

**THE CONTRIBUTIONS OF CLUSTER SUPERVISOR'S IN PRIMARY
SCHOOLS OF SHEKA ZONE**



JJIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

BY

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NOVEMBER, 2021

JIMMA, ETHIOPIA

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Declaration

I under declare that this thesis entitled as “**The Contributions of Cluster Supervisor’s in Primary Schools of Sheka Zone**” is my original work and has not been presented for a degree in any other university and all the sources of materials used for the thesis has been properly acknowledged.

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Finally, I want to give thanks for all teachers, school principals and cluster supervisors for providing data required for this study.

Abstract

The general objective of the study was to assess the contributions of cluster supervisor's in Primary schools of Sheka Zone. To this end, four research questions were addressed regarding, the cluster supervisors contribute for the improvement of teaching learning process, cluster supervisors support the school leadership to improve their management skills, cluster supervisor involved on teachers 'professional development and challenges primary school cluster supervisors face in carrying out supervisory tasks. As data was presented and discussed on the contributions of cluster supervisor for the improvement of teaching learning process shows that majority of the respondents were disagreed on organizing program. Along with classroom observation to see progress of teaching learning in actual classroom, majority of the respondents were disagreed and indicated their ineffectiveness. Class observation helps planning for improvement by identifying strengths and weakness. Cluster supervisors checking the preparation and use of lesson plans or not, respondents, majority of the respondents were disagreed. The qualitative data gathered through interview similarly indicated that, cluster supervisors were not actively arranging training for school's management. Regard to helping school management in solving various management problems such as school resources teachers that they were not helping in solving various management problems to the required level. The teachers and principals during interview informed that, cluster supervisors were not take part in solving various management problems in the schools. Government should give in service training to school principals to be effective. The Woreda Education Office and the Regional Education Bureau are advised to provide educational supervision training cluster schools effectively. Supervisors need to conduct and engage with teachers in professional dialogue, and they need to have the opportunity and practice to make decisions about collective instruction actions. Supervision for successful schools should attempt to remove the challenges in the work environment so that teachers can supervise each other at work, receive feedback from each other's and from their supervisors.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Supervision has been a crucial tool to improve the quality of education of any educational programs of nations including Ethiopia. The goal of supervision is mainly ensuring quality of teaching and enhancing student learning. It fosters improvement in instruction, enhances learning outcomes, and promotes professional development of teachers (Bays, 2001).

Moreover, Educational supervision is underscored by many researchers such as Hoy and Forsyth, (2006); Sullivan & Glanz, (2011) has a great contribution to the improvement of classroom practices, teachers' professional growth and instructional improvement. Govindan and Tapan (2009) taking the case of primary schools in to account also pointed out that supervision is a key factor for ensuring the proper functioning teaching and learning. Therefore, to respond to the great need for a change in the quality of education and meet standards, it becomes necessary to strengthen the school supervision.

Rai., A., (2013) in his study of trends of school supervision service in four African countries pointed out that supervisors provide in service training for the teachers; support curriculum development and hold meetings with school staff and monitor teachers' resource centers. This shows that supervision is a quality monitoring tool in schools.

Many countries including Ethiopia, nowadays, have a serious concern of improving the quality of education because sustainable growth and development of nations depends on the quality of the education they provide to citizens. In this regard, Barro (2006) and Verspoor (2003) confirmed that the priority of all countries, particularly the developing ones, is to improve the quality of schools and students 'learning outcomes. Quality education partly depends on how well teachers are trained and supervised since teachers are one of the key inputs to quality education delivery (Lockheed, 2003). Many national authorities, therefore, rely on the school supervision system to monitor both the quality of schools and student achievement (Rai., A, 2013).

In Ethiopia, the supervisory service has been practiced since 1941 with constant shift of its names between “Inspection” and “Supervision”. In the very beginning, supervision was used to focus on controlling teachers than providing support as a result its main purpose was inspection. The tasks of the then inspectors mainly focus on inspecting financial matters than educational programs (Getachew, 2001). Presently, supervision in Ethiopia is development oriented, and educational supervisors are expected to undertake three sets of tasks: controlling, providing support and evaluating results to achieve the unified and standardized school system. The role of supervision is ensuring curriculum implementation, providing direct technical support and on the job to teachers, conducting program evaluation, monitoring and coordination in the way that contributes for the improvement of education quality (MoE, 2012).

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). Ethiopia established school cluster centers to provide supervision and support to the cluster schools. The purpose of school clustering was to bring supervision closer to school level by creating additional layer between the district and the school level (UNESCO, 2007).

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 Ethiopia school cluster supervision 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). Supervisory functions in Ethiopia have two fields of application such as pedagogic and administrative (MoE, 2012).

In the context of this study, educational supervision conducted by cluster supervisors is conceptualized as aspects of supervision such as teachers' professional 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 cluster on the aforementioned aspects. In this regard, studies conducted on the issue indicated that the inappropriate selection and appointment of supervisor's 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, cluster 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. Despite the fact that the government of Ethiopia has been providing various trainings to strengthen the supervisor's capacity in order to augment their supervisory skills and improve their practices, their contribution to the improvement of the quality of education is has found to be low (MoE, 2001).

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; Tesfaw and Hofman, 2012). The former is carried out by external supervisors at federal, regional, Woreda and/ cluster school 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 supervisors.

To this end, attempt was made to assess the contributions of primary school cluster supervisor's in Sheka Zone. Practices of Sheka primary school supervision has been continuously reported to fail to provide adequate support for the teachers and school principals in providing professional development trainings, pedagogical skill improvement trainings as well as administrative capacity building to improve the quality of teaching. The schools lack confidence to share instructional resources; supervisors fail collaborate with teachers, schools and other stakeholders to share good practices and experiences. Moreover, the researcher's observation of Sheka zone primary schools while participating in various education meetings with public and education professionals at Woreda and zonal levels motivated him to conduct a study in the area of the contributions of cluster supervision.

1.2 Statement of the problem

Cluster supervision is a continuous process that aims at improving teaching and learning as well as the school management practices. It also encompasses responsibilities of schooling including administration, curriculum, professional development and instruction to improve the quality of education (Glickman, Gordon and Ross-Gordon, 2005). This shows that supervision refers to educational activities that focuses not only on the provision of support to teachers to improve students' performance but also to support management of the curriculum, professional development schemes and instruction to improve quality of educational service in school. De Grauwe (2001) pointed out that school supervisors give high priority to administrative tasks than pedagogical support. Al-Hammad (2000) revealed that supervision experiences lack of trust, weak relationship and lack of mutual understanding between teachers and supervisors. Chanyalew(2005) and Million (2010) also revealed that secondary school supervisors of Hadya and West Arsi zone are ineffective and inefficient in providing instructional support to improve classroom teaching and learning.

Supervision plays a critical and undeniable role for the success of an organization (Certo, 2006:3). Similarly, it is indicated that, the cluster supervisors are expected to play a great role in assuring the quality of education. Supervision in 'every aspect has to lead teachers towards their proficiency. Thus, the major reason for having supervisors in each cluster schools is to improve teaching and learning as well as the school management practices.

Unless supervisors' endeavor to manage and evaluate what they are doing in their day-to-day activities and cope with current supervisory leadership demands, it would be difficult for them to provide the necessary support services for teachers. Supervisors, then expected to play instructional leadership role through examining the direction of the ongoing educational changes such as successful implementation of student-centered teaching approach, continuous assessment, task centered research and instructional materials (MOE, 1998).

A research conducted by Gashaw (2008), on the Challenges of cluster supervisors in primary schools of Asossa Zone. His findings show that the cluster supervisors faced multiple problems such as; lack of adequate professional support to newly deployed teachers; less frequent classroom visits to enrich teachers instructionally and peer coaching by supervisor; focus of supervisors on administrative matters than on academic issues the practices and challenges of educational supervision. Hence, the current study was conducted to fill research gap on contributions of cluster supervisors in primary schools. \

In addition, research findings related to supervision in schools indicated that there are some problems with its practice. To list some; opportunities that help to improve teaching and learning process were inadequate, training programs were not relevant to real professional development of teachers, there was no properly designed systematic follow up and support systems (Getachew, 2001 and Chanyalew, 2005). According to (Oliva, 2005), the way teachers perceive cluster supervision in schools and classrooms was an important factor that determines the outcomes of cluster supervision process. In addition, previous research and publications revealed that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of educational supervision than more experienced teachers. They consider educational supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator and consider supervision as nothing value to offer to them and controller of their task and punish them with their faults.

To make School cluster-based supervision more effective, collaboration should be made among various groups. Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are given to the supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000).

As illustrated by the MoE, (2015), the school principals, vice-principals, department heads, and senior teachers should take major responsibility in cluster based supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers teaching in the classroom, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education.

However, dealing with the researcher's experience, the problems that were mentioned on seminars, workshops and Weredas annual report which were observed by the researcher were: lack of strategic and short term plan to implement cluster based supervision, lack of adequate professional support for newly employed teachers, less frequent classroom visits, less peer coaching by school based supervisors, more focus of supervisors on administrative matters than on academic issues, less mutual professional trust between supervisors and teachers, lack of providing training for teachers and also absence of properly designed systematic follow up and support systems.

The findings of different research conducted on the practice and challenges of cluster supervision in primary schools of different Regions and Zones of our country have shown different problems. However, there was lack of awareness on utilizing various cluster supervisory options, a lack of relevant continuous trainings for department heads and senior teachers who were supposed to carry out supervisory activities at school level and also there is inadequate classroom observation to improve teachers' instructional process still.

Various studies conducted in Ethiopian context focuses on instructional supervision in different zones and regions however, to the researchers' reading experience on area concerned there is no research yet been conducted on the contributions of cluster supervisors in Sheka zone primary schools particular. Based on the principals' and teachers' complaints as well as the researcher's observations, the contributions of cluster supervision in providing adequate professional support, school management and teaching learning progress is less.

Cluster supervisor is not to the expected level in bringing the required level of understanding among schools, teachers, principals and education officers by sharing good experience and materials. Due to this reason, the researcher is motivated to conduct research on the contributions of cluster supervisors in Sheka zone government primary schools.

1.3 Research Questions

The current study attempted the following research questions:

- To what extent is the cluster supervisor contributing for the improvement of teaching learning process in Sheka zone primary schools?
- To what extent cluster supervisors support the school leadership to improve their management skills?
- Do cluster supervisor involve on teachers 'professional development?
- What challenges primary school cluster supervisors face in carrying out supervisory tasks?

1.4 Objectives of the Study

This study has both general and specific objectives to answer the required research questions

1.4.1 General Objective of the study

The general objective of the study was to assess the contributions of cluster supervision in primary schools of Sheka Zone.

1.4.2 Specific Objectives of the Study

1. To assess the extent to which the cluster supervisor contributes for the improvement of teaching learning in Sheka zone primary schools
2. To examine the extent to which primary schools cluster supervisors support the school leadership to improve their management skills
3. To examine cluster supervisor involvement on teachers' professional development
4. To identify the challenges primary school cluster supervisors, face in carrying out supervisory tasks

1.5 Significance of the Study

The results of this study may help Regional Education Bureau, Sheka zone Education Office and cluster supervisors to understand current status of cluster supervision and its contributions in school level and take necessary actions to improve it.

May help cluster supervisors adjust their supervisory practices in line with teachers' and principals' interest to improve, school management, teaching learning process and students' performance. It would also help those entrusted with policy formulation to gain better insight into the practice of cluster supervision and work on preparing better cluster supervisors

It is expected to contribute toward a better understanding for further related researches and finally, the ultimate issue underlying the study is to initiate teachers, students, supervisors, government and school community towards the cluster supervision practice in elementary schools support for teachers, concerning teaching principles, development of instructional materials, teaching methods, and professional development in elementary schools Ethiopia in general and Sheka Zone in particular.

1.6 Scope of the Study

The scope of this study was delimited to Sheka Zone Primary Schools in order to assess the contributions of cluster supervision. The Zone was chosen for the study because of the fact that the researcher is working in one of the primary schools in Sheka zone. Hence, access to data and communication with principals and supervisors and make direct contact with teachers. Hence, the study was delimited to ten primary schools in Sheka zone.

1.7 Operational definition of key terms

Supervisory Practices: activities, which refer roles and responsibilities of, cluster primary school supervisors in promoting teacher's effectiveness in the instructional processes (Gickman, 2005).

Primary Supervisors: supervisors who are assigned at cluster primary school with main duties of facilitating situations where teachers and school personnel enable to enhance their effectiveness in the instructional processes (Ross-Gordons, 2000).

1.8 Limitation of the Study

There are some limitations that researcher faced while doing this study. These are shortage of time, bureaucracy among respondents, transport accessibility and work load of complexity with regular work.

1.9 Organization of the Study

The study has five different chapters with different contents with the same context. Chapter one provides general background of the study, statements of the problem, and objectives of the study, research questions and scope of the study. Chapter two reviews previous literatures done by different scholars. It explains the concept of supervision, roles, importance, challenges of supervision and other things related to objectives and research questions of the study. Chapter three presents setting the study and the strategies used in the study by explaining methodology, techniques and procedures employed in the study. Chapter four presents analysis and presentation of data. The last chapter presents major findings of the study, conclusion and possible recommendations based on findings of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section presents related literature which is important to the title under discussion therefore, research results from domestic studies were included together with the appropriate citation of the different educators' intellectuals this section thus deal with cluster supervision practice in relation to the areas definition of theoretical concept, challenges, empirical study and conceptual frame work of supervision.

2.1 Concepts of Supervision

Supervision has been a crucial tool to improve the quality of education of any educational programs of nations including Ethiopia. The goal of supervision is mainly ensuring quality of teaching and enhancing student learning. It fosters improvement in instruction, enhances learning outcomes, and promotes professional development of teachers (Bays, 2001). Moreover, Educational supervision is underscored by many researchers such as Hoy & Forsyth, (1986); Sullivan & Glanz, (1999) that it has a great contribution to the improvement of classroom practices, teachers' professional growth and instructional improvement. Govinda and Tapan (1999) taking the case of primary schools in to account also pointed out that supervision is a key factor for ensuring the proper functioning teaching and learning. Therefore, to respond to the great need for a change in the quality of education and meet standards, it becomes necessary to strengthen the school supervision.

Various scholars defined educational supervision differently. For instance, Drake and Roe, (2003), defined educational supervision as the process through which the principal attempts to work with the teachers and other staff members cooperatively to improve teaching and learning in the schools. According to Wanzare (2012), educational supervision embraces all activities that are directed specifically towards establishment, maintenance, and improvement of teaching and learning process in schools. Hoy and Forsyth (1986) do not contend that the purpose of the supervision of instruction is to judge the competencies of teachers nor is it to control them but rather to work cooperatively with them.

Cluster supervision, as a field of educational practice has passed through many changes. Traditionally, inspection and supervision were used as important tools to ensure efficiency and accountability in the education system. Later adherents of the terminologies of inspection and school supervision are used by different countries in different ways. In many developed countries, for example; United Kingdom (UK) and United States, much more attention has been given to the term inspection than school supervision (Lee, Dig & Song, 2008).

Hence, cluster supervision is type of educational supervision which draws its data from first hand observation of actual teaching events and involves face to face (and other associated interactions) between the supervisor and the teacher in the analysis of teaching behaviors and activities for instructional improvement. All those activities which are undertaken to help maintain and improve teachers' effectiveness in the classroom characterize educational supervision.

2.2 Educational Supervision in Context of Ethiopia

In Ethiopian education system and the reason was not clearly pedagogical (Haileselassie, 2001). In 1941, educational inspection was practiced for the first time, and then it was changed to supervision in the late 1960s again to inspection in mid 1970s and for the fourth time it shifted to supervision in 1994. Haileselassie stated that “with the name changes made we do not notice any significant changes in either the content or purpose and functions”. From 1994 onwards, in order to effectively and efficiently achieve the intended objectives of supervision, in Ethiopia there are two approaches of organization of supervision: the out of school (external) supervision and school-based (in-school) supervision in which the former is carried out by external supervisors at federal, regional and lower levels, whereas the latter is done by the school personnel (school principals, department heads and senior teachers). It is a type of school-based (in-school) supervision carried out by a combination of permanently assigned subject area supervisors, school principals, department heads and senior teachers.

The subject area supervisors are teachers recruited and assigned by Addis Ababa City Administration Education Bureau (ACAEB) based on their qualification and teaching experiences as permanent staffs in each school to give their professional support for teachers (Alemayehu, 2008).

2.3 Practice of Cluster Supervision in Ethiopia

Eckles et al. (1995) pointed, people often enjoy and work best in groups. They like to work in teams and sometimes compete as one team against another. "A group effort may be more effective if it is on a competitive basis and if it is handled properly so as to prevent harmful side effects." This support might be offered in the form of demonstrations, facilitations of action research, mentoring, guiding, counseling each school members to create situational context supervision aiming teachers to neighboring schools (Ahmad, 1998).

Further, Ahmed points cluster-based supervision improves the quality of teaching by allowing teachers to share ideas and experiences, good teaching practices, lesson plans, examination questions and papers, teaching materials and resources at schools are therefore shared with other schools in the cluster. Moreover, teachers are no longer left to work in isolation, but become members of teams striving for common goals and supporting each other.

Presently, supervision in Ethiopia is development oriented, and educational supervisors are expected to undertake three sets of tasks: controlling, providing support and evaluating results to achieve the unified and standardized school system The role of supervision is ensuring curriculum implementation, providing direct technical support and on the job to teachers, conducting program evaluation, monitoring and coordination in the way that contributes for the improvement of education quality (MoE, 2012).

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 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).

Ethiopia established school cluster centers to provide cluster supervision and support to the cluster schools. 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). 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.

Once schools are organized in cluster, they are expected to develop good relationship among them that led to solve various problems challenging at instructional level. Cluster primary school supervisors would provide the professional support that teachers and heads of the school need for trying out new ideas in cluster schools.

In Ethiopia cluster supervision 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). Supervisory functions in Ethiopia have 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 regard, studies conducted on the issue indicated that the inappropriate selection and appointment of supervisor's 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. Despite the fact that the government of Ethiopia has been providing various trainings to strengthen the supervisors' capacity in order to augment their supervisory skills and improve their practices, their contribution to the improvement of the quality of education is has found to be low (MoE, 2001).

2.4 Promoting Cluster Supervision

Once schools are organized in cluster, they are expected to develop good relationship among them that led to solve various problems challenging at instructional level. Cluster primary school supervisors would provide the professional support that teachers and heads of the school need for carrying out new ideas in cluster schools. This support might be offered in the form of demonstrations, facilitations of action research, mentoring, guiding, counseling each school members to create situational contested supervision aiming teachers to neighboring schools (Ahmad 1998).

Further, Ahmed points cluster-based supervision improves the quality of teaching by allowing teachers to share ideas and experiences, good teaching practices, lesson plans, examination questions and papers, teaching materials and resources at schools are therefore shared with other schools in the cluster. Moreover, teachers are no longer left to work in isolation, but become members of teams striving for common goals and supporting each other. Supporting this idea, Eckleset al. (1995) pointed, people often enjoy and work best in groups.

They like to work in teams and sometimes compete as one team against another. "A group effort may be more effective if it is on a competitive basis and if it is handled properly so as to prevent harmful side effects." Thus, cluster school supervisors, as a coordinator and advisor have to adapt these activities to meet the needs of individual schools.

Moreover, Dean (1995) indicated:

Teachers learn through instruction with their professional environment. They form and develop a frame of reference by which they judge their own professional activity and that of others. They acquire new knowledge and develop the skills to meet the tasks and situations they encounter. Hence, supervisors in this respect expected to work with member schools' community to achieve cooperation.

The ANRSEB (2005), in its guideline for cluster school organization, indicate duties of supervision related to teachers' professional growth that has to be done by cluster school supervisors such as: monitoring and supporting appropriate curriculum delivery; developing the classroom instruction through field trips and extracurricular activities; and developing learner centered methodology, activity-based lesson planning and continuous assessment

2.5 Roles of Cluster Supervisor

2.5.1 Collaborative Role of cluster supervisor

Collaborative Supervision Collaboration and collegiality are very important in today's modern schools. Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a school or teaching environment with the appropriate support from more experienced colleagues. Thus, these colleagues have an ethical and professional responsibility of providing the required type of support upon request (Kutsyuruba, 2003). In this regard, a teacher who needs collegial and collaborative support should realize that "feedback from colleagues and other sources should be solicited in order to move toward improvement" (Burke & Fessler, 1983).

The role of the supervisor as, while supervisory responsibilities may vary from one program area to another, the following duties are typical among programs. Scheduling observations of teachers followed by conferences with the teacher to improve instructional and self-evaluation skills. Establishing and maintaining positive relationships between the ministry and the cooperating schools; helping teachers, and developing an understanding of the teaching program by providing pertinent materials and documents and helping teachers understand the supervisory role in the teacher education program (MOE, 2004).

Again, clarifying the role of the teacher in the school; providing necessary information for effective communication; working with the ministry and cooperating personnel in planning appropriate experiences for teachers; Assisting with content oriented problems and serving as a resource for both the school and teachers; "Assisting the teacher and students in continuous evaluation with emphasis on helping the teacher develop and use reflective and self-evaluative techniques" (Ministry of education, 2004).

Currently, cluster supervision plays a great in giving training for teachers, students and parents to promote effective collaboration among teachers' students' and parents in order to sustain quality education. In collaborative role, cluster supervisor pays maximum roles in promoting peer coaching, cognitive coaching, and mentoring.

2.5.2 Role of Cluster supervisor in Instructional development

Mentoring as defined by Sullivan and Glanz (2000) is “a process that facilitates instructional improvement wherein an experienced teacher (mentor) works with a novice or less experienced teacher collaboratively and non-judgmental to study and deliberate on ways instruction in the classroom may be improved”. It differs from peer coaching and cognitive coaching in that mentoring involves a hierarchical relationship only between a novice and senior (more experienced) teacher. In addition, in mentoring, one senior teacher from the same department is assigned as a mentor for one novice teacher. Thus, it is a one-to-one correspondence between senior and novice teachers (Murray & Mazur, 2009).

Cluster supervision focuses on helping new teachers or beginning teachers successfully learn their roles, establish their self-images as teachers figure out the school and its culture, and understand how teaching unfolds in real class rooms through giving induction course. In today teaching learning progress, cluster supervisor is facilitators of instructional improvement and all their interactions and recommendations with staff members are confidential”.

2.5.3 Roles of Cluster Supervisor on Pedagogically Competent

A pedagogically competent teacher offers the students a safe learning and working environment, where they find their hold and a structure to social, emotional and moral development. “Teachers are responsible for managing and monitoring students learning. Further, they pointed that teacher have to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students.” 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 (Sergiovanni and Starrat (2002).

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.

Effective teaching practice: Integrate interdisciplinary learning experiences and multiple teaching and learning strategies to engage students in active learning that allow students to integrate knowledge, skills and methods of inquiry from several subject areas. Effective classroom management: Exercise leadership by taking personal responsibility for the progress of all students and maximize efficiency, mention discipline and more, promote teamwork, plan, communicate uses on results, evaluate progress, and make constant adjustments.

Effective assessment: Teachers use a variety of methods to assess what students have learned. They Use formal tests, responses to quizzes, evolution of class shipments, students' performance and projects and standard zed achievement tests to understand what students know. "The purpose of assessment is to enable teachers give timely and constructive feedback to students" (Davidson, 2005).

2.5.4 Cluster Supervision and Professional Development

The overall purpose of supervision in general and cluster supervision in particular is to help teachers improve, and this improvement could be on what teachers know the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni and Starratt, 2002).

Cluster supervision is an important tool in building effective teachers' professional development. Cluster supervision is "an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning. It is clear that continuous improvement in methods and skills is necessary for every professional, and so the professional development of teachers has become highly important (Nolan & Hoover, 2008).

According to Hoover (2008), there must be a clear connection of cluster supervision to professional development. She added that the various models or approaches of instructional supervision such as clinical supervision, peer coaching, cognitive coaching, mentoring, etc. have their contributions to enhance teachers' professional development.

Research findings on supervision suggested that there is a significant link between supervision and professional development. They are inter-linked and inter-dependent (Burant, 2009).

Fields of educational development, supervision and professional development are interlinked and can and should overlap as needs and local preferences dictate. Target cluster supervisor's uses data obtained from cluster supervision practices used in planning and implementing staff development as part of professional improvement and helping teachers improve their skills both in subject area and pedagogical issues.

2.5.5 Improving the Quality of Teaching and Learning

According to Giordano (2008:31), the school clusters aim to improve the quality of teaching and learning by bringing staff and students from different schools together. This collaboration 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. He indicated that school clusters can improve the quality of teaching and learning through experience sharing and mutual support.

2.5.6 Training and Teacher Development

The Arusha conference indicated that, Teacher Resource Centers should be "places where professional and academic support is provided and where teachers discuss and solve their problems for the improvement of the quality of education (Knamiller, 1999). Similarly, it is indicated that the school clusters help provide more comprehensive and efficient training for teachers (Dittmar et al., 2002:16). For example, School clusters in Zimbabwe used for in-service teacher training and a means for inspection and supervision of teachers (Carron and De Grawue, 1997). 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, 2010:12). In explaining the advantages of experience sharing of teachers in the cluster, Bray (1987) writes that, "the older and more experienced staff

can help the younger and less experienced ones and the enthusiastic teachers can inject new life to tired ones".

2.5.7.Improving Educational Management

In many developing countries, school clusters are part of an educational management intended to promote decentralized management and financing (Giordano, 2008). In line with this, Perera (1997) indicated that, school clusters enable schools to be managed by some more competent personnel. Bray (1987) indicated that, School clusters simplify the educational administration. As indicated by Dittmaret 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 (1987:21) also indicated that, school clusters in some countries serve as a formal unit between the school and the district. The coordinators collect statistics from these schools and transmit to district or provisional office.

2.5.8 Improving Community Involvement

According to Perera (1997:11), school clusters help increase community participation and ensure their contribution especially in areas where resources are scarce. Similarly, BGREB (1997 E.C:2) pointed that, school clusters contribute for development of community participation in education. In addition, it is indicated that, school clusters organize both academic and non-academic competition through examination and sports. These activities initiate pupils to work harder, promote unity and expand the horizons of pupil (Bray, 1987:20). Similarly, Kahn (1984) 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 Dittmaret al. (2002:11). However, the fundamental goal is, “to improve the quality of teaching and learning at the school and class level” (Giodano, 2008:28).

2.5.9 School Visits

Visiting schools for pedagogical and administrative purpose is the task of supervisors. This task, according to Carron, et al. (1998:26) made clear by the specifying the number of schools visited

and the number of times each school visited. Similarly, it is indicated that school visits are the main instruments to necessarily perform the activities of supervisors. Likewise, it is indicated that visiting of schools and teachers is the most important task of supervisors to do their actual supervision (UNESCO, 2007). Singh.K., (2013) indicated that, both teachers and head teachers appreciated school visits for different purposes. For head teachers, teacher supervision not only ensures teacher discipline, but also asserts head teachers' autonomy. However, teachers feel that it helps them in arguing change in the way the school functions.

Follow up of school visits help check the implementation of recommendations given and also assist the reporters in implementing. However, the lack of follow up is a problem in many countries. For example, in Botswana, head teachers complained that follow up visits are undertaken after a long time and are superficially (Defrauded, 2001).

Further, it is indicated that, "recommendations made in inspection reports and address to the administrative and or pedagogical authorities remain "the words in the wind", which frustrates the school staff as well as the supervisors". Supervisors however, indicated that follow up visits are planned but not implemented because of some practical problems like lack of transportation (Singh.K., 2013).

2.5.10 Monitor and Encourage Changes

Supervisors are responsible for monitoring the performance and making the corrections when necessary. However, they are not expected to enforce employee to accept, rather motivate and enable them to solve the problem by themselves (Certo, 2006). Govinda and Tapan (1999:27) indicated that, supervision play two major roles. First, it helps maintain certain common patterns even though each school is unique. Second, it encourages change. However, this is the theoretical and supervisors practically focus on control and provide no support for change and development. Further, it is indicated that supervision focus on both teachers' performance and administrative efficiency.

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

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

2.5.11. Identify and Solve problems

Supervisors are expected to identify and solve the problems that the employees facing before the problem deteriorate their performance. They are also responsible to give clear direction and make sure that the employees have fully understood their tasks (Certo, 2006:11). Mentoring or providing induction for beginning teachers; bringing individual teachers up to the minimum standards; improving the competency of the individual teacher; working in collaboration with teachers to improve learning; working with group of teachers to adopt the local curriculum and at the same time bring the local curriculum in line with state and national standards and relating teachers' effort to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

Further, it is indicated that, the supervisor is expected to participate in the classroom teaching, as it helps expose him or her to the actual situations: to design change and to bring improvement in the functioning of the teachers. The supervisor is expected to ensure the quality of learning and the development of every child in the school. "If classroom teaching has to be child centered", Govinda and Tapan (1999) asked, "should not, the supervision be?" The job description of many educational supervisors included many supports related tasks, like in service training and demonstration lesson (Carron et al. 1998:27). Similarly, identifying the skill gap and giving the capacity building training for school principals and teachers is among the responsibilities of supervisors at different levels (MoE, 1994). Indicating the biases of the supervision towards administrative controls and its ineffectiveness in the past, MoE (1994) noted the importance of providing technical support.

2.5.12. Cluster Supervision on Teachers' Professional Competencies

Cluster supervision can serve as reference point for evaluation of results, properly communicated and accepted by employees, standards become the bases for the supervisors control activities." It is frameworks help define what is good practice, help show how indicators of good practice related to each other's, help teaches and supervisor to talk about the indicators of good practice in meaningful ways, and help teachers use the indicators of good practice to study their own teaching" (Swachten, 2006).

From what has been discussed, teachers' competence is the characteristics or standards regarding knowledge, skills and interests that teacher expected to possess to perform a given task of the profession. Thus, some of them can drive from competences such as proficiencies in subject matters, content and methodology; competent pedagogically, competent in cooperating with people, competent with respect to reflection and development etc.

2.5.13. Cluster Supervision on Subject Matter (Content) and Methodology

Concerning subject matter and methodology, teachers are expected to know the contents appropriate to their teaching specialty and relevant application of these contents. In addition, they have to know their subjects considerably beyond the content they are expected to teach. "Cluster supervision help teachers to develop and improve subject matter knowledge deal with content of the subject and practical of the content to the actual classroom" (Davidson, 2005).

2.6. The Challenges of Cluster Supervisors

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

2.6.1 Inadequate Support from Education Administration

Giordano (2008:111) indicated that, cluster coordinators are isolated from their peers and get inadequate support from the district level. Most of teachers and school principals have low attitudes towards supervision services. For example, in Nepal, the resource people complained

that they receive little support and feedbacks from the district education office and in Kenya similarly, the resource people indicated the lack of support from the education officials.

2.6.2 The Lack of Authority

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

It is also indicated that, supervisors get difficulty of returning back to schools knowing well that many of recommendations that were made will not be implemented by the administration (UNESCO, 2007). Generally, Carron (1997) in their review discussed various challenges that the supervision service and supervisors faced and explained the situation as follows: These supervision services and officers indeed seem to be the victims of more structural neglect, the result arguably of an under estimation of their tasks. This structural neglect takes the form, on the one hand, cumbersome job description, characterized by internal conflicts and, on the other hand, of weak management of supervision services.

2.6.3 Work Load

Discussing about the school clusters, Giordano (2008) indicated that, school clusters are expected to accomplish "a thousand different things" and tended to be overburdened. Likewise, the MoE (2006) indicated the shortage of personnel and the work load of the coordinators. In addition to control, support and linking roles, supervisors are responsible for many other activities. It is indicated that, the "administrative organization automatically makes use of intermediate posts, and tries to fit in to them every conceivable intermediate function" (Olivera, 1979:51 in Carron, 1997).

It is indicated that, the number of schools which the supervisor is responsible greatly contributes for the work load of supervisor. As Carron (1997) indicated, the increasing number of teachers and schools in recent years is not proportional to the number of supervisors. Giordano (2008:26) indicated that, the number of schools in a cluster can vary depending on the geography and the accessibility. However, cluster usually includes 2-15 schools. Similarly, it is indicated that, the number of schools grouped in a cluster varies based on different conditions. For example, in

Namibia five to seven schools found per cluster (Dittmar et al., 2002:5). In Ethiopia, it is the group of five to ten schools. As the schools vary in size, it is difficult to make a clear-cut rule and 100 teachers per a coordinator used as “a rough rule of thumb” (MoE, 2006). However, Bray (1987) pointed that, when the number of schools in the cluster is more than seven, faced major problem of coordination.

2.6.4 Lack of Transport Access

To improve the supervision service, the availability of transport is the first step. As, De Grauwe(2001) indicated, "recruiting officers and paying them salaries, without giving them the possibility to go out and visit schools is hardly a good investment" and without transport supervisors, “remain in their office, unemployed, without the possibility to visit schools.” The lack of transport is repeatedly reported challenge. In many countries transportation for visiting of schools is not available and when available, used for other purposes (De Grauwe, 2001b:294). Regarding this problem, one educational inspector in Botswana surprisingly asked, “how can a field officer operate effectively without a vehicle for the station?” and another inspector indicated, “when transport is not available, work comes to a standstill” (De Grauwe, 2001)

In addition, it is indicated that, expecting a supervisor to cover so many schools is difficult and even problematic if the roads are bad and long (Dittmar et al., 2002:4). Furthermore, it is indicated that, poor school leadership and pedagogical tasks for a single person in a cluster can undermine the goal of improving educational quality (Giordano, 2008).

2.6.5 The Lack of Resources

Giordano (2008) pointed that, school clusters are not “low-cost alternatives” and necessarily require resources to carry out their activities. Giordano indicated that, the supervision service needs to be supported by resources and without such commitment; the impact of the service will be very little.

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

problem to achieve the initial objective of building the capacity of teachers and improvements of the teaching and learning.

2.6.6. Lack of Office and Office Equipment

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

2.7 Empirical study of Educational Supervision

A research that was conducted by Gashaw (2008), on the practices of educational supervision in primary schools of Asossa Zone shows that the current educational supervision practices has exposed to multiple problems such as; lack of adequate professional support to newly deployed teachers; less frequent classroom visits to enrich teachers instructionally and peer coaching by educational supervisor; focus of supervisors on administrative matters than on academic issues the practices and challenges of educational supervision.

In addition, research findings related to the past supervision in schools indicated that there are some problems with its practice. To list some; opportunities that help to improve teaching and learning process were inadequate, training programs were not relevant to real professional development of teachers, there was no properly designed systematic follow up and support systems (Getachew, 2001 and Chanyalew, 2005).

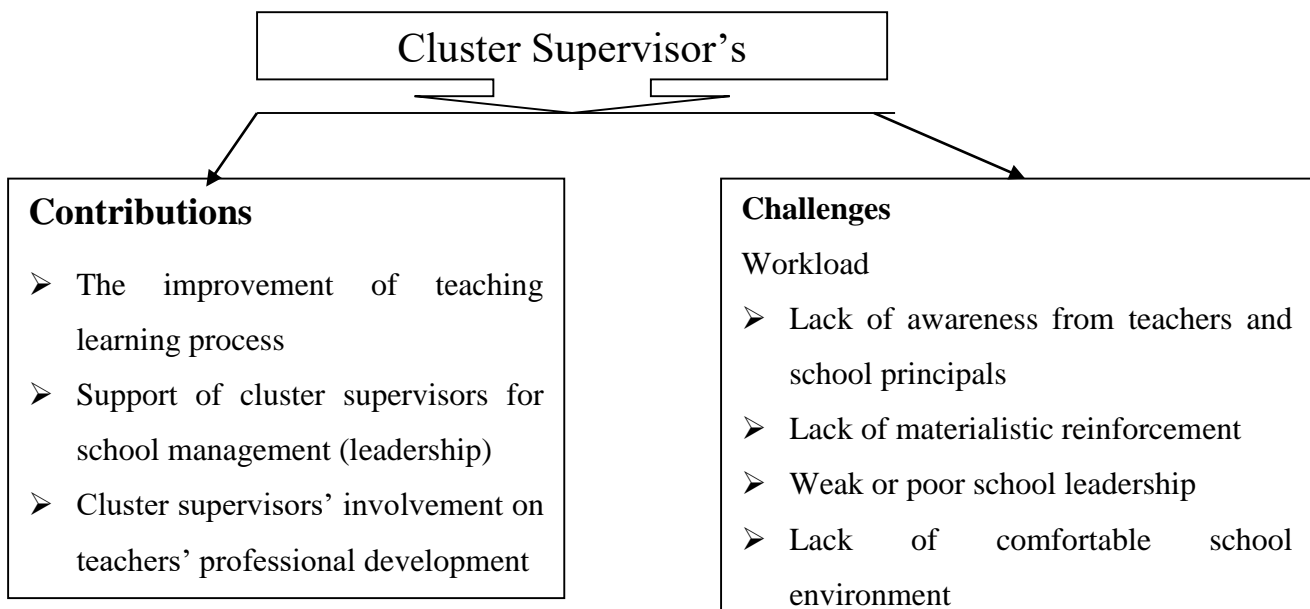
According to (Oliva, 2005), the way teachers perceive educational supervision in schools and classrooms was an important factor that determines the outcomes of supervision process. In addition, previous research and publications revealed that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of educational supervision than more experienced teachers. They consider educational supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator and

consider supervision as nothing value to offer to them and controller of their task and punish them with their faults (Harold (1995).

2.8 Conceptual frame work of Educational Supervision

In whatever context, supervision is meant for improvement of work performance. Today different People view supervision in different lens. In a broad sense (pierce and Rowell, 2005) define supervision as a developmental process designed to support and enhance the individual, motivation, autonomy, awareness, and skills necessary to effectively accomplish the job at hand basically in education sector, the main purposes of supervisor are to improve classroom instruction and to promote professional growth and development of teachers.

Many scholars have defined the term educational supervision in various ways because supervision may be seen as a positive for program improvement Sergiovanni and Starrat, (1983) define educational supervision as a set of activities and role specifications specially designed to influence instruction. (Glat horn in Mamma, 1992). Verified that educational supervision is “a process of facilitating the professional growth teacher interaction and helping the teacher to make use of the feedback in order to make more effective as desired “ Other scholar like Gothrieand Reed, 1991) considered educational supervision as “The function of leadership conceded with improving enhancing and reinforcing teaching effectiveness. Similarly, (Eye, 1999) defined it as “a form of service which is one phase of school administration dealing with the achievement of education services.



CHAPTER THREE

THE RESEARCH METHODOLOGY

3.1 Research Design

To conduct this study, the researcher used descriptive research design. The researcher has chosen descriptive research design mainly because the objective of the study is concerned with the contributions of cluster supervision. This method allows getting in-depth understanding of the research problems. In addition to this, it permits the researcher to gather information from respondents quickly and inexpensively.

3.2 Research Method

The researcher applied both quantitative and qualitative data and the core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either method alone.

In this study, quantitative method involved the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in descriptive survey research that relate to identifying a sample and population, specifying the type of design, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a descriptive survey.

Quantitative research method is a method in which numbers are used to explain findings (Kowalczyk, 2016). The research procedures are through quasi-experiments, with collected data being statistical (Creswell, 2003, Maxwell & Delaney, 2004). Using numbers implies that the researcher has to have a good knowledge of both descriptive and inferential statistical parameters, such as calculations and interpretations of standard deviations, ANOVA, correlations, etc.

Qualitative method to data collection, analysis, interpretation, and report writing differ from the quantitative approaches. Purposeful sampling, collection of open-ended data (data to be collected through open ended questionnaires and interviews), analysis of text or pictures, representation of information in figures and tables, and personal interpretation of the findings all inform qualitative methods.

In this research method, the researcher may be a part of the research instruments. For example, a social science the researcher would actively interact with the people they are studying. Open ended questions are used, rather than closed ended in quantitative methods. According to Creswell (2003), “qualitative research is largely inductive, with the inquirer generating meaning from the data collected in the field”. This method could be employed if the researcher is not certain of which variables to control (Creswell, 2003).

The process of research method involved emerging questions and procedures; data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure.

3.3 Sources of Data

In order to gather sufficient information related to the problem under study, the researcher used both primary data sources and secondary data sources.

3.3.1 Primary data sources

The primary sources of data were obtained from teachers’ principals, and supervisions from the Sheka Zone primary schools. And also, questionnaires and interview were primary data source.

3.3.2 Secondary Data source

And secondary sources of data were published books, articles on primary school cluster supervisors’ provision on professional and instructional/ pedagogical development in the library and online library.

3.3 Population and Sampling Techniques

There are 95 elementary schools with 42407 students with 22063 female and 20344 male students. In 95 elementary schools in Sheka there are 932 teachers and 20 cluster supervisors. Due to shortage of time, this study was focused only on teachers, principals and supervisors but PTA and KETB members were not included.

It is difficult to cover all the schools in this study. Therefore, to make the sample size manageable the researcher used purposive sampling techniques and sampled 10 schools from 95 primary schools in Sheka zone. Because 10 primary schools were sampled based on researcher judgement and knowledge. The main goal of purposive sampling is to focus on particular characteristics of a population and study area that are of interest, which will best enable the researcher to answer research questions. In his notebook the researcher purposively assigned the following 10 primary schools. The ten primary schools' which researcher is assigned and sampled are: Yokichich, Gemadero, Chasha, Gecha, Getiba, Yina, Ermichi, Cambi, Shawinao and Chegecha, primary school. These tenprimary schools are found in two clusters with two respective supervisors.

Table 3.1: Name of the sample schools, number of teachers and principals and cluster supervisors

| no | name of the schools | no of the teacher | no of principal | no supervisor |
|----|---------------------|-------------------|-----------------|---------------|
| 1 | Yokichichi | 22 | 1 | 2 |
| 2 | Gemadero | 25 | 1 | |
| 3 | Chasha | 14 | 1 | |
| 4 | Gecha | 31 | 1 | |
| 5 | Getiba | 19 | 1 | |
| 6 | Chegecha | 17 | 1 | |
| 7 | Shawinao | 15 | 1 | |
| 8 | Yina | 17 | 1 | |
| 9 | Ermichi | 18 | 1 | |
| 10 | Cambi | 16 | 1 | |
| | total | 194 | 10 | 2 |

There are 194 teachers, 10 school principals and 2 cluster supervisors in ten sampled primary schools. The populations of this study were 118 (teachers + school principals + cluster supervisors).

Out of 194 teachers, the researcher sampled, 106 teachers to distribute questionnaire through stratify sampling technique.

To stratify means to classify or to separate people into groups according to some characteristics, such as position, work place, income and educational background. But in this the researcher is classified teachers based on their working place.

These separate groupings are referred to as subsets or subgroups. For a stratified random sample, the population is divided into groups or working place. A random sample is selected from each stratum based upon the percentage that each subgroup represents in the population. Stratified random samples are generally more accurate in representing the population than are simple random samples. They also require more effort, and there is a practical limit to the number of strata used.

3.4 Instruments for Data Collection

To collect information on cluster supervision practice, the researcher is planned to use questionnaires and interview.

3.4.1 Questionnaire

A questionnaire provides enough time for the respondents to read and give well thought responses. It enables the researcher to collect data from large group of individuals within a short period of time, and it is also easy to administer to a number of participants in one place at a time. This is made to avoid ambiguity and language difficulty that may encounter during questionnaire administration. The questionnaires have both closed and open-ended and it contains likert scale types. The questions in the questionnaire were divided into two sections. The first section requires the participants to give personal profiles/background information; the second set of question was based on the main body of the study on cluster supervision practice. Finally, to collect reliable data on practice of cluster supervision, questionnaire was administrated to 106 teachers in ten sampled primary schools.

3.4.2 Interview

Next to questionnaire, semi structured interview questions were employed as an instrument to collect the significance and relevant information from teachers, supervisors and principals to carefully examine their feelings and opinions about the current status of cluster supervision practice. The reason for using semi structured interview is that it can permit the exploration of issue, which flexibility for the interviewer and interviewee has better chance to explain more explicitly what he or she knows about the issue and helps the researcher to cross check the data to be collected through the questionnaire. Items for the interview were developed by the researcher based on the basic research questions.

Collecting reliable data research objective accordingly is mandatory in doing any academic research. Therefore, to get effective and strong data interview was conducted with 10 primary schools' principals and supervisor. As determinants of sample size presented in table 3.1 there are 10 school principals and 2 supervisors in ten sampled primary schools.

3.5 Procedures of Data Collection

The questionnaires and interview were developed in line with the research questions of the study. Before administering the questionnaire and interview, pilot test was made at out of the selected primary schools for validity and reliability with teachers, principals and supervisors, and supervisor with the same form of questionnaire was distributed. To collect relevant information from the participant of the study from the selected primary schools, first, the purpose and importance of the research in general and the questionnaire in particular was explained to them briefly.

Following this, the researcher conducted the questionnaires directly to the participant. And then the researcher collects the questionnaires from the participants after they finished. Secondly the interview was made to the school principals and cluster supervisors; so carefully examine their feeling about contributions of the cluster supervision.

3.6 Methods of Data Analysis

As the researcher planned to use the mixed research method (both qualitative and quantitative), the researcher used both quantitative and qualitative methods to analyze the information collected through different instruments from different sources. Data analysis is the interpretation of collected raw data into useful information (Kombo& Tromp, 2006). The researcher first checked on the data collected for completeness. The data were categorized and code for easy processing. All the data entered into and analyze by the Statistical Package for the Social Science (SPSS Version 20).Prior to statistical analysis, data cleaning and handling of missing values was performed and typing errors corrected. Mean and standard deviation were used to determine the contributions of cluster supervision. In this study, mean and standard deviation usedto compute quantitative analysis and qualitative data was analyzed thematically. Or the data found from interview was analyzed qualitatively using narrative descriptive method and was analyzed thematically.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

The general objective of the study was to assess the contribution of cluster supervisor's in primary schools of Sheka Zone. To this end, both quantitative and qualitative data was gathered by using questionnaire and interview. The data gathered through interview was supposed to complement the quantitative data. Questionnaire was distributed to 106 respondents and all questionnaires' items were returned back. Interview was conducted with 10 school principal 2 cluster supervisors. The sub-points addressed in this chapter are Contributions of Cluster Supervisor for the improvement of teaching learning process, support of cluster supervisors for school management (leadership), Cluster supervisors' involvement on teachers' professional development and the challenges that hinder practice of cluster supervisors. The questionnaire was prepared in 5 likert scales and the cutting point is 3 for each items.

4.1 Background Information of the Respondents'

Table.4. 1 : Background information of the respondents'

| Work experience | Frequency | Percentage |
|------------------------|------------|------------|
| 1-5 years | 36 | 34 |
| 6-10 years | 39 | 36.8 |
| 11-15 years | 31 | 29.2 |
| Above 15 years | -- | --- |
| Total | 106 | 100 |
| Educational background | Frequency | Percentage |
| Diploma | 80 | 75.5 |
| Degree | 26 | 24.5 |
| Total | 106 | 100 |

As can be observed from table 4.1, 57.5% of the respondents were male and 42.5% were female. This implies majority of the respondents were male. Regarding the experience of teachers, 34% of the respondents have 1-5years work experience, 36.8% (6-10 years) and 29.2% of the respondents have 11-15 years 'work experience.

Regarding the educational background of teachers, 75.5% of the respondents were diploma holders and 24.5% of the respondents were BA degree holders. However, all of the teachers had diploma. From this, it is possible to conclude that, teachers in the sample primary school were not more qualified as expected.

4.2 Cluster Supervisor for the Improvement of Teaching Learning Process

Table.4. 2 Cluster Supervisor for the improvement of teaching learning process

| No | Items | N | Mean | Std. Dev. |
|----|---|-----|------|-----------|
| 1 | organizing programs which cater for individual differences | 106 | 1.18 | .385 |
| 2 | Make classroom observation to see progress of teaching learning in actual classroom | 106 | 2.48 | .794 |
| 3 | sets clear goals with teachers for the student's academic achievement | 106 | 2.08 | .537 |
| 4 | Checking the preparation and use of lesson plans | 106 | 1.76 | .427 |
| 5 | Checking the records of work books and whether they rhyme with the schemes of work | 106 | 2.59 | .548 |
| 6 | Orientating teachers to implement suitable teaching methods | 106 | 2.45 | .634 |
| 7 | Meet and discuss the observed lesson with teachers | 106 | 2.03 | .351 |
| 8 | Giving appropriate instructional Guidance to teachers | 106 | 1.86 | .524 |
| 9 | Focuses on more pedagogic activities than administrative support | 106 | 2.07 | .463 |

As indicated in table 2, of item 1, majority of the respondents were disagreed on organizing program (mean=1.18 Std deviation=.385). This shows cluster supervisor doesn't organize programs which cater for individual differences. Nolan & Hoover, (2008, p. 6) noted cluster supervision is "an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning".

Along with classroom observation to see progress of teaching learning in actual classroom, majority of the respondents were disagreed (N=106, mean 2.48, Std. deviation .794). Mean scores

indicated their ineffectiveness. However, as Carron and De Grauwe (2007:26) indicated, class observation allows the identification of an efficient teaching learning ways. In addition, MoE (1987) noted that, class observation help planning for improvement by identifying strengths and weakness.

Concerning setting goals, majority of the participants were disagreed that cluster superiors set a clear goal with teachers for the student's academic achievement (mean=2.08, Std. deviation=.539). It is impossible infer that cluster superiors sets clear goals with teachers for the student's academic achievement. As indicated in table 2, of item 4, whether cluster supervisors checking the preparation and use of lesson plans or not, respondents, majority of the respondents were disagreed (mean=1.76, Std. deviation=.427). With this regard cluster supervisors were ineffective in checking the preparation and use of lesson plans.

Regarding to checking the records of work books, most of the respondents were disagreed (mean=2.45, Std. deviation=.634). From the data analyzed, it is possible to infer that cluster supervisor is insufficient in checking the records of work books and whether they rhyme with the schemes of work.

As shown in table 2, item of 6, majority of the respondents were replied that the cluster supervisors doesn't give orientating teachers to implement suitable teaching methods, with mean=2.03, Std. deviation=.351. "Cluster supervision help teachers to develop and improve subject matter knowledge deal with content of the subject and practical of the content to the actual classroom" (Davidson, 2005). But, based on the findings of the current study cluster supervisors doesn't achieve expected activities in area of teaching method.

Teachers are responsible for managing and monitoring students learning. Further, they pointed that teacher have to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students." 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 (Sergiovanni and Starrat (2002: p4). The mean value is 3.82 this infers that cluster supervisor's focuses on more pedagogic activities than administrative support.

4.3 Support of Cluster Supervisors for School Management (leadership)

Table.4. 3 : Support of cluster supervisors for school management (leadership)

| No | Items | N | Mean | Std. Dev. |
|----|---|-----|------|-----------|
| 1 | Facilitating community participation in decision making | 106 | 1.97 | .167 |
| 2 | arranging training for school's management | 106 | 1.92 | .519 |
| 3 | providing the necessary information for school management bodies such as principals, comment, etc. | 106 | 2.38 | .723 |
| 4 | helping school management in solving various management problems such as school resources | 106 | 1.99 | .724 |
| 5 | supporting the school's management to get material support from the local community | 106 | 2.05 | .486 |
| 6 | Allow school principals to share experience on school management skills | 106 | 2.19 | .705 |
| 7 | improving the relationship between the school staff and community | 106 | 2.21 | .727 |
| 8 | supporting the school management in improving the teachers' discipline | 106 | 2.25 | .728 |
| 9 | facilitating the monitoring and evaluation of the school management plan | 106 | 2.01 | .822 |
| 10 | Enables teachers, school principals and community to understand and contribute to school performance in management activity | 106 | 2.14 | .786 |
| 11 | Visit schedule of school holiday | 106 | 2.29 | .792 |

As shown in table 3, of item 1, the respondents were asked whether or not cluster supervisors were facilitating community participation in decision making. The mean scores 1.97, Std. deviation=.167 by teachers indicated that, cluster supervisors were not facilitating community participation in decision making as needed.

In item 2 of the same table, the respondents were disagreed that cluster supervisors were giving training for school management. In this case, teachers with mean value= 1.92, Std. deviation =.519 indicated that, cluster supervisors were giving training for school management as expected. The qualitative data gathered through interview similarly indicated that, cluster supervisors were not actively arranging training for school's management.

The respondents were asked whether the cluster supervisors were providing the necessary information for school management bodies such as principals, community or not. As item 3 of table 4.3 indicates, teachers, with ($\bar{x}=3.85$), mean score indicated that, cluster supervisors were providing information for schools' management. Similarly, Gashaw (2008:60) indicated that, cluster supervisors had more contact with school principals. Bray (1987:136) indicated that, information is important to make good decision.

Regarding helping school management in solving various management problems such as school resources teachers with mean value=2.8, Std. deviation=.723 reported that, they were not helping in solving various management problems to the required level. The teachers and principals during interview informed that, cluster supervisors were not take part in solving various management problems in the schools.

The respondents were asked whether or not cluster supervisors were supporting the school's management to get material support from the local community. As shown in the 5 items of, teachers, with mean score= 1.99, Std. deviation = .724 indicated that, support in this regard was as unexpected.

Respondents were also asked about the extent in which supervisory practices assist principal to share best experiences of teaching practices. The finding revealed that the mean score=2.05, Std. deviation=.486 found to below the expected value the average mean (3). This can be suggested, respondents found to be agreed with this assumption that indicates supervisory practices in this respect were effective.

However, one of the best ways to achieve teachers' competence was through arranging experience sharing programs among cluster member schools' teachers. Regarding to improving the relationship between the school staff and community the respondents with 2.19, Std. deviation=.705 mean score indicated that, cluster supervisors were not doing to improve the relationship among the school's staff as expected.

The respondents were asked whether the cluster supervisors were supporting the school management in improving the teachers' discipline. As can be seen in item 8 of the same table, with mean value = 2.21, Std. deviation = .727 showed that, cluster supervisors were not doing to support the school's management in improving the teacher's discipline. Their effectiveness in this regard is as unexpected.

As shown in the same table, mean=2.25, Std. deviation=.728 indicated that, cluster supervisors were not facilitating the monitoring and evaluation in the schools. Cluster supervisors showed that they were no activities done by cluster supervisors to facilitate, monitor and evaluation in the schools. During interview it is indicated that, in-school monitoring and evaluation was going on in the schools with significant support from cluster supervisors. However, it is indicated that, school clusters are expected to facilitate and support in-school monitoring and evaluation to improve the school administration (Dittmar et al., 2002:12).

In the same table, of last item, mean score=2.29, Std. deviation=.792 confirmed that, cluster supervisors were not enabling teachers, school principals and community to understand and contribute to school performance in management activity.

During interview, the participants particularly school principals confirmed the significant contribution of cluster supervisors for school management by the use of the reflective phrases like, “I have gotten nothing from cluster supervisors”, and “we never did all things together with supervisor”. It is possible to conclude that the contribution of cluster supervisors for the schools’ management was insignificant.

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 is also indicated that, the school clusters provide training for school principals to improve the school governance (Giordano, 2008). In relation to this, Perera (1997) noted that, school clusters enable schools to be managed by more competent personnel.

4.4 Cluster Supervisors' Involvement on Teachers' Professional Development

Table 4.4: Cluster supervisors' involvement on teachers' professional development

| No | Items | N | Mean | Std. Dev. |
|----|--|-----|------|-----------|
| 1 | Help teachers with professional problems | 106 | 1.94 | .893 |
| 2 | Arrange and provide induction training for beginner teachers | 106 | 2.21 | .870 |
| 3 | Facilitating professional growth of teachers through short term training, workshops and seminars | 106 | 2.44 | .677 |
| 4 | Supporting teachers in doing action research, supportive materials and text book evaluation | 106 | 2.47 | .720 |
| 5 | Giving training for teachers to solve instructional problems | 106 | 2.50 | .978 |
| 6 | Coordinating teachers to meet and learn from each other | 106 | 2.36 | .842 |
| 7 | Help teachers to develop better teaching methods | 106 | 2.73 | 1.074 |
| 8 | Identify and provide sources of information about instructional materials | 106 | 2.28 | 1.067 |
| 9 | Give teaching demonstrations on specific professional skills | 106 | 2.99 | .690 |
| 10 | Engage teacher in ways that support improved practice and seek to empower teachers as creative and innovative | 106 | 2.94 | 2.203 |
| 11 | Facilitate opportunities for teachers to observe effective teaching practice | 106 | 2.22 | 1.113 |
| 12 | Support teachers to build constructive learning relationship and implement on appropriate learning program | 106 | 2.76 | 1.010 |
| 13 | Support teachers to interpret and respond to observations of teaching and learning by sharing expertise and knowledge of students' | 106 | 2.19 | .705 |
| 14 | Help teaches to understand and interpret students' data to effectively modify their teaching progress | 106 | 2.98 | .959 |

As indicated in table 4, of item 1, whether the cluster supervisors were arranging induction training for beginner teachers or not. Thus, mean value= 1.94, Std. deviation =.893 reported that, cluster supervisors were not arranging induction training as expected. This is because; the mean score is below the average mean value. This shows there is no significant difference among the responses. Similarly, during interview the respondents informed that, cluster supervisors were not involved in arranging induction training for teachers.

Even though the cluster supervisors were arranging induction training for teachers, MoE (2007) indicated that, supervisors are unexpected to provide induction training for beginner teachers.

Concerning providing training to solve instructional problems, as indicated in item 3 with mean value =2.44, Std. deviation=.677 this indicates that, cluster supervisors were not providing training as expected. Cluster supervisors were not effective, MoE (2007) indicated that, supervisors are responsible to provide training to solve various instructional problems that teachers face.

In item 4 of table 4, the respondents were asked whether the cluster supervisors were supporting teachers in doing action research, supportive materials and textbook evaluations. In this case, teachers with mean value=2.47, Std. deviation =.720 indicated that, cluster supervisors were not supporting teachers in doing action research, supportive materials and textbook evaluations to the demanded level. Mean score showed their ineffectiveness.

As the participants of the interview indicated, cluster supervisors inform the schools to do action researches, supportive educational materials and textbook evaluations and then check whether or not performed. However, they did show how to do it. As one cluster supervisor indicated, what is considered as support was “just counting the performed and not performed activities in the school, but support”. Even though the cluster supervisors were supporting teachers to do action research, supportive materials and textbook evaluations, it is noted that action researches in the cluster help to adopt the curriculum to fit the local needs (Carter, 2001 and Zepeda, 2007).

In item 5, the cluster supervisors were supporting teachers to use appropriate instructional materials, the mean score is 2.50, Std. deviation = .978 undepected that; cluster supervisors were not supporting teachers to use appropriate instructional materials to the required level. Similarly, the informants during interview indicated that, cluster supervisors were passive in supporting teachers to use appropriate instructional materials. Sullivan and Glanz (2000), however indicated

that, cluster supervisors are expected to facilitate the preparation, distribution and utilization of instructional materials in the cluster schools.

As indicated in table 4, of item 6, the respondents with mean score=2.36, Std. deviation=.842 confirmed that, cluster supervisors were passive in coordinating teachers to meet and learn from each other, as to the required level. However, Bray (1987) noted that, through experience sharing among teachers in a cluster, the more experienced teachers help the less experienced teachers and this contribute for quality of education. Similarly, primary schools cluster organization guideline indicated that, cluster supervisors were unexpected to facilitate the experience sharing among schools in a cluster.

Teachers are an 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, 2008:11). Similarly, different studies have shown that, teachers need both internal and external supervision (Carron and De Grauwe, 1997:38). Giordano (2008:34) indicated that, some cluster programs use coordinators to provide support for teachers through follow up to guidance and observation. In line with this, MoE (2004) indicated that, supervisors are expected to provide technical support for teachers by identifying various problems teachers face and look for possible solutions. In primary school's cluster organization guideline indicated the provision of support for professional development of teachers in a cluster school as one responsibility of cluster supervisors.

Teachers also required preparing supportive materials using local resources for better implementation of instruction and for effective learning of students. In this regard, supervisors as assistance personnel need to discuss with teachers and device means to enable teachers initiated in preparing supporting documents of instruction. Majority of the respondents were disagreed with mean value=2.73, Std. deviation=1.074. Teachers seemed to support the assumption that supervisors support in this regard found to be ineffective.

The respondents asked do cluster supervisors give teaching demonstrations on specific professional skills with mean value=2.28, Std. deviation1.067. This infers that cluster supervisors were passive to give teaching demonstrations on specific professional skills.

Concerning engage teacher in ways that support improved practice and seek to empower teachers as creative and innovative, the respondents with mean value 2.99, Std. deviation =.690 and it is below the expected mean 3. This indicates that cluster supervisors were not engage teacher in ways that support improved practice and seek to empower teachers as creative and innovative.

As the respondents asked do cluster supervisors facilitate opportunities for teachers to observe effective teaching practice or not. The investigated mean value for this item is 2.94, Std. deviation =2.203 and it is below the expected mean value 3. This infers that cluster supervisors facilitate opportunities for teachers to observe effective teaching practice.

As the respondents replied on cluster supervisors support teachers to build constructive learning relationship and implement on appropriate learning program, majority of the respondents were disagreed with mean value=2.22, Std. deviation=1.113. This indicates that cluster supervisors were passive to support teachers to build constructive learning relationship and implement on appropriate learning program.

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

4.5 Challenges that Hinder Cluster Supervisors

Table.4. 5: Challenges that hinder cluster supervisors

| No | Items | N | Mean | Std. Dev. |
|----|---|-----|------|-----------|
| 1 | Work load | 106 | 3.90 | .755 |
| 2 | Weak or poor school leadership | 106 | 3.70 | .572 |
| 3 | Absence of an accurate data about teacher's training needs | 106 | 4.08 | .678 |
| 4 | Improper arrangement in preparing and implementing the mutual visits among teachers | 106 | 3.91 | .616 |
| 5 | Lack of awareness from teachers and school principals | 106 | 4.03 | .931 |
| 6 | Poor loyalty of the teacher to the profession | 106 | 3.60 | 1.118 |
| 7 | Lack of experience in supervision activities | 106 | 3.35 | 1.395 |
| 8 | Curricula difficulties | 106 | 3.81 | 1.034 |
| 9 | Lack of materialistic reinforcement | 106 | 3.59 | 1.263 |
| 10 | Poor transport means | 106 | 3.87 | 1.139 |
| 11 | Lack of comfortable school environment | 106 | 3.49 | 1.267 |
| 12 | Lack of supervision manual in the school | 106 | 3.96 | 3.036 |
| 13 | Poor support from Wereda and zonal experts | 106 | 3.84 | 1.122 |
| 14 | Lack of commitment of school management committee | 106 | 3.40 | 1.314. |
| 15 | False reports from the school leader's | 106 | 3.57 | 1.338 |
| 16 | Lack of provision of resources on time | 106 | 3.64 | 1.228 |
| 17 | Lack of implementation of school rules and regulation | 106 | 3.56 | 1.130 |
| 18 | Unfair allocation of school leadership position | 106 | 3.90 | 1.420 |
| 19 | Lack of tolerances among teachers and school principals | 106 | 3.69 | 1.107 |
| 20 | Lack of participatory decision-making conditions in the school | 106 | 3.58 | 1.308 |

As shown in table5, on challenges that cluster supervisors face, regarding on work load majority of the respondents replied agreed with mean value 3.90, Std. deviation =.755. This infers that there is work load that challenges cluster supervisors to perform effective tasks.

Supporting the above findings, Giordano (2008) indicated that, school clusters are expected to accomplish "a thousand different things" and tended to be overburdened.

Regarding school leadership, majority of the respondents 83% were agreed with mean value=3.70, Std. deviation=.572 weak or poor school leadership that cluster supervisors face. Furthermore, it is indicated that, poor school leadership and pedagogical tasks for a single person in a cluster can undermine the goal of improving educational quality (Giordano, 2008).

Concerning accurate data in the school, majority of the respondents were agreed with mean value=4.08, Std. deviation=.678. This shows that absence of an accurate data about teacher's training needs is challenges that cluster supervisor face.

The respondents asked on improper arrangement in preparing and implementing the mutual visits among teachers, majority of the respondents were agreed with mean=3.91, Std. deviation=.616. This shows as there is improper arrangement in preparing and implementing the mutual visits among teachers that cluster supervisors face.

Regarding awareness of teachers and principals on supervision services, with mean=4.03, Std. deviation=.931 was investigated and it is greater than the expected value 3. This infers that teachers and school principals have poor awareness towards cluster supervisors' services. Giordano (2008) indicated that, most of teachers and school principals have low attitudes towards supervision services. In addition to teachers' loyalty to their profession, mean value=3.60, Std. deviation=1.118 was calculated. It is possible to conclude that there is poor loyalty of the teacher to their profession that challenges supervisors to provide supervision services.

Along with work experience, the investigated mean value was=3.35, Std. deviation=1.95. This shows there are problems related to lack of experience in supervision activities that cluster supervisors face. On the curricula difficulties, the calculated mean value is 3.85, Std. deviation=1.034 and it is greater than the expected mean value 3. This infers that there were challenges related to curriculum.

The respondents asked on transport means were with mean value=3.81, Std. deviation=1.395 and it is above the expected mean 3. This indicates that there is lack of transport means. In addition, it is indicated that, expecting a supervisor to cover so many schools are difficult and even problematic if the roads are bad and long (Dittmar et al., 2002).

Regarding the transportation, the interviewed cluster supervisors indicated that, when the schools are not on the main road, they travelled on foot. And, when the schools are located on the main road, they, paid transportation cost from their pocket. In line with, it is indicated that, in many developing countries supervisors lack the means of transportation. However, for supervision

transportation facility is the first requirement (Carron, 1997). Similarly, Giordano (2008) indicated that, in many countries the lack of transport for cluster has created poor coordination.

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

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

In addition, all the interviewed cluster supervisors also raised the issue of salary, comparing with the salary of school principals, lack of comfortable school environment, lack of supervision manual in the school, poor support from Wereda and zonal experts, lack of commitment of school management committee, lack of implementation of school rules and regulation, false reports from the school leader's and unfair allocation of school leadership position, lack of tolerances among teachers and school principals and indicated it has a de-motivating effect. In line with this, 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.

CHAPTER FIVE

5. SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of the Findings

The general objective of the study was to assess the contributions of cluster supervisor's in Primary schools of Sheka Zone. To this end, four research questions were addressed regarding, the cluster supervisors contribute for the improvement of teaching learning process, cluster supervisors support the school leadership to improve their management skills, cluster supervisor involved on teachers 'professional development and challenges primary school cluster supervisors face in carrying out supervisory tasks.

As data was presented and discussed on the contributions of cluster supervisor for the improvement of teaching learning process shows that majority of the respondents were disagreed on organizing program.

Along with classroom observation to see progress of teaching learning in actual classroom, majority of the respondents were disagreed and indicated their ineffectiveness. Class observation helps planning for improvement by identifying strengths and weakness.

Concerning setting goals, majority of the participants were disagreed that cluster superiors set a clear goal with teachers for the student's academic achievement. It is impossible infer that cluster superior's sets clear goals with teachers for the student's academic achievement. Cluster supervisors checking the preparation and use of lesson plans or not, respondents, majority of the respondents were disagreed.

“Cluster supervision helps teachers to develop and improve subject matter knowledge deal with content of the subject and practical of the content to the actual classroom. But, based on the findings of the current study cluster supervisors doesn't achieve expected activities in area of teaching method.

Regard to support of cluster supervisors for school management (leadership), majority of the respondents were disagreed by teachers indicated that, cluster supervisors were not facilitating community participation in decision making as needed.

The qualitative data gathered through interview similarly indicated that, cluster supervisors were not actively arranging training for school's management.

Regard to helping school management in solving various management problems such as school resources teachers that they were not helping in solving various management problems to the required level. The teachers and principals during interview informed that, cluster supervisors were not take part in solving various management problems in the schools.

During interview, the participants particularly school principals confirmed the significant contribution of cluster supervisors for school management by the use of the reflective phrases". It is possible to conclude that the contribution of cluster supervisors for the schools" management was insignificant.

Cluster supervisors' involvement on teachers' professional development shows that the cluster supervisors were arraigning induction training for beginner teachers, cluster supervisors were not arranging induction training as expected.

Even though the cluster supervisors were arranging induction training for teachers, supervisors are unexpected to provide induction training for beginner teachers.

Cluster supervisors were not effective; supervisors are responsible to provide training to solve various instructional problems that teachers face.

The cluster supervisors were supporting teachers to use appropriate instructional materials; cluster supervisors were not supporting teachers to use appropriate instructional materials to the required level. Similarly, the informants during interview indicated that, cluster supervisors were passive in supporting teachers to use appropriate instructional materials.

Cluster supervisors are expected to facilitate the preparation, distribution and utilization of instructional materials in the cluster schools. Data collected and analyzed on the challenges that hinder cluster supervisors revealed that work load majority of the respondents replied agreed. This infers that there is work load that challenges cluster supervisors to perform effective tasks. School clusters are expected to accomplish "a thousand different things" and tended to be overburdened, lack of resources is one reason for the present unsatisfactory impact of supervision service on the schools.

5.2. Conclusions

The general objective of the study was to assess the contributions of cluster supervision in Primary schools of Sheka Zone. Questionnaire and interview were the main data gathering tool. An interview was conducted with school principals and cluster supervisors. The quantitative data collected by using questionnaire was analyzed through mean and standard deviation.

Cluster supervisor for the improvement of teaching learning process shows that majority of the respondents were disagreed on organizing program. This shows cluster supervisor doesn't organize programs which cater for individual differences. Cluster supervision is "an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning".

Majority of the respondents were replied that the cluster supervisors don't give orientating teachers to implement suitable teaching methods. Cluster supervisors' involvement on teachers' professional development shows that the cluster supervisors were arraigning induction training for beginner teachers.

The study revealed the challenges that hinder cluster supervisors as work load majority of the respondents replied agreed. This infers that there is work load that challenges cluster supervisors to perform effective tasks. School clusters are expected to accomplish "a thousand different things" and tended to be overburdened and weak or poor school leadership that cluster supervisors face.

5.3 Recommendations

The objective of the study was to assess the contributions of cluster supervision in primary Schools of Sheka Zone. Thus, based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede cluster supervisors and its contributions in Sheka zone primary school:

As data was presented and discussed on the contributions of cluster supervisor for the improvement of teaching learning process shows that majority of the respondents were disagreed on organizing program. This shows cluster supervisor doesn't organize programs which cater for individual differences. Therefore, cluster supervisor should do best for the improvement of teaching learning process

Along with classroom observation to see progress of teaching learning in actual classroom, majority of the respondents were disagreed. Hence, cluster supervisor should make regular classroom observation to see the progress of teaching learning.

Concerning setting goals, majority of the participants were disagreed that cluster superiors set a clear goal with teachers for the student's academic achievement. It is impossible infer that cluster superiors sets clear goals with teachers for the student's academic achievement. The cluster supervisor should set a clear goal to improve students' academic achievement.

Regard to support of cluster supervisors for school management (leadership), majority of the respondents were disagreed by teachers indicated that, cluster supervisors were not facilitating community participation in decision making as needed. In this case, teachers, cluster supervisors were giving training for school management as expected. Hence, the cluster supervisor should engage in helping school management in solving various management problems such as school resources teachers.

Data collected and analyzed on the challenges that hinder cluster supervisors revealed that work load majority of the respondents replied agreed. This infers that there is work load that challenges cluster supervisors to perform effective tasks. School clusters are expected to accomplish "a thousand different things" and tended to be overburdened. Hence, different bodies (teachers, principals and parents should work together with cluster supervisors to minimize tasks.

Regard to school leadership, majority of the respondents was agreed that weak or poor school leadership that cluster supervisors face. Furthermore, it is indicated that, poor school leadership and pedagogical tasks for a single person in a cluster can undermine the goal of improving educational quality. Government should give in service training to school principals to be effective.

The Woreda Education Office and the Regional Education Bureau are advised to provide educational supervision training cluster schools effectively.

Supervisors need to conduct and engage with teachers in professional dialogue, and they need to have the opportunity and practice to make decisions about collective instruction actions.

Supervision for successful schools should attempt to remove the challenges in the work environment so that teachers can supervise each other at work, receive feedback from each other's and from their supervisors.

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Appendix A
Jimma University

College of Education and Behavioral Science
Department of Educational Planning and Management
Questionnaire to be filled by Teachers

Dear respondent:

The purpose of this questionnaire is to collect raw information and data on cluster supervisor's and its contributions: in case of elementary Schools in Sheka Zone, South Nation Nationality, and people Region. Therefore, your cooperation in completing this questionnaire is valuable for the study. Since the success of this study depends upon your genuine responses, kindly provide objective and honest responses for all items included in this questionnaire. Rest assured that all the information you provide will be treated in the strictest confidence. You are not required to write your name in any part of the questionnaire.

Thank you in advance for taking your time and effort to fill this questionnaire!

General Instruction

- No need of writing your name and others
- Don't tear any margin paper
- Read all the questions before attempting to answer the questions

Part One: General Background information of the respondents'

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

1. Gender: - Male Female
2. Work experience: 1-5 years 6-10 years 11-15 years above years
3. Educational background: Diploma First degree MA degree
4. Current work position: Teacher School principal Cluster Supervisor

Part Two: Contributions of Cluster Supervisor for the improvement of teaching learning process

NB: Indicate your responses for the following Likert scale items using “√” mark to write in the box corresponding to an action. 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

| No | Cluster supervisor:- | Alternatives | | | | |
|----|---|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | organizing programs which cater for individual differences | | | | | |
| 2 | Make classroom observation to see progress of teaching learning in actual classroom | | | | | |
| 3 | sets clear goals with teachers for the student’s academic achievement | | | | | |
| 4 | Checking the preparation and use of lesson plans | | | | | |
| 5 | Checking the records of work books and whether they rhyme with the schemes of work | | | | | |
| 6 | Orientating teachers to implement suitable teaching methods | | | | | |
| 7 | Meet and discuss the observed lesson with teachers | | | | | |
| 8 | Giving appropriate instructional Guidance to teachers | | | | | |
| 9 | Focuses on more pedagogic activities than administrative support | | | | | |

Part Three: Support of cluster supervisors for school management (leadership)

Read the following items carefully and put tick mark (√) in the appropriate box 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

| No | Cluster supervisor:- | Alternatives | | | | |
|----|---|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Facilitating community participation in decision making. | | | | | |
| 2 | arranging training for school's management | | | | | |
| 3 | providing the necessary information for school management bodies such as principals, comment, etc. | | | | | |
| 4 | helping school management in solving various management problems such as school resources | | | | | |
| 5 | supporting the school's management to get material support from the local community | | | | | |
| 6 | Allow school principal's to share experience on school management skills | | | | | |
| 7 | improving the relationship between the school staff and community | | | | | |
| 8 | supporting the school management in improving the teachers' discipline | | | | | |
| 9 | facilitating the monitoring and evaluation of the school management plan | | | | | |
| 10 | Enables teachers, school principals and community to understand and contribute to school performance in management activity | | | | | |
| 11 | Visit schedule of school holiday | | | | | |

Part Four: Cluster supervisors' involvement on teachers' professional development

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

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

| No | Cluster supervisor:- | Alternatives | | | | |
|----|--|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Help teachers with professional problems | | | | | |
| 2 | Arrange and provide induction training for beginner teachers | | | | | |
| 3 | Facilitating professional growth of teachers through short term training, workshops and seminars | | | | | |
| 4 | Supporting teachers in doing action research, supportive materials and text book evaluation | | | | | |
| 5 | Giving training for teachers to solve instructional problems | | | | | |
| 6 | Coordinating teachers to meet and learn from each other | | | | | |
| 7 | Help teachers to develop better teaching methods | | | | | |
| 8 | Identify and provide sources of information about instructional materials. | | | | | |
| 9 | Give teaching demonstrations on specific professional skills | | | | | |
| 10 | Engage teacher in ways that support improved practice and seek to empower teachers as creative and innovative | | | | | |
| 11 | Facilitate opportunities for teachers to observe effective teaching practice | | | | | |
| 12 | Support teachers to build constructive learning relationship and implement on appropriate learning program | | | | | |
| 13 | Support teachers to interpret and respond to observations of teaching and learning by sharing expertise and knowledge of students' | | | | | |
| 14 | Help teaches to understand and interpret students' data to effectively modify their teaching progress. | | | | | |

Part Five: The Challenges that hinder cluster supervisors

Indicate your responses using the following Likert scale by putting “√” mark in the table provided 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

| No | Challenges cluster supervisor face:- | Alternatives | | | | |
|----|---|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Workload | | | | | |
| 2 | Weak or poor school leadership | | | | | |
| 3 | Absence of an accurate data about teacher’s training needs | | | | | |
| 4 | Improper arrangement in preparing and implementing the mutual visits among teachers | | | | | |
| 5 | Lack of awareness from teachers and school principals | | | | | |
| 6 | Poor loyalty of the teacher to the profession | | | | | |
| 7 | Lack of experience in supervision activities | | | | | |
| 8 | Curricula difficulties | | | | | |
| 9 | Lack of materialistic reinforcement | | | | | |
| 10 | Poor transport means | | | | | |
| 11 | Lack of comfortable school environment | | | | | |
| 12 | Lack of supervision manual in the school | | | | | |
| 13 | Poor support from Wereda and zonal experts | | | | | |
| 14 | Lack of commitment of school management committee | | | | | |
| 15 | False reports from the school leader’s | | | | | |
| 16 | Lack of provision of resources on time | | | | | |
| 17 | Lack of implementation of school rules and regulation | | | | | |
| 18 | Unfair allocation of school leadership position | | | | | |
| 19 | Lack of tolerances among teachers and school principals | | | | | |
| 20 | Lack of participatory decision making conditions in the school | | | | | |

Appendix B
: Interview Guides
Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

Interview conducted with Cluster Supervisors and School Principals

The purpose of this interview is to investigate issues related to the Cluster supervision and its contribution: in case of elementary Schools in Sheka Zone. The information obtained from the respondents will help improve the primary school cluster supervisory practice. I would like you assure that data obtained will be used for research purpose only.

Thank you in advance

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