independent t-test result, t (2, 214) =-.431, p=0.667 indicating that the statistically significant difference was not observed between the respondents of the two groups. The above analysis reveals that supervisors infrequently encouraging school principals in strengthening linking activities between school stakeholders vertically and horizontally. The P value of 0.677 > 0.05 proves that there is no statistically significant difference between the teachers and school based supervisor groups. This could be cross checked by the data obtained from interview of school principals that indicated cluster supervisors played fewer roles in encouraging principals to promote vertical and horizontal linkage between school stakeholders.

Item three in table 4.5, aims at investigating the extent to which cluster supervisors in strengthening smooth communication among staffs within the schools. In this regard, teachers' and school based supervisors' result were average with the mean values, $\overline{X}$= 2.53; SD= .75 and $\overline{X}$= 2.54; SD=.56 respectively. The independent t-test result, t (2, 214) = .088, p=0.93 indicating that a statistically significant difference was not observed between the respondents of the two groups. One of the roles of CRC supervisor is linking staff members to

encourage collaboration of school staffs, but in our experience supervisors were not actively discharged their roles to realize this. Thus, it was difficult to be a good linking agent. In whole, the linking function of the supervisors presented from item 1 to 3 was practiced less frequently as the results of the t-test and interview revealed. The grand mean scores of teachers (2.48) and school based supervisors (2.50) were lower than the expected mean value (3). This result showed that the practices of cluster supervisors failed to play linking roles as expected.

iv. Role of CRC Supervisor in Community Mobilization

Table 4. 6. Role of CRC Supervisor in Community Mobilization

Items	Respondent Groups	N	Mean	Std. Deviation	Expected Test value = 3		
					T-Value	Df	P-value
1. Cluster supervisors stimulate community in providing financial and material resources support	Teachers	154	2.5130	1.22200	-.901	214	.369
	SBS	62	2.6613	.67614			
2. CRC supervisors activate community in making ordinary visits to the schools and check the school time of their children	Teachers	154	2.5260	.88708	-1.211	214	.227
	SBS	62	2.6774	.67202			
3. CRC supervisors inspire community to discuss with the school officials and find solutions to problems such as disciplinary cases of students' dropouts, weak performing students, etc…	Teachers	154	2.6299	.75798	-.774	214	.440
	SBS	62	2.7097	.45762			
4. CRC supervisors encourage community in maintaining the personal cleanness of their children	Teachers	154	2.5130	.78580	-1.361	214	.175
	SBS	62	2.6613	.54151			
The grand mean score of respondents' response	Teachers	154	2.54				
	SBS	62	2.67				

Key: P-value was calculated at α=0.05 levels, and df 214; t-critical value =*1.99*, Mean scores ($\bar{X}$) less than or equal to 1.51 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.

Item one of table 4.6 indicated that, the respondents were asked whether the cluster supervisors stimulate community in providing financial and material resources or not. Accordingly, teachers and school based supervisors, with ($\bar{X}$=2.51, SD=1.22), and ($\bar{X}$= 2.66, SD= .67) mean scores respectively replied that; CRC supervisor averagely participated the community in providing finance and resource. The independent t- test result, t (2, 214) = -.90, p=0.36 indicating that a statistically significant difference was not observed between the respondents of the two groups. This implies that the cluster supervisors' performance pertaining to this activity was found to be moderate as revealed by the two groups of respondents.

Accordingly, the researcher tried to review document to check the community involvements in provision of finance and resource to support their schools. In line to this, as it was identified from minute records of community, there was community participation moderately in provision of their finance and resource to accelerate the operation of teaching and process. Similarly, all interviewees confirmed that the results gained from the two groups of respondents and document review. This implies that principals, cluster supervisors and woreda education heads revealed their views as the community support their schools in provision of finance and resource moderately to realize their school objectives, goals and vision.

In the above table item two, respondents were asked whether or not CRC supervisors activate community in making ordinary visits to the schools and check the school time of their children. In respect to this the teachers and school based supervisors respondents with $\bar{X}$=2.52, SD=.88, and $\bar{X}$= 2.67, SD=.67 mean scores respectively indicated that CRC supervisors, on average promote community mobilization in visiting their schools and following the way that schools' activities were being gone. The independent t- test result, t (2, 214) = -1.21, p=0.22 indicating that a statistically significant difference was not observed between the respondents of the two groups. The above analysis shows that, CRC supervisors averagely perform this activity as compared with the expectation. The results of the interviewees revealed that parents provided comments upon reviewing their children's home works and provided feedback to the schools about their children activities at moderate level.

In item three of table 4.6, the respondents were asked whether or not CRC supervisors inspire community to discuss with the school officials and find solutions to problems such as disciplinary cases of students' dropouts, weak performing students, etc…. Teachers and school based supervisors with ($\bar{X}$=2.62, S.D=.75) and ($\bar{X}$=2.70, S.D=.45) mean scores respectively showed that, moderately practiced. The independent t- test result, t (2, 214) = . 77, p=0.44 indicating that a statistically significant difference was not observed between the respondents of the two groups. Regarding the opinions of the interviewees on item 3 showed that community conferences made infrequently to discuss on the strengths and weaknesses of the school operation and to set strategies which may help the schools to amend the operation. Similarly, the document had recorded at schools indicated that as per community visited and discussed on the issues of their schools was made moderately.

Regarding item four, respondents were asked whether CRC supervisors encourage community in maintaining the personal cleanness of their children or not. Thus, teachers and school based supervisors, with ($\bar{X}$=2.51, SD=.78), and ($\bar{X}$=2.66, SD= .54) mean scores respectively replied that; CRC supervisors averagely encourage the community to work with teachers on education of their children. The independent t- test result, t (2, 214) = -1.36, p=0.175 indicating that a statistically significant difference was not observed between the respondents of the two groups. This implies that the CRC supervisors' performance pertaining to this activity was found to be average as revealed by the two groups of respondents. Accordingly, the result of interviewees indicated that cluster supervisors played moderately in encouraging community to keep the neatness of their children.

v. Challenges of cluster supervisors

Table 4. 7. T- test for mean difference of teachers and school based supervisors on major challenges of cluster supervisors

Items	Respondent Groups	N	Mean	Std. Deviation	Expected Test value = 3 T-Value	Df	P-value
1.Inadequacy of finance to run supervisors' roles and responsibilities	Teachers	154	2.5909	1.06405	.585	214	.559
	SBS	62	2.5000	.95385			
2.Lack of technical support from educational experts	Teachers	154	2.8961	.92297	.528	214	.598
	SBS	62	2.8226	.93255			
3.Cluster supervisors are inexperienced to provide support	Teachers	154	2.4481	1.21021	3.668	214	.000
	SBS	62	1.8226	.91480			
4.Powerless of cluster supervisors in decision making	Teachers	154	1.6494	.94649	2.044	214	.042
	SBS	62	1.3710	.79412			
5.Absence of motivating or rewarding cluster supervisors who are role model in performing sufficiently their roles	Teachers	154	2.6104	1.04357	-2.714	214	.007
	SBS	62	3.0323	1.00764			
6.Absence of regular discussion of cluster supervisors and school principals on their strengths and weaknesses regarding school implementation	Teachers	154	2.8506	1.33716	6.130	214	.000
	SBS	62	1.7419	.76684			
7. Unawareness of cluster supervisors to co conduct action research to solve teaching-learning related problems	Teachers	154	2.4221	1.08334	3.224	214	.001
	SBS	62	1.9032	1.03559			
8.Cluster supervisors play less role in liaising organized and poorly organized schools and share good experiences between them	Teachers	154	2.5519	1.22096	1.588	214	.114
	SBS	62	2.2903	.68681			
9. CRC supervisors are challenged with unavailability of resources (computer, stationary, printer, photo copy and secretary…)	Teachers	154	2.9805	1.04457	2.655	214	.009
	SBS	62	2.5645	1.03419			
10.Absence of classroom observation and feedback on instructional process	Teachers	154	2.3182	1.22450	3.564	214	.000
	SBS	62	1.6935	1.00145			
The grand mean score of respondents' response	Teachers	154	2.52				
	SBS	62	2.17				

Key: P-value was calculated at α=0.05 levels, and df 214; Mean value <3 = Disagree, 3 = somewhat agree, and >3 = Agree at p<0.05

The statistical data in Table 4.7 above depicts that for most items (except item 1, 2 & 8) the p- value in the Sig.(2-tailed) column is less than .05, which shows there is a significant difference in the mean scores of the two respondent groups (teachers and school based supervisors) on factors affecting the practice of school clustering. Thus unlike school based supervisors, teachers indicated that cluster supervisors are inexperienced and lack of skill on providing support to teachers, powerless of cluster supervisors in decision making, Absence of motivating or rewarding cluster supervisors who are role model in performing sufficiently their roles, absence of regular discussion of cluster supervisors and school principals on their strengths and weaknesses regarding school implementation, unawareness of cluster supervisors to co conduct action research to solve teaching-learning related problems, CRC supervisors are challenged with unavailability of resources (computer, stationary, printer, photo copy and secretary…) and absence of classroom observation and feedback on instructional process were the major factors which impede the smooth functioning of school clustering program. However, there was no statistical significance difference on the response of the two groups on item 1, 2, and 8 (p- value greater than .05) of Table 4.7 above. Hence, both groups believe that inadequacy of finance to run supervisors' roles and responsibilities, lack of technical support from Woreda and Zone Education experts and cluster supervisors play less role in liaising organized and poorly organized schools and share good experiences between them technical support, and less cooperation observed between well and poorly organized schools affect the overall practice of school clustering program.

Similarly, to the above factors which affect the overall performance of clustered schools in the study areas, the responses of principals, woreda education heads and cluster supervisors interviewees indicated the following results. Shortage of teaching-learning resources; School clustering program were not considered when allocating budget for schools; lack of awareness on the side of school teachers about the objectives of school clustering and CRCs program; lack of experience and motivation for solving school related problems based on scientific evidence (research findings); inability of schools to identify training needs to improve teaching-learning and quality of education. Studies by Pollard & Tann, (1993) maintain that high-quality education is not possible without the committed professionalism of teachers. They add that, the nature of teaching, professional development,

and learning should never stop. This means that teachers need ongoing, sustained opportunities to develop knowledge and skills in order to teach effectively.

These are among the factors that affect smooth functioning of clustered schools and cluster resource centers. However, as different sources indicated all these problems should be avoided or minimized for effective execution of the program. Quist (2000) stresses teachers at all levels to have access to training, on-going professional development, and support because they are essential players in promoting quality education.

Likewise, the data obtained from supervisors through interview, revealed that the distance found between resource school and satellite schools were a serious challenge to support teachers, school principals, students, and school committees closely and frequently. Also insufficient of supervision manuals and guidelines are other challenges raised by cluster supervisors. Carron, G. and De Grauwe, A.,(1997) and UNESCO, (2007) indicated that, support instruments such as manuals and guide lines are important for supervisors. They prepare themselves for school visits using these instruments. In addition, these instruments support the actions of supervisors on the field.

Beside data collected through questionnaire and interview document reviews were made by the researcher which revealed that almost all clustered schools and the school selected as resource center for the satellite schools there had shortage of material resources for supervisors. Carron and De Grauwe (2001a:92) indicated that supervisors working without offices, secretary typist, computer and photocopy machine to prepare and distribute report makes little sense.

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

Therefore, in view of the fact that the stated challenges impeded the smooth functions of resource centers and satellite schools, there is a need to take healing actions. Even though the problems seem to be deep rooted in the system, prioritizing them for action based on the degree of significance might be necessary the result of the interview from all interviewees.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

Supervisors were supposed to help the cluster schools in designing activities by providing support to teachers and school personnel with continuous efforts. This is to enable teachers competent in their profession and contribute to the assurance of quality education and better learning of students. Therefore, the main purpose of this study was to assess supervisory practice of cluster supervision of Buno Bedele Zone in promoting administrative, pedagogic and liaison tasks. Furthermore, it was conducted to assess community participation and challenges that impede supervisory practices. In order to address this purpose, the following basic research questions were raised and answered.

1. To what extent do cluster supervisors discharge their administrative roles and responsibilities to improve leadership and management practices in secondary schools of Buno Bedele zone?

2. To what extent do cluster supervisors discharge their pedagogic roles and responsibilities to enhance staff and professional development in secondary schools of Buno Bedele zone?

3. To what extent do cluster supervisors discharge their liaison roles and responsibilities in secondary schools of Buno Bedele zone?

4. To what extent do cluster supervisors discharge their roles in mobilizing community to realize educational goals in secondary schools of Buno Bedele zone?

5. What the challenges do cluster supervisors face while providing supervisory support in secondary schools of Buno Bedele zone?

Descriptive survey design was employed. Questionnaire was mainly utilized to collect data from teachers and SBS. In addition, to substantiate the data gathered through questionnaires, interview and document analysis were made.

In order to collect data on the studied area Buno Bedele Zone was selected. In line to this (5 Woredas, 5 clusters and 5 secondary schools) were selected purposively. Likely, 159 teachers were selected by using simple random sampling technique. Similarly, 62 SBS, 15 interviewees (5 principals, 5 cluster supervisors and 5 woreda education heads) were purposively selected.

Questionnaire was used to gather data in line with the basic research questions. However, 5 teachers were not returned the questionnaires and it reduced the sample population of teachers 154. Interview and document review were also made to support the data obtained through questionnaire. The collected data from the closed ended questionnaire was analyzed using percentage, mean and t-test. The t- test analysis was supported by the computer SPSS 25 program. The data gathered through interview and document review were qualitatively analyzed.

Hence, based on the review of literature and analysis of the data, the following findings were made.

i. Administrative role and responsibilities of CRC Supervisors

1. Based on the findings of the study, the mean values of teachers and school based supervisor respondents were below 2.50, with three items. Accordingly, teachers and school based supervisors rated low with mean values ($\overline{X}$= 2.30, SD =1.178) and ($\overline{X}$= 2.29, SD =.776) respectively reported that CRC supervisors encourage school committees in the formulation of school vision and strategic plan (PTA, KETB, principals and teachers). Concerning the cluster supervisors support school leadership committees (drawn from teachers, students, parents and the local community) in decision making rated low with the mean scores of teachers and school based supervisors ($\overline{X}$= 2.33, SD =.784) and ($\overline{X}$= 2.33, SD =.599) respectively. Hence, working with school committees the results show serious concerns regarding administrative practices.

2. Cluster supervisors motivated students in forming classroom rules and regulations was also rated low with the mean scores of teachers and school based supervisors ($\overline{X}$= 2.44, SD =.676), and ($\overline{X}$= 2.48, SD=.503) respectively.

3. It was found by this study that CRC supervisors have periodic meeting with resource center and satellite schools principals was medium with the mean score of M=2.83 and 2.96 respectively.

4. But the result of t-test about the administrative role and responsibilities of CRC supervisors revealed that administrative tasks were moderately operated in the studied areas. This is confirmed by the grand mean scores of teachers and SBS (2.62 and 2.69) respectively. Moreover the findings revealed insufficient practices of administrative activities.

ii. The Pedagogic Roles and Responsibilities of CRC Supervisors

1. The study indicated that there were moderate level implementations of cluster supervision practices regarding pedagogical roles with average mean values of 2.36 and 2.62 respectively in their school. This could be concluded as pedagogical tasks were infrequently implemented in secondary schools of Buno Bedele Zone.

2. Regarding the extent to which cluster supervisors encourage teachers to use participatory teaching methodologies and other modern approaches, teachers reported that they didn't implement participatory teaching methodologies in the classroom because supervisors didn't encourage teachers to apply participatory teaching and learning methods as required. This is confirmed by the mean values of teachers and SBS (M=2.29 and M= 2.53) respectively. The results gained from the interviewees through interviews had shown similar views with the information gathered through questionnaires. Discussants openly portrayed teachers did not gain the expected level of supporting from cluster supervisors to improve their teaching-learning methodology.

3. The results of the study revealed that CRC supervisors inspired teachers to teach in a classroom filled with large number of students from different age groups and use different approaches were found to be low with mean values 1.98 and 2.12 respectively. This showed that cluster supervisors didn't provide support to teachers and SBS in handling classroom filled with different ages and approaches.

4. It was found that school based supervisors believed that CRC supervisors inspired teachers in preparing learning materials from locally available materials and use them selectively, motivate teachers in giving class work, homework, short tests and individual or group project works to their students, and support teachers to handle students with special needs and different capacity of learning was found to be average with the mean value 2.70, 2.72 and 2.69 respectively. This shows that cluster supervisors helped teachers to use teaching materials from local materials, give different activities and handle students with different special needs was infrequently implemented.

5. With regard to support from cluster supervisors, the finding of the study shows that there was assisting teachers to conduct action research, helping teachers to share best practices from different schools, providing an induction program for new teachers and providing short-term training at school level was moderately practiced with the average mean values of teachers and SBS (2.70, 2.61, 2.79 and 2.62) respectively. CRC supervisors were not enough aware to conduct action research to solve school related problems.

iii. The Liaison/Linking Roles of CRC Supervisors

Teacher and SBS respondents reported that liaison/linking activities were implemented rarely with the mean scores of 2.48 and 2.50 respectively. This shows that supervisors were less successful in playing their linking roles and responsibilities on continuous base. The following paragraphs portray the findings of the study in this regard:

1. The data obtained from teachers and school based supervisors respondents about the extent to which CRC supervisors promote community school cooperation in solving resource problems was seldom with the mean values 2.50 respectively.

2. Regarding the extent to which CRC supervisors encourage community to work with teachers on students learning was found to be low with the average mean value of 2.41 and 2.46 respectively. This indicates that the networking activities of teachers and community on students learning was not performed as intended and the support provided by cluster supervisors to ensure these tasks was insufficient.

3. It was found by this study that cluster supervisors strengthen resource center and satellite schools jointly working was moderate with mean scores (M= 2.53 and M= 2.54). From the study it could be understood that supervisors didn't enough work on bringing schools together.

4. According to the response of interviewee, cluster supervisors were not link their schools with staff members, with the different education stakeholders and local NGOs as expected.

iv. Roles of supervisors in community participation

The result obtained from teacher and school based supervisor respondents showed that, the roles of CRC supervisors in mobilizing community in school reported by their average mean values of 2.54 and 2.67 respectively. This shows that supervisors were less successful in mobilizing community in school issues.

The following paragraphs portray the findings of the study regarding community mobilization.

1. Regarding community mobilization in providing financial and material resources, teachers and SBS provided their responses with mean values of 2.51 and 2.66 respectively which imply that the role played by cluster supervisors was moderated. Accordingly, the documents showed that a community involvement in provision of finance and resource was observed occasionally to support their schools.

2. The finding of the study also revealed that CRC supervisors activate community in making ordinary visits to the schools and check the school time of their children was moderately performed with mean values of 2.52 and 2.67 from the two groups of respondents. Evidences from the interview result also showed similar idea.

3. The result of the study also indicated that CRC supervisors inspire community to discuss with the school officials and find solutions to problems such as disciplinary cases of students' dropouts, weak performing students, etc…are found to be medium with the mean values of 2.62 and 2.70. This shows that supervisors didn't discharge their roles and responsibility as required.

4. In respect to this, the study revealed that cluster supervisors in encouraging community to maintain the personal cleanness of the children infrequent. Thus, teachers and school

based supervisors replied cluster supervisors averagely encouraged the community to work with teachers on education of their children. This is confirmed with the mean scores ($\bar{X}$=2.51 and ($\bar{X}$=2.66) respectively. Accordingly, the result of interviewees indicated the same idea with the respondents in encouraging community to keep the neatness of their children.

v. Challenges of Cluster Supervisors

As the results of a one sample t-test about factors that affect the implementation of cluster supervision indicated that the grand mean scores of teachers (2.52) and principals (2.17) were lower than the expected mean value (3) respectively.

Teachers and SBS responses indicated that cluster supervisors as inexperienced, powerless in decision making, absence of motivating or rewarding, irregular meeting of cluster supervisors and school principals and unawareness of cluster supervisors to co conduct action research to solve schools related problems. Furthermore, CRC supervisors were challenged with unavailability of resources (computer, stationary, printer, photo copy, secretary…) and the long distance found between clusters and satellite schools.

Inadequacy of finance, lack of technical support, less cooperation of schools and absence of experience sharing of schools affected the overall practices of school clustering program with p- value >.05.

5.2. Conclusions

Based on the findings the following conclusions were drawn:

1. Findings confirmed that the practices of CRC supervision on administrative role were unsuccessful and infrequent.

2. Regarding the pedagogical tasks, it could be concluded that teachers did not gain proper pedagogical role support from cluster supervisors in order to improve their instructional skills and, consequently teachers' instructional processes remained unchanged.

3. Concerning the liaison activities the findings confirmed that cluster supervisors played

infrequently in discharging their linking roles and responsibilities.

4. Literatures and experiences showed that, cluster supervisors play a great role in mobilizing community in provision of financial and resource materials as well as in labor. However, community participation in the study area was unsatisfactory to improve the school performances and the students' achievement. This implies that, the cluster supervision process in Buno Bedele Zone was not in a position to enhance community involvement for the improvement of teaching and learning which it is supposed to.

5. In conclusion, the overall practice of secondary school cluster supervision and the improvements gained from cluster supervisors were not to the expected level. Most of the major aspects of the supervisory roles and functions were not performed as expected and consequently, the very objectives of supervision were compromised. Thus, without effective implementation roles and functions of cluster supervision, the expected improvements in quality of education and students' academic achievement cannot be enhanced.
5. Finally, CRC supervisors were challenged with unavailability of resources (computer, printer, photo copy, secretary and stationary), absence of motivating or rewarding, irregular meeting of CRC supervisors and principals and the long distance found between cluster and satellite schools. Additionally, they were inexperienced, powerless and unawareness to conduct action research.

5.3. Recommendations

In consideration of the findings and conclusions drawn from the study, the following recommendations are suggested.

1. Cluster supervisors are recommended to implement various supervisory practices to promote teachers efficiency and to improve students' academic achievement.

2. Cluster supervisors are advised to develop their pedagogical knowledge and skill to support teachers so as to improve instructional process and observe classroom instruction periodically through devoting much time at the expense of administrative tasks to identify learning difficulties.

3. Cluster supervision succeeds through cooperation and commitment of teachers and school based supervisors. Because, it enables teachers why, where, how and on what subjects he/she is going to be supervised, if its approach is meaningful.

4. It is suggested that cluster supervisors link their schools with the community to solve different problems observed from ongoing teaching-learning processes; link schools with the local NGOs to solve financial and material problems; aware the whole stakeholders about the failure and progress of the school; successfully organize different committees and make them active; recognize by using reward those model parents and NGOs and generally cluster supervisors play roles to all the listed recommendations.

5. Buno Bedele Zone Education office is recommends to monitor and evaluate whether or not the proper supervision are being implemented in the schools, and provide constructive feedback for cluster supervisors and school based supervisors.

6. Zone and Woreda Education Heads are suggested to allocate sufficient finance and material resources to carry out the activities of cluster supervision and give technical support for school personnel whenever necessary.

7. Finally, to better address the problems, the researcher recommends that a more detail and comprehensive studies need to be conducted in this area with regard to practices and challenges of cluster supervision in secondary schools of Buno Bedele Zone

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APPENDICES

APPENDIX-A: QUESTIONNAIRES FOR TEACHERS AND SCHOOL BASED SUPERVISORS

JIMMA UNIVERSITYCOLLEGE OF EDUCATIONANDBEHAVIORAL SCIENCES DEPARTMENTOF EDUCATIONAL PLANNING AND MANAGEMENT

This Questionnaires filled by the Teachers School based supervisors

Dear respondents!

The purpose of this questionnaire is to collect data for the study regarding the practices and challenges of cluster supervision in secondary schools of Buno Bedele zone. Your responses are energetic for the success of the study. So, you are kindly requested to read all questions and fill the questionnaires 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 question
3. There is no need to consult others to fill the questionnaire
4. Provide appropriate responses by using "√" mark to choose one of the selected Likert scales.
5. Give your answer for all questions.

Part One: General information and personal data

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

1. School:_____

2. Sex: - a/ Male ☐ b/Female ☐

3. Age: a/ < 26 years old age ☐ b/ 26-35 years old age ☐

c/ 36-45 years old age ☐ d/ >46 years old age ☐

4. Educational background: a) Diploma ☐ b) First degree ☐ MA degree ☐

5. Total Work experience: a) less than 5 years ☐ b/ 5-10 years ☐

c/ 11-20 years ☐ d/ more than 20 years and above ☐

6. Work experience in the Current work position: a) less than 5 years ☐

b/ 5-10 years ☐ c/ 11-20 years ☐ d/ more than 20 years and above ☐

Part two: Specific information

Please read each statement carefully and indicate the extent to which you have agreed by putting the mark (√).

VH= Very High =5 **A= Average=3** **VL= very Low=1**

H=High=4 **L= Low =2**

1: The Administrative Role and Responsibilities of CRC Supervisors

S/N	Items	5	4	3	2	1
		Very High	High	Average	Low	Very low
1	CRC supervisors inspire school principals and vice principals to discharge adequately their roles.					
2	CRC supervisors encourage school committees in the formulation of school vision and strategic plan (PTA, KETB, principals and teachers)					
3	Cluster supervisors support school leadership committees (drawn from teachers, students, parents and the local community) in decision making.					
4	Cluster supervisors motivate students in forming classroom rules and regulations					
5	CRC supervisors have periodic meeting with resource center and satellite schools principals					

2: The Pedagogic Roles and Responsibilities of CRC Supervisors

S/N	Items	Likert Scales				
		5	4	3	2	1
		Very High	High	Average	Low	Very low
1	CRC supervisors help teachers to make effective and initiative in teaching and learning process					
2	Cluster supervisors encourage teachers to use participatory teaching methodologies and other modern approaches in the learning-teaching process					
3	CRC supervisors inspire teachers to teach in a classroom filled with large number of students from different age groups and use different approaches.					
4	CRC supervisors inspire teachers in preparing learning materials from locally available materials and use them selectively.					
5	CRC supervisors provide training to teachers to improve the capacity of each teacher with respect to their level of grade.					
6	CRC supervisors motivate teachers in giving class work, homework, short tests and individual or group project works to their students.					
7	CRC supervisors encourage teachers in recording students' result and give back their feedback.					
8	. Cluster supervisors help teachers to maintain their class properly and orderly					
9	Cluster supervisors inspire teachers to conduct action research attempt to address problems in the learning-teaching process					
10	Cluster supervisors support teachers to handle students with special needs and different capacity of learning					

3. The Liaison/Linking Roles CRC Supervisors

S/N	Items	Likert Scales				
		5	4	3	2	1
		Very High	High	Average	Low	Very low
1	CRC supervisors promote community school cooperation in solving resource problems					
2	CRC supervisors encourage community to work with teachers on their children					
3	. Cluster supervisors strengthen resource center and satellite schools jointly working					

4. Role of CRC Supervisor in Community Mobilization

S/N	Items	Likert Scales				
		5	4	3	2	1
		Very High	High	Average	Low	Very low
1	Cluster supervisors stimulate community in providing financial and material support					
2	CRC supervisors activate community in making ordinary visits to the schools and check the school time of their children					
3	CRC supervisors inspire community to discuss with the school officials and find solutions to problems such as disciplinary cases of students' dropouts, weak performing students, etc…					
4	CRC supervisors encourage community in maintaining the personal hygiene of their children					

5. The Challenges of cluster supervisors

S/N	Item	Strongly agree	Agree Undecide	Disagree	Strongly Disagree
		5	4	2	1
1	Inadequacy of financial support				
2	Lack of technical support				
3	Lack of experienced				
4	Lack of organizational structure to manage the program				
5	Absence of motivating strategies for those teachers who actively involved in the CRC program				
6	Lack of regular discussion program				
7	Lack of knowledge to conduct action research to solve local/ school/ related problems				
8	Less cooperation between organized and poorly organized schools				
9	CRC activities are not included in the criteria used to evaluate teachers performance				
10	Unawareness of CRC committee about the CRC program				

5.1. If there are other challenges for currently cluster supervisory activities in your school, mention them.

5.2. What solution do you suggest to improve these challenges?

APPENDIX B: INTERVIEW GUIDE

JIMMA UNIVERSITYCOLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview questions presented to Woreda Education heads, cluster supervisors and school principals.

The main purpose of this interview is to collect relevant data for the study on the practices and challenges of cluster supervision in secondary schools of Buno Bedele Zone. The response you provide constructive paramount and importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response used only for academic purpose and the responses will be kept confidential.

Thanks you in advance for your cooperation!

Part I: General information and respondents' personal data

1. School_____
2. Sex_____
3. Age_____
4. Level of Education: Diploma _____Degree_ Master's degree_____
5. Qualification of subject: major _____ Minor _____
6. Service year_____

Part II: please, answer the following questions briefly related to the current practices of your school context.

1. How do cluster supervisors discharge their

a/ administrative roles?

b/ pedagogical roles?

c/ liaison/linking roles?

d/ community Mobilization role?

2. What challenges you face regarding cluster supervision in your school /CRC?

3. What measures you have taken to overcome the challenges?

Thank you.

APPENDIX C: Authorized letter from Jimma University

JIMMA UNIVERSITY
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Ref.No GW -14252/12
ቀን
Date 26/05/2012

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በደሌ

ጉዳዩ ፡- ትብብር ስለመጠየቅ

በጅማ ዩኒቨርሲቲ በትምህርትና ስነ ባህሪ ኮሌጅ ስር በሚገኘው በትምህርት ዕቅድና ስራ አመራር ት/ክፍል በክረምት ፕሮግራም School Leadership (Scl.) የ2ኛ ዲግሪ ተማሪ ፋቃዱ ቡሻ ነፒርሳ Practices and Challenges of Cluster Supervision in Some Selected Secondary Schools in Buno Bedele Zone. በሚል ርዕስ የመመረቂያ ጽሑፋቸውን ለማዘጋጀት መረጃ ስለሚያሰባስቡ በእናንተ በኩል አስፈላጊውን ትብብር እንድታደርጉላቸው በአክብሮት እንጠይቃለን፡፡

ከሠላምታ ጋር
(ዶ/ር)
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APPENDIX D: Authorized letter from Buno Bedele Zone Education Office

The Oromia Education Bureau
BunoBedele Education Office
BiirooBarnootaaOromiyaatti
WaajjiraBarnootaaGodinaBunnooBeddellee

Lakk- WBG- 19/60373/01
Guyyaa 22/05/2012

Wajjira Barnootaa ... tiif
...

Dhimmisa: deggarsaa barbaachiisa ta'e akka gootanuuf isin beeksiisuu ta'a.

Akkuma armaan olitti ibsuuf yaalamee barsiisaa Fiqaaduu Buushaa kan jedhamtan barnoota isaanii digrii lammaaffaa yuunvarsiitii jimmaatti barataa kan jiran ta'u isaaniif yeroo ammaa qorannoo fi qo'annoo mata duree practices and challenges of cluster supervision in some selected secondary schools in Buno Bedele zone irratti akka gaggeessanuuf yuunvarsiitii Jimmaa xalayyaa Lakk.Edpm-14032/12 guyyaa 26/03/2012 barreesseen nuu beeksiisee jira.

Kanaafuu kun qorannoo fi qo'annoo kana gaggeessuuf Aanaa keessan akka sampleetti waan filaataniif yeroonni isaan hojii kanaaf gara Aanaa keessan dhufan deggarsaa barbaachiisaa ta'e akka gootanuuf isin beeksifna.

G/G..
BIsaa Fiqaaduu Buushaaf
BIJ

"Naagaa Wajjin"

Education is a key to Success!
Fax 0474451812

Lakk. Bil 0474451820/1821/1869/1870
Email barnootabunobedelle@gmail.com