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

The Roles Cluster Supervisors in Improving Primary Schools Curriculum in Arada Sub City of Addis Ababa

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By

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Acronyms and Abbreviations

AAREB–	Addis Ababa Regional Education Bureau
ANOVA-	Analysis of Variance
ESDP -	Education Sector Development Program
ETP-	Education and Training Policy
IIEP-	International Institute for Educational Planning
MoE-	Ministry of Education
NGO-	Non-Governmental Organization
REB-	Regional Education Bureau
SD-	Standard Deviation
SPSS-	Statistical Package for Social Science
UNESCO-	United Nations Educational Scientific and Cultural Organization
WEO-	Woreda Education Office
ZED-	Zonal Education Desk

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Abstract

This study was conducted to assess the roles of cluster supervision in improving primary school curriculum. To study the problem, eight basic research questions were drawn. The focus of these research questions was benefits teachers gained from cluster supervisory practice; professional preparation of cluster supervisors; role of cluster supervisors, teachers, principals, teachers, students, regional curriculum officers and parents in curriculum improvement and challenges cluster supervisors. To conduct the study, descriptive survey design was employed. Multistage sampling technique was employed to select the sample Woredas, cluster centers, schools principals and teachers. By this, 5 regional Education Officers, 10 cluster supervisors, 30 principals and 124 teachers were included in this study. Questionnaire was the main data gathering instrument for this study. Thus, teachers, 26 school principals, 120 teachers and 8 cluster supervisors filled the questionnaire. An interview was also conducted to enrich the quantitative data. As a result, three regional curriculum Officers, and three cluster supervisors, totally 12 participants were interviewed. To observe the comments written on the schools' logbooks and to assess the working conditions, particularly the availability and conditions of basic facilities for cluster supervisors, an observation was conducted in 8 cluster centers using structured checklist. Pilot test was conducted to check the reliability of the instruments, Quantitative data collected through questionnaire was analyzed by using mean scores and 'F' test by using SPSS v.20.0. Percentage was also used to analyze the quantitative data gathered by using structured checklist. The data gathered through interview was discussed in line with questionnaire. Consequently, the main findings emerged from this study were: benefits teachers gained from cluster supervisors practice was insignificant; cluster supervisors and principals are ineffective in creating favorable situations for teachers to get in-service education; school visits by cluster supervisors and principals were irregular; cluster supervisors were not well prepared to give the required service; supervisors, students, parents, and community members did not contribute to the implementations and improvement effort of the curriculum. the working conditions were unfavorable for cluster supervisors are workload of the, lack of budget, lack of understanding of the curriculum and roles and responsibilities of the cluster supervision, lack of initiatives and courage among teachers and shortage of resource. Finally, to minimize and if possible to solve the problems, the following recommendations were drawn: arranging short term refresher training and discussion forums; participate in decision- making process related to curriculum at all stages and the cluster supervisors should coordinate different groups for implementation and improvement of the curriculum, Moreover, the Regional Education Bureau, the Zonal Education Department or the school should give orientation about the roles and responsibilities of the cluster supervisors and allocate budget for school cluster supervision, provide incentives for teachers and cluster supervisors, reduce workload of the cluster supervisors which doesn't relate with education issue, and supply material support. Other basic resources for cluster supervisors; and conducting further investigation regarding factors that impede cluster supervisory practice.

CHAPTER ONE: INTRODUCTION

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, definition of basic terms and organization of the study.

1.1 Background of the study

Improving the quality of education has given priority throughout the world. To monitor the quality, the national authorities highly depend on the school supervision (De Grauwe, 2001).Quality has different meanings depending on the kind of organization and the customers served (Certo, 2006).Education quality, according to Dittmar, Mendelson and Ward (2002) is, "the provision of good education by well-prepared teachers". However, all teachers are not qualified enough and as a result they need support from supervisors (Giordano, 2008). The instructional supervisors should also work with teachers in fixable and collaborative style. Thus, in order to bring effective education through the improved teaching-leaning process; instructional supervisors should be democratic and cooperative and should get serious attention in the school. Education inspection was introduced in to the education system in Ethiopia about 35 years after the introduction of modern (western) type of education in the country around 1942. According to the literature there are forces that brought about the need for school inspection. Firstly, the fast growth of elementary and secondary schools in the empire, secondly the need for coordination of the curriculum and thirdly, and most importantly, to help teachers in the classroom activities. Beginning 1963 the twenty or so year's old inspection was replaced by supervision. A comprehensive definition of supervision offered by (Robert and Peter, 1989), as supervision is instructional leadership that relates perspectives to behavior, clarifies purpose, contributes to and support organizational actions, coordinates interactions, provides for maintenance and improvement of instructional program, and assesses goal achievement. Furthermore, this concept with reference to dictionary of education "All efforts of designated school officials, toward providing leadership to teachers and other education workers in the improvement of instruction; involve stimulation of professional growth and development of teachers; the selection and version of educational objectives; material of instruction and methods of teaching and the evaluation of instruction.

Researches by Beach and Reinhartz, (2000) emphasized that the importance of the collaborative effort of all participants involved in the supervisory process. This would help in improving the way this practice are introduced and avoid any potential conflict. The focus of this research, has been conceived a better model for helping teachers; school leaders to expand their knowledge and expertise in many countries. As Dawson, (2002), describe the classroom performance of a teacher as implementing curriculum, planning, classroom management and instructional techniques, instructional supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance, to improve student achievement.

At school level, how supervisors should professionally support while working with teachers was the discussion about the field of instructional supervision and was a main derive for developing the different supervision models because; different models produced different practices. The aim was to increase for the best method by which supervisors could best improve the teachers" performance; provide them with the needed assistance; for the total school improvement and providing quality education for the learners. Having this, MOE, (2003), mentioned that the main focus of instructional supervision is providing support for teachers and enhances their role as key professional decision makers in practice of curriculum improvement. To achieve this aim supervisors usually employ several supervisory practices.

Govinda and Tapan (1999) indicated that, supervision is a key factor for ensuring the good functioning of the primary education. In line with this, Education Sector Development Program IV [ESDP IV] by the Ministry of Education [MoE] noted the importance of providing quality based supervision to improve the quality of education (MoE, 2010). Researches indicated that, instructional supervisors greatly responsible to link their schools with the community; NGOs and individuals to solve financial and material scarcities of the school with the aim of achieving the goal of stakeholder participations on the school improvement programs. Instructional Supervisors in educational organizations have individual goals for improvement and believe that purpose of instructional supervision is to achieve those specified goals. It is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance. Instructional supervision is the link between teacher needs and school goals so individuals can improve and work together towards the vision of the school (Glickman, 1990).

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

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

School clusters often use supervisors to facilitate activities and give technical support. The supervisors are also known as coordinators or facilitators, sometimes appointed by the ministry. The supervisors are not considered as the hierarchical supervisors to teachers and head teachers, rather they are facilitators, advisors or coordinators (Giordano, 2008). In line with this, MoE (2012) indicated that cluster supervisors are not part of the line managers but they play a role in monitoring, supporting, evaluating and linking schools vertically and horizontal. De Grauwe (2001) similarly indicated that, school clusters have an officers to take the responsibility. Supervisors are responsible for planning, organizing, leading and controlling, that help deliver high quality. They contribute far more than "the latest equipment" to the organization (Certo, 2006).The Supervisor is responsible for many activities. However, these activities are summarized as support, control and linking (De Grauwe, 2001; MoE, 2012).

Since this day's most developing countries like Ethiopia using it to bring quality of education. When we talk about quality of education we have to talk about the quality in elementary schools because the grass root should be known well to talk about quality in higher level, we cannot bring quality of education unless we are not working on the ground. Primary education has duration of 7 years (age groups 7 to 14) now and is divided into two cycles (1 through grade 4 and grade 5 through 8).In primary school starting from the first grade, subjects are offered in partially leaner or integrated form, to enable students have solid foundation in subjects that require special focus such as: science, mathematics and language, more periods have been given. These subjects are also given priority of textbooks provision. If education is to serve

Ethiopia according to their needs, the determination of the content of the primary school curriculum is of the first importance. The content of the curriculum is supposed to be based on the need of the learners and hence of the society with which the learners identify their selves. The need of the learners is not limited to the acquisition of facts. Therefore, in Ethiopia context the major objective and purpose of cluster supervision is to increase the quality of education especially in primary education by assigning one cluster supervisor for five to six neighbor elementary schools and supervise them by time schedule, one school in each group is selected to serve as the cluster center by choosing one school core school that has a better resource for the supervisor. The cluster center should be as central and accessible as possible to its satellite schools, it should have adequate facilities and ideally be situated at a development center where other social and commercial services are available Clusters supervision gives two main purposes, first to improve teaching by sharing resources, experience and expertise among staff, and secondly, to facilitate administration and to pool resources from several small schools(to increase efficiency or to minimize wastage of resources), since our government educational goal is quality primary education for all included in the five-year transformational change of the country. In line with the above ideas, the "General Education Quality Improvement Package (GEQIP)" document of Ministry of Education (Ethiopia) forwards that realization of educational objectives has been somehow challenged

Now a day, improving the quality of education has given priority throughout the world. To monitor the quality, the national authorities highly depend on the cluster supervision, (De Grauwe, 2001). Quality has different meanings depending on the kind of organization and the customers served (Certo, 2006). Particularly, education quality, according to (Dittmar, Mendelson and Ward, 2002) is; "the provision of good education by well-prepared supervisor". According to (Adams, 1993) Quality is multi-dimensional term that is measured in different perspectives like inputs (curriculum, number of students and teachers), Throughput (teaching learning process , supervisions of teachers) and the output(graduated students), mostly poor input give out poor output, therefore it's obvious to work on inputs of education system, this study will focus on the improvement of the main input of educational system which is curriculum, so cluster supervisors strive on improvement on curriculum because curriculum plays a great role on. The definition for curriculum improvement varies depending on the definition of curriculum

itself. Tyler in Derebssa (2000) defines curriculum improvement as a systematic attempt at problem solving, namely the understanding and guidance of learning in school. The task of curriculum improvement among other things is mainly to include constructing curriculum materials such as the, syllabuses, text - books, and teachers' guides.

The ministry of education develop the curriculum, provide supervision, set standards or facilities, and issues licenses for institutions.(MoE, September 2002).the priority action programs in the ESDP IV have included capacity development for improved quality schools management and supervision for better learning achievements at schools. For that matter, it is not surprising then that the mandate of supervisory services is to ensure the respect of national norms and regulations. School supervisory services are supposed to contribute to the creation of a unified and standardized quality school system(MoE, 2012).This implies that school supervisors are expected to undertake three sets of tasks including control (in a sense of monitoring compliance requirements and providing feedbacks), support, evaluation and liaison at schools to achieve the supposed unified and standardized school system. In line with this, Education Sector Development Program IV [ESDP IV] by the Ministry of Education noted the importance of providing quality based supervision to improve the quality of education (MoE, 2010) with forming school clusters. The concept of cluster supervision differs from school inspection in the sense that the former focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process,

The primary need of cluster supervision in most country is to make the supervision process more efficient and efficiently. MOE, (2006) mentioned that, starting from this academic year, the woreda education experts who are assigned to supervise all primary schools which are located in their respective woredas. But in the previous years since the cluster supervision was undertaken by assigning one cluster supervisor for four to six neighbor school to help the out with different problems but it was less effective and efficient so the regional education bureau made this change.

Cluster supervision is one of a means to develop and improve the curriculum. Since change is inevitable and adjustment to change requires learning new things, the job of keeping all

teachers on the top of things is imperative. In light of this(paul,2001) revels that a school still as a good instructional supervisors. Cluster supervisors should be democratic and cooperative and should get serious attention in the school. Researches by (Beach and Reinhartz, 2000) emphasized that the importance of the collaborative effort of all participants involved in the supervisory process. Cluster supervision is mainly concerned with improving schools by helping teachers to reflect their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni and Starratt, 2007). Cluster supervisors hired in their respective clustered schools so that they can see the problems faced the schools staffs and schools managements, priory they observe the common obstacles of teachers and student on the curriculum content so that the teaching learning process cannot going on smoothly one of the obstacle is not having relevant curriculum which doesn't fit with each elementary levels.as a result of this supervisors can advise for the regional education office to make some improvement or redesigning on the current curriculum. Cluster supervision has been launched mainly in Ethiopia to bring about continuous improvement of instruction in each and even classroom and hence, to enhance students learning. To carry out this responsibility efficiently to have pivotal role to play.(West and Bollingt,2003).

It is generally agreed that the curriculum for our elementary schools should be designed and when necessary, revised by expert acting under the direction of the Ministry of Education. However, this immediately raises the question: who are these experts to be? Are the elementary school supervisors to be included among them? The Regional Education Bureau is the Federal Ministry of Education. The Regional Bureau of Education prepares primary education curriculum; administers teacher training collages and trains teachers for primary education; provides technical, material and financial support for woreda and zonal education offices; controls the standard of education of the region and designs regional educational strategies the levels of curriculum in Ethiopia is primary, secondary, vocational and tertiary which are designed by basic needs, social aspects, cultural factors, individual talents, ideal, intellectual, moral, religious, traditional determinants. Therefore we see those determinants if curriculum improvement is needed. School supervisors are responsible for ensuring that decisions about curriculum, instructional strategies, assessment, and professional development are based on sound research, best practice, appropriate data, and other contextual information; and that

observation and collaborations are used to design meaningful and effective experiences that improve student achievement(MoE,2012).

From what has been discussed so far it is possible to say that, supervision can play a great role in monitoring and assuring the quality of education by improving the primary education curriculum. Thus, it is significant to assess the current roles of primary school cluster supervisors in improving primary education curriculum.

1.2. Statement of the Problem

Nowadays, it becomes clear that curriculum decisions are collaborative work. All the members of the society, which would be affected by the results of the curriculum, should actively participate in its decisions. Particularly supervisors are the central persons in this decision since they observe how teachers are implementing the curriculum because they are Information Bridge between the school and the educational bureau. For about ten years, the field of instructional and cluster supervision has been suffering from unfriendly and unstable relations between teachers and supervisors.

Supervisors play a critical and undeniable role for the success of an organization(Certo, 2006:3). Similarly it is indicated that, the cluster supervisors are expected to play a great role in assuring the quality of education by improving the curriculum (Addis Ababa Regional Education Bureau [AAREB], 2011). The research conducted on the practice of primary school cluster supervisors at national level indicated the ineffectiveness of primary school cluster supervisors in providing support to teachers (Gashaw, 2008). But MOE, (2002) mentioned that, the previous years, the woreda education experts who are assigned to supervision at school level are not able to solve school problems. Sometimes they will not go to school they do nothing except collecting information from the hands of school principals. Because of this, teachers did not gained support from supervisors for improvement of their instructional limitations.

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

Although such studies were conducted at the national context, no systematic study was conducted on the roles of primary school cluster supervisors in curriculum Improvement, generally in Addis Ababa Region and particularly in Arada Sub city, as far as the present knowledge of the researcher is concerned.

At regional, zonal and Woreda level in community mobilization documents (AAREB, 2013;2012), seminars and workshops repeatedly indicated that, primary school cluster supervisors are not performing as expected. The researcher has personally participated in these workshops, sometimes they do not go to school they do nothing except collecting information from the hands of school principals. Because of this, teachers did not gained support from supervisors for improvement of their instructional limitations

There is a feeling of disappointment, deep and bitter, among cluster supervisors with their inactive role. Their ability to make a significant contribution to curriculum improvement, ability based on experience and special training is disregarded; and, what is even more galling, their suggestions regarding curriculum improvement, suggestions based on intimate knowledge of the classroom situation, are utterly ignored. The splendid sounding suggestions in the current curriculum that, at any cost, the supervisors flexibility must be encouraged, has not succeed in persuading those most directly concerned, the teachers and principals, to implement some of the most obvious and important recommendations that the supervisor have made. A more general problem is that the number of schools within the Woreda are usually larger than one supervisor alone could handle, some schools remain unsupervised; their problem unsolved and their condition unrealized.

The decision on curricular issues requires the participation of all members of the society, since the product of the curriculum will affect all. Increasingly curriculum decisions are held to be of direct interest and concern to the community at large because the curriculum is no longer a "secret garden" for professional to tend and enjoy (Skilbeck, 1994) .The good reason that may lead us of the necessity for continued local control of the curriculum is the fact that curriculum improvement and implementation is effective when it comes through the participation of supervisors at the national level. In other words, curriculum improvement and implementation

will not satisfy the needs of the people unless their involvement is practical. Related to this Dull (1981) pointed out that the most important curriculum work should be conducted at the individual school. Similarly Levacic (1995) also spelt out that the underlying assumption upon which local control of the curriculum advocates that curriculum decisions should be best taken at the lowest level to undergo the process in decentralization way.

In Ethiopia, the forces that brought about the need for cluster supervision of in the elementary school system of the country include, Because we have very large classes, an increase in the numbers of elementary school pupils and the scope of primary education; to improve the deteriorated quality of education. Supervisors became curriculum specialists devoting extraordinary amounts of time rewriting, redefining, and strengthening the curriculum (Beach and Reinhartz, 2000). Much of the refinement consisted of individualizing instruction, modifying curriculum, and production of new curriculum guides. To visualize the case of processes of curriculum improvement in Ethiopia in general and Arada sub city in particular,

The research conducted by Gashaw (2008) on the practice of primary cluster supervisors at national level indicated; ineffectiveness of primary cluster supervisors in providing support in improving the curriculum. So, research conducted on the role of cluster supervision of primary schools at national level recommended further investigations regarding the problems that impede supervisory practices (Gashaw, 2008). Besides, the current initiation for quality of education further rationalized the researcher to deal in the area under discussion, as cluster supervision was a quality monitoring tool. Indeed, these circumstances initiated the researcher to conduct study on the issue. However, studies conducted in the area indicated that, supervisors are not able to play an expected role because of many problems (De Grauwe, 2001).

In addition to the above related causes and factors mentioned by different authors which was discussed and quoted, has left a some roles and problems that influence improvement of curriculum by cluster supervisors of primary government school. Although, the researcher has a personal experience as a teacher and primary school cluster supervisor in one of the sub cities since 2010 and by this the researcher believe the existence of gap between what was demanded and what they were really doing.

Due to this reason, the researcher intended to assess the role and challenges of cluster supervision in improving primary schools curriculum in Arada Sub city of Addis Ababa. In doing so, the researcher has raised the following basic research questions;

1. What are the criteria's of the regional educational bureau or WEO in assigning or recruiting cluster supervisors?
2. What were the actual functions of primary school cluster supervisors?
3. What are the contributions of principals, teachers, supervisors, students, parents, and the community as a whole for curriculum improvement?
4. To what extent do teachers gained instructional benefits from primary school cluster supervisory practice?
5. What are the current roles of Cluster supervisors and teachers in curriculum improvement?
6. What are the steps and process in curriculum development in Ethiopia context?
7. What are the factors that inhibit or promote the degree of primary school supervisors' activity and in the involvement of curriculum improvement?

1.3. Objectives of the Study

1.3.1. General Objectives of the Study

The overall objective of this study was to investigate how far the roles of cluster supervisors help in improving curriculum of government primary schools.

1.3.2 Specific Objectives of the Study

The study was attempted to address the role of cluster supervisors in curriculum improvement of primary government school in Arada Sub-City in particular. To achieve this aim, the specific objectives of this study are:

- Identify whether the Ministry of Education (MOE), region, zone woreda and primary schools formulated and employed any mechanisms /and or strategies to ensure supervisors' participation in the process.
- To identify the actual functions of primary school cluster supervisors.

- Investigate the roles played by principals, teachers, students, supervisors, parents, and the community as a whole in curriculum improvement and implementation in secondary schools.
- To explore the current participation of cluster supervisors in curriculum improvement.
- To assess the challenges of primary school cluster supervisors.

1.4. Significance of the study

In Ethiopia, education has been seen as a means to enhance overall nation building and contribute to the national goal of eradicating poverty and becoming a middle-income country in the next 10 years. This can only occur if the education system actually delivers quality educational experience that promotes learning achievement, despite of this A key component of Ethiopia's General Education Quality Improvement Program(GEQIP) is the continued monitoring of national levels of learning achievement starting working from primary schools, which lead us to the principal aim of this study which is to identify the current contribution of cluster supervisors for improvement of the primary education curriculum in government elementary school students in Addis Ababa city.

Thus, in this study an attempt was made to examine and assess whether or not Regional, Zonal and Woreda level developed curriculum was affected with cluster supervisors' participation. This study encompasses supervisors' involvement in regional, zonal, woreda and especially at primary school level, which is the main site for maximum involvement of the innovation. The researcher has the assumption that the researcher findings will have the following importance.

- It may increase awareness among the concerned education officials, problems of under-participation of supervisors in the process of curriculum improvement.
- This study may help to examine the cluster supervision activity for the quality of education by improving our curriculum.
- This study may identify the major factors that influence on the activity of cluster supervisors specifically on the improvement of curriculum.

- ❖ It may provide alternative suggestions and recommendations to concerned bodies so that they maximize supervisors' participation so that curricular innovation might be efficient and effective and increase quality control future activities.
- ❖ It may bring out the main challenges that primary school cluster supervisors are facing and thus, help take actions of improvement.
- ❖ The researcher believes that the major points that are going to be raised in this study may serve for the future detail studies of the problem.
- ❖ It may also add to the existing body of literature on supervision, particularly primary school cluster supervision.

1.5 Delimitation of the Study

The study researcher has found it's important to delimit the scope of the study to a manageable size in order to investigate the problem thoroughly due to time and financial constraints this study was delimited to selected to only primary government schools in Addis Ababa city. There are 10 sub cities is that first; Arada sub city has relatively adequate number of 19 elementary government schools. Besides, Arada sub city is more accessible to the researcher to investigate the problem than others sub cities. The other one is that, the researcher was a colleague with cluster supervisors, teachers, school principals and Regional curriculum officers, where he had been working in one of the school. This helps the researcher to easily obtain relevant information. The study also, conceptually delimited to assess, the efforts of supervisors to point out instructional limitations / gaps of the supervisors by identifying their strength, the various interventions designed by supervisors to participate in curriculum improvement.

1.6. Limitation of the Study

The lack of relevant and recent literatures on cluster supervision, especially locally printed materials was limitation for this study, but the researcher tired harder by looking for recent literatures by having communication with MoE. In spite of this limitation, an effort was made to make the study as complete as possible.

1.7 Operational Definition

- **Cluster supervision:** A coordinator in charge of one cluster, in the case of a cluster which serve large schools with many teachers, or could be responsible for a number of clusters (MoE, 2006).
- **Primary School**: Schools that provide primary education for eight years(1-8), which include primary first cycle (1-4) and primary second cycle (5-8) to prepare students for further general education and training as stated in education and training policy (MoE, 1994).
- **Curriculum improvement:** developing plans for educational program, including the identification and selection of educational objectives, the selection of learning experiences, and the evaluation of learning program. Curriculum improvement: - is concerned with the betterment aspect of the curriculum without fundamental changes in its conceptual design or organization (Delighton, 1971).
- **Roles:** The various functions of cluster supervisors.
- **Instructional leadership:** Refers to an act of offering general leadership advise to classroom, teaching in the areas related to the improvement of educational experience for pupil.
- **School Based Supervision**: Refers to a supervision that is conducted at school level by principals, vice principals, school based supervision committee members (department heads, senior teachers and unit leaders).
- **Instruction**: Teaching in a particular subject or skills taught, the act, process or profession of teaching.
- **School cluster:** Schools grouped together to share knowledge, skills and facilities. One school selected as a cluster center. Satellite schools are all schools in a cluster other than cluster center school. Cluster center school which is relatively accessible to all satellite schools is, a place where cluster meetings took place and the office of the cluster supervisors located (AAREB, 1997 E.C).
- **Challenges:** Are problems that primary school cluster supervisors in Arada Sub city were facing.

1.8 Organization of the study

This research thesis is organized in to five chapters. The first chapter is the introductory part which includes the background of the study, statement of the problem, objective, significance, scope, the limitation and operational definitions of terms. The second chapter presents the review of literature relevant to the research. The third chapter discuss about research methodology and chapter four deals about data interpretation and analysis. The last chapter presents summary, conclusions and recommendations of the study. Reference and appendixes are also the parts of this paper.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter attempts to deal with the review of the related literature. In so doing, it was found important to indicate, with regards of curriculum improvement process, the state of cluster supervisors' participation in developing countries and in Ethiopia, major areas of curriculum improvement in which supervisors participate: policy- formulation, curriculum evaluation, design and planning, curriculum construction, curriculum evaluation, curriculum improvement, curriculum implementation and curriculum revision. Educators will carry out their professional duties under the supervisors, principals and Head of Department. Primarily, they are responsible for the implementation of the curriculum and for the proper running, control and management of their classes (MoE, 2009).

In reality, everything in the school system is desired for the ultimate purpose of stimulating teachers for learning growth. Hence, cluster supervision provide administrative and pedagogical services primarily concerned with studying and improvement the condition that surround learning. On top of this (paul,2001) printout that through proper cluster supervision the curriculum improve the way it should be issued regardless of the level grades, there is always a room for improvement. Supervisors from the Ministry of Education are usually insufficient or not adequate to carry out the duties required, according to Ogunu (2005) the consequences of this shortage of supervisory personal is that most often, a lot of unprofessional practices are carried out in our schools to the detriment of the children. Oghuvbu (2001) claims supervision of cluster involves the process of checking the positive implementation of curriculum and assisting those implementing it.

According to (GEQIP, 2008) cluster supervised are recruited with advanced Diploma in Educational Supervision at primary Level. This includes a selection of the above courses with additional specialist courses in Education Supervision. It is intended that this training will complement school-based training, which may be designed and implemented from 2002.

Curriculum improvement is a task where supervisors should involve in the development of curriculum materials. Pursely (2000), pinpoints that cluster supervisors are in the ideal position to advise on the appropriateness, relevance and feasibility of both teachers guides and pupil texts. Many authors agree that to improve the curriculum materials, there should field testing process, which builds on pilot - testing. According to Finch (1993) field-testing typically focuses on all five aspects of curriculum materials quality: effectiveness, efficiency, acceptability, practicality and generalizability.

2.1 Development of Educational Supervision in Ethiopia

According to the educational supervision manual ,educational inspection for the first time started in Ethiopian in 1942. Headed by the British national named Lt. Command John Miller and assisted by two Ethiopians, Central Inspection Office was established in 1945 to keep the record of the students, teachers, and classrooms and to write report. When educational activities became complex and beyond the capacity of the former three inspectors because of the increasing number of students and the opening of new schools, training of inspectors was started in Addis Ababa training school in 1951.

From 1942-1954 the school was able to train a total of 24 inspectors and assigned to inspect educational programs and financial accounts. In 1956 the training program was reopened in Kokeb Tsebha School because of the increasing number of schools. Training of both the school directors and inspectors continued for seven years and from 1956-1962 E a total of 124 inspectors were graduated. In 1963 the inspection program was changed to supervision to improve the teaching-learning process and supporting of teachers.

From 1970-1973 the trained supervisors were expected to serve in a regular education, sport, adult education and educational mass media program supervisors. In 1981 the socialist regime had shifted from supervision to inspection. As a result, the main goal of the program was monitoring and evaluation of the policy, directives, planned programs and strategies as the pre job description at each level of the education system. In 1994 the inspection was replaced by supervision and new offices have been established at federal, regional and Woreda level (MoE, 1995)

2.2. The Current Practice of Cluster Supervision in Ethiopia

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

Education inspection was introduced into the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education into the country. Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth (Haileselassie, 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed through four periods. The following table briefly indicated the development of educational supervision in different periods as Haileselassie,(2007) indicated.

Table 1: The Development of Supervision through Different Periods: World perspective

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

Sources Surya, 2002

Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different periods (Oliva, 2005). Accordingly, the above table discusses the major worldwide periods of supervision.

Supervision at School Level

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the cluster supervisor and school based supervisor which are the

school principal & vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MOE, 2002).

2.3 Supervision of Instruction

Instructional leadership is a model of leadership which focuses on students learning and achievement through development of others, and also invest in capacity building by developing social and academic capital for students and all intellectual, professional capital for teachers (Harris et al, 2005, Leithood et al in Dimmock, 1993). From these thought, school leadership (principal) and (cluster supervision) should have to play instructional leadership role to make the school effective. To do so, the Cluster supervisors should provide or arrange programs for teachers' professional development programs that will help teachers to perform teaching learning actively. Like any other areas of science, the concept of the supervision has been changed over years. Conventional supervision with which leaders attempt to control teachers instructional behaviors has left place for developmental one whereby the leaders and followers will have common vision to realize thoroughly mutual support and collegiality.

This change in the concept of supervision is evidence in the statements by Gordon (cited in Glickman, Gordon and Ross-Gordon, 2004) where he has characterized developmental supervision as a collegial rather than a hierarchical relationship between teachers and formerly designated supervisors. However, Reinhur and Beach (1987) state that ineffective and occasional supervisory practices could have little contribution to instructional process. It is described by Reinhartz and Beach (1987:57) this way.

> "Practice or a supervisor making one or two visits a year and calling this practice "supervision" is totally unacceptable and ineffective. To be effective, supervisors must be committed to a long-term process of initiating and sustaining instructional growth and change".

Thus, the practice or the availability of supervision is not sufficient condition by itself, but it has to be continuous and sustainable so that it can enhance teacher's capacity.

According to National survey study in (2005) on school leadership practices in Ethiopia, several models of instructional leadership practices were identified by the researcher groups. empowering teachers, provision of technical and material support ,motivation of teachers to engage in conducting school based research, panel discussion on student performance, facilitation of professional development programs ,and collecting resources from NGO's are among effective school leadership practices investigated by the research group (MoE,2006).This all shows that recently, MoE has given great attention towards the creation of effective school leadership in general and instructional leadership in particular to ensure the provision of quality education.

2.4. Principles of Educational Supervision

Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, educational supervision has the following principles: there should be short-term, medium-term and long-term planning for supervision, supervision is a sub-system of school organization, all teachers have a right and the need for supervision, supervision should be conducted regularly to meet the individual needs of the teachers and other personnel, supervision should help to clarify educational objectives and goals for the principal and the teachers, supervision should assist in the organization and implementation of curriculum programs for the learners, supervision from within and outside the school complement each other and are both necessary.

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

The basic principles of cluster supervision, according to the (MoE, 1995) are;

1. **Supervision is cooperative**

To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize

the problems and simultaneously do jointly for the improvement of quality education provision. This is also a continuous process.

2. **Supervision is creative**

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

3. **Supervision should be democratic**

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

4. **Supervision is attitudinal**

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

5. **Supervision is evaluative and planned activity**

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

2.5. Curriculum improvement

2.5.1 Current Approaches of Curriculum Improvement

The strategies to curriculum improvement in historical perspective can be divided in to earliest and modern approach (Taba 1962). The same authority also explains that curriculum improvement during earlier times was made by establishing rules and regulations that determine which courses to teach, which courses not to teach and also through the preparation of textbooks to give some shape to the content to be taught. During the earlier times, a national committee was also set up to facilitate curriculum revision.

Several committees were thus established, exclusively at the national level, to provide some uniformity and flavor the then chaotic educational program. At this time revising the curriculum was solely the responsibility of educationalists like college professors and subject matter experts. Those experts, the knowledgeable of the time as they were, set some norms and patterns, which then schools were called for strictly to absolutely follow (Taba, 1962).
However, gradually, there appeared the need to cultivate local foundations and control of schools, which may be of help for the national influences on the attempt to affect its ultimate goals. As are result there emerged some change in the concept of the 'what' of the curriculum and slight shift in occupying the responsibility in curriculum improving by the professors and specialists taken over by some lower experts and teacher. Similar as it was the case in the earliest condition committee was now formed that allowed experts, supervisors and teachers to take member ship. The approach was simply a slight modification of the one articulated previously (Saylor et al, 1981).

On the other hand, the modern or current approach to curriculum improvement is referred as "cooperative approach to curriculum improvement". Those involved in these cooperative efforts are teachers, supervisors, principals, students and parents that is by the use of committee work (Dull, 1981). When one thinks of this novel approach it may sound that nearly everyone is supposed to get involved. The fact that there is such an extended participation will certainly require accompanying rational as to what role each to play.

The basic rational behind the current approach to revise the curriculum is explained by Taba (1962) in that those who use the curriculum should receive the right to determine its contents. Otherwise, Taba adds, they will in one way or another, protest against the improvement. She warns that this is not saying that any person who may be affected by the curriculum must gain voice for making decisions related to it. It is also far from saying that curriculum revision at the society level is altogether deficient. In this regard the researcher of this study has the same opinion with the above author that either curriculum implementation or improvement is effective when all members of the community actively participate for such effort at the school level. The following are some of the modern means of improving the curriculum that the school curriculum should actively play its roles of facilitating school curriculum improvement.

Other authors like SaliaBao (1989), Prat (1980) and Marew (2000) Derebssa (2000) suggest that curriculum evaluation should be included at the beginning and at every stage of curriculum development. At each stage the development team has to focus on a particular task. Accordingly at each stage particular types of evaluation are needed to support the successful improvement and use of the new program. Marew (2000), SaliaBao (1989), and others have also cited the six stages of curriculum development with corresponding roles of evaluation. Curriculum evaluation the teacher, among other team members, is expected to assume significant responsibility for explaining the materials and structuring learning activities (Marew 2000).

2.5.2 In-Service education as a means for curriculum improvement

One of the ways to improve the curriculum is through in-service training that is conducting study groups, workshops, work conferences, and in-service courses. These devices addressed to improvement of curriculum by changing teaching methods, developing curriculum materials, or simply introducing new ideas (Doll, 1974).

Dejnozka (1983) suggests that in-service program in education are normally designed to bringing about instructional improvement by (1) expanding teachers knowledge, (2) improving individual teachers effectiveness, and (3) encouraging teachers to want to improve themselves. Similarly Hawes and Hawes (1982) added that in-service education helps for the instructional program improvement and for continued professional development of educators during their working years.

According to Lawerence et al. (1952) much in-service education occurs in incidental, unplanned manner, planning tends to increase the likelihood that teachers' needs for in-service education will be planned. Organized in-service education is a conscious attempt to help school personnel in order to improve their experience with the expectation that they inurn will help to improve children's lives (that is unless the professional and personal lives of their teachers are made ever richer with fruitful experiences children's lives will not be changed). Organized programs of in-service education may be said to serve as one of the /major direct stimulus to curriculum improvements. By organizing in-service programs, teachers and administrators consciously set aside time for activities that promote curriculum improvement. The block of time they reserve pay off in great or slight progress depending largely on two factors the concern staff

members feel for the idea or subject being dealt with, and the cooperativeness good feeling engendered by the program (Doll, 1974).

2.5.3 Techniques of Inspection as a means for Curriculum Improvement

A number of techniques of instructional supervision can be identified as a modern approach to curriculum improvement such as classroom observation, supervisor-teacher conference, workshops, and staff-meetings.

a. Classroom Observation

Classroom observation is the most time-honored among supervisory procedures. Since it is a valuable means to obtain firsthand information and experience of the classroom atmosphere. Because when a supervisor observes the classroom he/she is able to observe actual classroom condition and explore the needs of the teacher and the pupil (Doll, 1974).

Scholars such as Smith et al. (1961) strongly argued that to make classroom observation fruitful it should be followed by continuous contact with teachers. This includes discussing on the strong and weak points that were observed during the classroom visit and suggesting the possible ways of solving those problems, which ultimately produce instructional improvement.

Conducting of classroom observation for instructional improvement is also evidenced by Bradfiled (1964), who warns that the emphasis on classroom observation must not be on rating the performance of the teacher. The instructional leader holding the observation has to be in a position to assist teachers to do away with their problems related to the teaching-learning process. He/she must also make note of the reactions of pupils toward the teaching.

b. Supervisor-Teacher Conference

A second, common procedure of supervision, which serves as a means for improving curriculum is supervisor teacher conference. Dejnozka, (1983) stated that a conference is a meeting of two or more people to discuss on various matters. To the same author conferences are mutual counseling sessions.

Ukeje, et al. (1990) suggested that there should be series of conferences after classroom visitations to help issues to be clarified and to give guidance as how to improve things. The conference should be held in an atmosphere of co-operation without an air of superiority on the part of the supervisor.

In the supervisor-teacher conferences it is good for the supervisors to point out part of the instruction that went well and those, which needs improvement. In other words, it is good for the supervisor to provide the teacher with honest, or genuine praise and due respect. He has also to explain to the teacher the weak points that dominantly prevailed during visits.

Conferences that have marks of constructiveness and informality often yield ideas and encouragement that can greatly facilitate curriculum improvement. Constructive, informal conferences are praised and sought to be developed in school of supervision. When the individual teacher is supported and strengthened with this kind of supervision he can truly express his talent to deserve having the resources of supervision used on behalf (Doll, 1974)

c. Educational workshops

Another technique to improve the curriculum is facilitated through workshop. Scholars such as Dejnozka (1983), Hawes and Hawes (1982) defined educational workshop as a type of meeting at which professionals or reactionaries exchange ideas, demonstrate techniques, prepare materials, solve problems or develop their knowledge or skills frequently with the help of experts and in some area of special or current importance.

Similarly Dull (1981) explains that a workshop is an experience centered inquires held by practices like teachers. The whole idea in a workshop rests on establishing groups to obtain a profitable exchange of views, ideas, knowledge, and experience relative to the improvement of instruction. The workshop demands the availability of specialists who can serve as consultants and resource person.

d. Staff Meeting

The staff members of any school are potentially helpful for curriculum improvement efforts. There must be a regular meeting of staff members to discuss on matters related to the

improvement of instruction. The meeting should chiefly center on the interests, needs, and problems of teachers confronted during the teaching-learning process (Dull, 1981).

In relation to this Curtin (1964) pointed out that the major purpose of staff meeting must be to assist the betterment of instruction. Curtin (1964) does not deny, however, that staff meetings do treat administrative affairs. Some of them, which are of much help to curriculum improvement, are. (1) Assisting the identification of problems (2) establishing means to solve those problems (3) developing imaginative and successful approaches to teaching, and (4) developing commitment in the staff and thereby pooling useful ideas and strong points.

2.6. School Clusters

2.6.1. The Origin of School Clusters

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

Many countries have taken part in decentralization of educational administration and management to the local authority. School clusters as part of decentralization in many countries have brought decision making and supervision close to school. School clusters have transformed from being an innovative strategies to improve the teaching and learning conditions in rural schools to become a part of national packages for improving education in schools found in both rural and urban areas.

2.6.2. Definition of School Clusters

Giordano (2008) defined school clusters as, "a grouping of schools for educational and administrative purpose" .Similarly, Dittmar et al. (2002), defined school clusters as, "grouping of

schools that are geographically close and accessible to each other. "Likewise, the decentralization management of education, a reference manual, defined school clusters as a grouping of schools to share knowledge, skills and facilities (MoE, 2006). The purpose of school clustering is bringing supervision system closer to school level. It is an additional layer created between the district and the school level (UNESCO, 2007).Similarly, Giordano (2008) indicated that, the school clusters bring supervision and support closer to the school level. As the result supervisors can have more inside view of teachers and head teachers in the cluster.

2.6.3. Objectives of School Clusters

2.6.3.1. Improving the Quality of Teaching and Learning

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

Carron and De Grauwe (1997) indicated that, school clusters have two fold objectives: first, they improve teaching by sharing resources, experience and expertise; and the other is, facilitating administration and gaining from the economies of scale. Similarly, AAREB (2005) indicated that, school clusters could improve the quality of teaching and learning through experience sharing and mutual support.

2.6.3.2. Training and Teacher Development

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

Similarly, it is indicated that the school clusters help provide more comprehensive and efficient training for teachers (Dittmar et al., 2002). For example, School clusters in Zimbabwe used for in-service teacher training and a means for inspection and supervision of teachers

(Carron and De Grawue, 1997).Likewise, Giordano (2008) indicated that, one goal of cluster training is, an active teaching to replace the traditional "chalk and talk style". Giordano further indicated that, school clusters sometimes set up exclusively for this purpose. Similarly, it is recommended that school clusters need to be strengthened as an enter points for capacity development at local level (MoE, 2010).

In explaining the advantages of experience sharing of teachers in the cluster, Bray (1987) writes that, "the older and more experienced staff can help the younger and less experienced ones and the enthusiastic teachers can inject new life to tired ones".

2.7. Roles of cluster supervisors

Gordon (2004) posit that effective supervision requires well trained personnel with knowledge, interpersonal skills, and technical skills who are prepared to provide the necessary and appropriate guidance and support to the teaching staff. They serve as in-service training centers, and cluster center schools ought to provide examples of good educational practice and management. Every effort should therefore be made to develop the centers so that they can perform these roles. Where appropriate, higher grades should be added to the centers, to improve working conditions, many of the centers need additional facilities such as meeting venues, audio-visual aids, flip-charts, and duplicating facilities. Additional staff should be provided to assist at cluster centers. Competent and committed principals should be appointed at the cluster centers and steps should be taken to replace principals who cannot take on the additional roles expected at cluster centers. According to (ETP, 2002) the role of cluster supervision will include:

- Deciding the nature and content of the curriculum
- Selecting the school organizational patterns and materials that will enhance educational growth
- Providing a guide for staff development.
- Determining special abilities possessed by teachers and deciding who to be transferred retained, promoted or disengaged.
- Improvement of teacher effectiveness.
- Ensuring that teachers are performing their duties as scheduled.
- Improvement of the incompetent teachers.

- Determining the effectiveness of the teachers' classroom management.
- Determining the 'tone' of the school.

2.7.1. Instruction Improvement

One of the major components of cluster supervision is the improvement of instruction (Beach and Reinhartz, 2000; Glickman, 1998; Sergiovanni and Starratt, 1998). For instruction to improve, staff development, self-evaluation, and fostering curriculum development must be included in the supervisory processes. According to (Zepeda, 1997) supervision is "linking the facilitation of human growth to that of achieving goals. One way that in which the school as an organization can grow can be achieved through teacher development. According to the literature, there are four key strategies for enhancing the professional growth of teachers which include: First, the establishment and subsequent administrative support of and provision guidance for a systematic, ongoing staff development program supported by modeling, coaching, and collaborative problem solving should focus on means of linking new knowledge, on way of thinking, and on practice given existing knowledge, experience, and values (Glickman et al., 1997).

Time needs to be provided for teachers to undertake professional development as part of their normal teaching responsibilities. Second, argue that teachers need to engage, both individually and in group, in the concrete tasks of teaching, observation, assessment, experimentation, and pedagogical reflection. In this way they will better understand the learning and development process given their teaching contexts and students. Third, given the wide variety of supervisory techniques described, supervisors should match appropriate supervisory approaches to teachers" level of development needs.

The ultimate goal of cluster supervisors should be to enable teachers to be self-directed (Glickman et al., 1997). Fourth, organizational leaders should work to establish a culture that values professional, collegial interactions among participants (e.g., team planning, sharing, evaluation, and learning to create methods for peer review of practice). In doing so, they promote the spread of ideas and shared learning. There exist many different avenues for providing direct assistance to teachers for the improvement of instruction. According to (Zepeda and Ponticell,

1998), teachers" perceptions of cluster supervision were positive when supervision was viewed as coaching. They reported the value of coaching as such: What was coaching? The supervisor worked alongside the teacher, providing assistance while the teacher addressed his or her classroom concerns. The cluster supervisor took an interest in the teacher's accomplishments during the process of change and improvement.

2.7.2. Curriculum Improvement

Curriculum development and improvement is another function of cluster supervisions. Having this in mind, (Beach and Reinhartz, 2000), stated that the field of curriculum/instruction is directly related to the field of supervision. As the above author put it once curriculum is created we need to "look" at, to supervise, how it is being delivered. Cluster Supervisors became curriculum specialists devoting extraordinary amounts of time rewriting, redefining, and strengthening the curriculum. Much of the refinement consisted of individualizing instruction, modifying curriculum, and production of new curriculum guides.

Another scholar, suggested by becoming stakeholder in the curriculum improvement process, teachers begin to recognized as it one of the vital ingredients of the instructional life of schools and individual classroom. Supervisor's role in curriculum improvement is to promote teacher reflection on key components and to select appropriate concepts to be taught and the methods for implementation. Supervisors and teachers must work to understand the many facets involved in planning and how these facets impact every day instruction and student achievement. In effective schools where there is a strong emphasis on learning and positive student outcomes, principals play an important role. The process of curriculum must be supervised by persons who are assigned to do so. Frequently, supervision is important especially at the level of implementation but in fact, the entire process of curriculum development needs to be supervised. The supervisor facilitates implementation by providing directions and guidance for implementing the curriculum and makes sure that teachers have the skills to carry out the implementation process and needs to schedule more supervisor- teacher conferences and more in-service training for such staff members to deliver the new curriculum (Ornestin and Hunkins, 1998).

Ronald Doll (1974) points out that supervisors have their major tasks in facilitating curriculum implementation through (1) monitoring the action of professionals to see that those purposes are adhered to in the delivery of the program (2) furnishing democratic instructional leadership and (3) keeping channels of communication with in the school and the community open to facilitate implementation.

Supervisors assume leadership roles in the places of improving the curriculum. Educators such as Dull (1981) states that the most important functions of supervisors are to serve as a resource leader. He/she is expected to provide relevant information, practical guides, and academic assistance for the committee. It is also expected of a supervisor to occupy leadership roles in assisting teachers maintain and augment their professional abilities. Moreover, the following tasks are called for from supervisors. Thus, the supervisor should:

1. Plan and implement a well-established in-service training program.
2. Give advice that may assist to avoid certain values that still exist as block to improvement.
3. Give evidences as to the soundness of the innovation in relation to the aim of the school.
4. Work jointly with administrators to establish roles that are expected of consultants who are Outside the school.

2.7.3. Staff development

Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations (Nyarko, 2009) and for Segun (2004) the importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence of education. This is substantiated with the description of educational supervision by Daresh (2001) as a dynamic process leading to studying and improving all factors that affect the education situation, Segun (2004) contends that supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong and Ojong, 2009). Dodd (2008) also explains supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain

groups with the hope of seeking their co-operation to enable supervisors become successful in their supervision tasks (Bessong and Ojong, 2009).

Alemayehu (2008) asserts that supervision in most schools in the world, from the era of nonscientific management, have focused on inspection and control of teachers. Supervision, when carried out in a manner which shows direction and development rather than judgment and criticism will go a long way to improve performance (Wilkinson, 2010). This shows that the improvement of the teaching learning process is dependent upon teacher attitudes toward supervision, and noted that unless teachers view supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired effect.

Several authors such as Sergiovanni and Starratt (2007) and Zepeda (2007) argue that teachers' attitude and satisfaction toward instructional supervision greatly depends on several factors such as smooth teacher-supervisor relationship, availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors (Tesfaw and Hofman, 2012).

The overall purpose of instructional supervision is to help teachers improve, and this 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, 2007). For Nolan and Hoover (2008) instructional supervision is a crucial tool used in building effective teacher professional development. It is also seen as an organizational function that seeks the growth of teachers and improvement in teaching performance and greater student learning (Tesfaw and Hofman, 2012). This proves the point that every profession requires continuous improvement in methods and skills that necessary for employee performance. This means that teacher professional development is vital for the success of every school.

2.8. The Roles of School Principal in curriculum improvement

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

His/her role as curriculum implementer is that when he/she pays attention to particular innovation, there will be a greater degree of implementation in the classroom of the school. Thus, the school principal is a key granter of successful implementation. He can also play a major role in curriculum implementation by giving moral support to the staff, by arranging staff development, by collecting resources to the task and by establishing good working relationship among teachers, by generating better solution to the school problems and the like (Fullan and Stiegelbauer 1991; Ornestin and Hunkins, 1998; Firestone, 1996).

The school principal has the responsibility to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties. Without the support of the school principals, the chance for successful curriculum implementation is very low. This implies that curriculum implementation is a cooperative enterprise and a joint venture between teachers and principals in the school. Therefore, school principals are crucial to success or failure on the part of the school administrator for the implementation function of the teacher.

On the other hand, numerous educationalists felt that the principal's role to the betterment of the curriculum is high. Dull (1981) mentioned the principal's role in curriculum improvement as follows.

1. Arrange and persuade the conduct of continual meetings to arrive at remedies to problems.
2. Facilitate the provision of in-service training to teachers.
3. Ascertain that teachers often receive the recognition due them.
4. Make sure that the suggested improvements are pertinent.
5. Identify the values, spirits, and performance passed by teachers before they put the improved curriculum into practice and
6. Check the presence of enough amounts of appropriate materials and supplies in the Classroom.

2.9. The Role of the Teachers

It is obvious that the improvement of the curriculum cannot be conceived in the absence of the teacher. Concerning this point, a number of studies carried out in different countries have documented that the teacher is pivotal to the success or failure of curriculum improvement Emphasizing this, Brown et al., (1982) have stated that, of all personnel involved in curriculum improvement the teacher is almost certainly the most important. He/she is the one who implement and improve the idea and aspiration of the designers. This means that, it is the teacher who translates the intentions framed in the curriculum into actions through a multitude of activities occurring both, inside and outside the classroom.

Therefore, teachers determine the success or failure of the curriculum. They are the key persons who can make the curriculum designed achieve what it was designed to achieve. This is best explained in the words of Pratt (1980) as the following "However, well or badly the curriculum designed, the teacher can make or break the program." Thus it can be said that the accomplishment of the school objectives depends mainly on the performance of teachers. Therefore, it appears that the teacher is the cornerstone of curriculum implementation.

Teachers also play a key role in curriculum improvement effort, because from all individuals concerned with the school system teachers hold the key position in the learning process. He/she is engaged in the most delicate task of human engineering with whatever resources and tools are available to him/her. Thus, curriculum improvement should be taken at

the level of the teachers understanding about instructional practice. Since the teacher is already involved with children in the classroom, it would seem that any questions about improving the curriculum would need to come in this context. The practice of involving the teacher in curriculum work at the level of his classroom, assures a degree of security and clarity in directions (Aggrawal, 1997).but this to be happen it need high effort and encouragement of cluster supervisors and principals.

Moreover, Marew (2000) also suggests that much significant curriculum improvement can be carried out in the classroom by an individual teacher on his/ her own initiative. In fact such curriculum change has a greater chance of survival than those affecting other teachers and program.

2.10. The Role of Students

Many educators strongly argue that just as teachers must accept a new program for making it to be successful, students must be willing to participate in the program. If students see little relevance in the curricular activities planned they are not going to be motivated to participate, or learn. Ideally we want students to react with heightened interest, with enthusiasm (Orinesten and Hunkins, 1998). Students seldom have formal influences over course content. Informally, however, students have much influences over what is taught often they can vote with their feet's by refusing to enroll in courses that features the curriculum of academic specialists (Calkins, 1974).

Authorities such as Burrell (1988) suggests that the participation of students for curriculum improvement is not for mere democratic principles but students have the potential to serve as important sources of data that assist to identify the merits and demerits of an educational program. Students also point out what skills, knowledge and values are included in the curriculum to bring the expected behavioral change to the surface. The student body using such instruments like the questionnaires could identify the weakness and strength of curriculum, Pupils, thus may speak out whether or not they have noticed any meritorious skills, knowledge, and values that are designed to bring the behavioral change (Burrell, 1988).

2.11. The Role of Parents and Community

Parents and community members should provide participatory influences in school matters and can be change agents. Bringing parents and members from the community should enable the change process to incorporate the diverse views of the community.

Parents and the community as a whole are expected to provide the school with resources and to cooperate with it to ensure whether or not the curriculum satisfies the local needs and well implemented (Lewy, 1991).

Moreover, parents and community members play a great role in the improvement process of curriculum for instance parents may decide what elements of the educational program should be modified in order to obtain full acceptance. However, parents are comfortable with instructional programs whose contents are not contrary to what they value most. It thus appears parents need to be communicated when new elements are to be included in curriculum (Lewy, 1977).

To sum up, the decision of curriculum that is curriculum, development, implementation, and improvement is a collaborative effort among all members of the society. Therefore, students, parents, principals, supervisors, teachers and community members as a whole have the potential to contribute a lion's share for the effective practicing of curriculum improvement.

2.12. Factors that Affect Cluster Supervisory Practice in School

Cluster supervision is the service provided to help teachers by facilitates the right curriculum so that the goals of the school might be better attained. However, there are several factors which tend to militate against effective supervision in schools. Supervisors in various countries are facing different challenges .De Grauwe (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. Among the challenges, the following can be mentioned.

Lacks of Adequate Training and Support

Cluster Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As, Alhammad cited in (Abdulkareem, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, (Merga, 2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision.

To conclude, training helps to improve the supervisor's performance by teaching the basic knowledge and technique demanded to do it. It also helps to develop the supervisor's capacity to fulfill new responsibilities arising from technical and other changes which might affect his job.

Teacher-Supervisory Relationship

It is believed that the beginning teachers are to be closely supervised and helped by senior teachers. In line with this (Pajak, 2002) indicated that a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for curriculum improvement. In order to infuse new ideas in the teaching-learning process and improved curriculum, the supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers. To minimize factors that affect supervisory practice, supervisors better to make supervisory activities professional and they well communicate with teachers about the objective of instructional supervision to improve the curriculum.

The 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 functions" (Olivera, 1979 in Carron and De Grauwe, 1997).

It is indicated that, the number of schools which the supervisor is responsible greatly contributes for the work load of supervisor. As Carron and De Grauwe (1997) indicated, the increasing number of teachers and schools in recent years is not proportional to the number of supervisors. Giordano (2008) 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). 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).The primary school cluster organization guideline indicated that, the primary school cluster include 3-8 schools (AAREB, 2005).However, Bray (1987) pointed that, when the number of schools in the cluster is more than seven, faced major problem of coordination.

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

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

Inadequate Support from Education Administration

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

The Lack of Authority

A supervisor needs an authority to accomplish his or her job (Certo, 2006).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).

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

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

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

The Lack of Resources

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

Raj Khaniya, (1997) in Giordano (2008) 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) indicated that, the resources promised in the original guideline were not provided for school clusters. Similarly, the MoE (2006) pointed that, school clusters in Ethiopia are under resourced in terms of personnel and equipment and this created problem to

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

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

Lack of Office and Office Equipment

To carry out their activities supervisors need an office and some basic office equipment's such as computers (at least type writer), telephone, filing cabinet and so on. However, only very few supervisors have such basic equipment. For example in Tanzania very few supervisors have an office and among them, most are working within an empty office. 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" (p:92).

Lack of Secretarial Service

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

Lack of Transport

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, 2001).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).

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

Lack of Travel Allowance and Per Diem

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

De Grauwe (2001) pointed that, the lack of resources has many implications. It causes heavy work load. If combined with the lack of resource, the work load becomes difficult to manage. In many countries, school clusters might not be feasible because of the lack of resources. To perform effectively, the school clusters as an additional level of educational administration between the ministry and school need heavy investment in which many countries cannot afforded. "One can wonder if there were not enough resources are available to strength the existing supervisors", UNESCO (2007) asked, "Why create a new structure?"

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHOD

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

3.1. The Research Design

The research design used for this study was the descriptive survey because it focuses on providing an accurate description of the characteristics of a situation or phenomenon, and that the focus of descriptive research is to, describes the existing variables in a given situation and, sometimes, the relationship that exist among those variables (Johnson and Christensen, 2012). Quantitative and qualitative design was employed to study the problem. This was because it can provide sufficient information concerning the roles and challenges of primary school cluster supervisors. In addition, it helps draw valid generalization and conclusions (Yalew, 2004 E.C:23).This approach has also been recommended by scholars in the field for such kinds of research (Koul, 1996; Best and Kahn, 1999).

3.2. Sources of Data

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

3.3. Sample Size and Sampling Technique

The study was conducted in Arada Sub city, one of the Sub city of the Ten Sub cites located in Addis Ababa. It has ten woredas in it and all the samples are taken from each woredas. Multi-stage sampling technique was used to select the samples. The researcher favored this technique as it helps to get more representative sample from geographically scattered participants (Koul, 1984).According to Levy, Yalew Endawok and Limshow among the total population 10-30% can fulfill the sample sizes.

Four successive multi-stage sampling techniques were used to select sample Woredas schools, cluster centers, schools, principals and teachers. In the first stage, ten (100%) Woredas) were taken as sample woredas by non-probability sampling which is through avalability. 18(69.2%) schools were chosen through simple random sampling technique particularly lottery system to get representative sample since the size of sample schools was made proportional to the number of cluster centers in each Woreda..There are 10 cluster centers in each selected Woredas: In the second stage, all of the cluster centers and supervisors were selected through comprehensive sampling technique, as they were very important source of data for this study and their number was easily manageable. In the third stage currently there are total 60 school leaders where 21 and 39 principals and vise principals respectively in 26 primary government schools in Arada sub city. The researcher took half (50%) or 30 of the principals by random sampling from the overall woredas in the sub city. The researcher was selected 124 (50%) teachers working in the selected sample schools through probability sampling which is proportionality sampling. In the fourth stage from the Addis Ababa regional education bureau (AAREB) five educational officers were included through availability. Thus, a total of 169 samples were selected to fill the questionnaire. Among these, 10(100%) were cluster supervisors; 30(50%) were school principals;124(50%) of teachers and 5 educational officers. The researcher believed that the total sample size of 169 was sufficient to obtain data needed for this study, with existing resources. The diagram below shows multistage sampling technique used for selecting samples.

Table 2: Summary of Population, Sample Size and Sampling Techniques

No	Types of respondents	Population size	Sample size	%	Sample technique
1	Regional Curriculum officers	5	5	100	Availability
2	Cluster Supervisors	10	10	100	Availability
3	Primary school principals	60	30	50	Proportionality*
4	Teachers	248	124	50	Proportionality*
Total		**323**	**169**	**52.3**	Purposive, Census and Proportional

3.4. Data Gathering Tools

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

3.4.1. Questionnaire

To gather information from the samples, questionnaires were prepared based on the review of literature and leading questions. Two sets of questionnaires both open and close ended were originally prepared in English and later translated to Amharic to make communication easier. Accordingly, a total of 45 close ended and 8 open ended questions were prepared by using logical method. Close-ended questionnaire was preferred by the researcher as they are relatively objective, time saving, and easy to respond, tabulate and analyze (Yalew, 2004 E.C:159). The questionnaire had five Likert scales (Very High, High, Medium, Low and Very Low). Likert scale was preferred because it enable the respondents to choose one opinion from the given scales that best aligns with their views(Koul,1984).The questionnaire has six parts to obtain necessary information regarding, characteristics of the respondents; benefits teachers were getting from cluster supervisory practice; the contribution of cluster supervisors for school's management; actual functions of cluster supervisors; professional preparation of cluster supervisors; and challenges of cluster supervisors. The questionnaire was distributed to a total of 164 respondents: 124 teachers,30 school principals; and 10 cluster supervisors. The questionnaire was personally administered by the researcher himself. This increased the return rate and enabled the researcher to explain the meaning of the questions which were not clear for respondents.

3.4.2. Interview

The researcher used interview to get in-depth information that may not be easily secured by the questionnaire (Yalew, 2012). Semi-structured interview were prepared in English and administered in Amharic to lessen the communication barriers that may occur. Semi-structured questions were preferred by the researcher, as they permit greater flexibility and much freedom to talk about the problem under investigation for interviewee (Yalew, 2012). The interview was conducted on a total of respondents individually: two regional education officers, four cluster

supervisors were selected for interview through purposive sampling particularly lottery system, among selected 10 cluster supervisors and 5 regional educational officers respectively. The researcher used tape recorder to save the time of interviewer (researcher) used for recording the responses and to eliminate the omission and distortion of responses.

3.4.3. Observation

The researcher observed 10 cluster centers located in each woreda offices. The aim of this observation was to gather data on the working conditions, particularly on the availability and conditions of facilities for cluster supervisors and comments written in the school's log book by cluster supervisors. To this end, the researcher used structured checklist that included nine questions.

3.4.4. Document Analysis

The overall cluster supervision records of sample schools, supervision plans, portfolio documents of the supervision practice, written reports on supervision and feedback were assessed.

3.5. Procedures of Data Collection

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

3.6. Reliability and Validity Checks

Pilot test of the instruments was done before launching in to the actual investigation. The purpose of the pilot test was, to check whether the responses fulfilled the objectives of the investigation; to determine the extent to which the questionnaire promoted an appropriate relationship with respondents; and to check whether or not the respondents understood the instruments(Yalew,2012). Accordingly, From Yeka Sub city Woreda 02 was selected for pilot

test among the sample Woredas through simple random sampling technique, particularly lottery system was employed. From Hizbawi Serawit primary school, which was not included in the main study, was selected among schools not included in the study through simple random sampling, particularly lottery system. Then, 2(100%) principals and one wereda supervisor who were selected through simple random sampling technique of lottery system and a school principal filled the questionnaire.

3.7. Method of Data Analysis

The researcher collected both quantitative and qualitative data form sample respondents. The quantitative data collected through questionnaire was statistically organized and imported in to SPSS V.20.0 to obtain Frequency, Sum, Mean value and Standard deviation. The mean scores were used to interpret data gathered through questionnaire. In addition, percentage was also used to interpret the background information of the respondents and data gathered through observation checklist. The researcher used 3.0 as an average mean. Finally, the data gathered through interview and observation was presented and analyzed qualitatively to supplement the data gathered through questionnaire, and categorized and discussed in line with questionnaire.

3.8. Ethical consideration

As Punch (2000) asserts, "All social research involves consent, access and associated ethical issues, since it is based on data from people about people". Interviews of participants will meet the general protocols and procedures for interviewing and oral history (Douglas, Roberts & Thompson (1988)). The study was ensuring that informed consent is obtained from participants. They may need full information about the research including the reasons they have been chosen to participate. Participants' privacy, confidentiality and anonymity was guaranteed. Consent forms and a covering letter was provided.

Similarly, the school being used for this study gave permission for access to archival material and documents useful to the study. The school was assured that findings will be used appropriately, as will their reporting and Dissemination.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. The objective of this study was assessing roles a of cluster supervision in improving primary schools curriculum in Addis Ababa Administration in the case of Arada sub city. To this end, both quantitative and qualitative data was gathered by using questionnaire, interview and observation. The data gathered through interview was supposed to complement the quantitative data. Moreover, an observation was conducted in 8 cluster centers by using checklist to observe the comments written in the school's log book and assess the working conditions of cluster supervisors, specially the availability and conditions of resources.

Questionnaire (both open in part one and close ended in part two) was distributed to 169 respondents and 154 (91.12%) were returned back. The return rate of the questionnaire was 120(96.8%) from teachers, 26(95.2%) from the school principals and 8(80%) from cluster supervisors. In addition, three regional education curriculum officers, and three cluster supervisors, totally 5 individuals were interviewed.

4.1 The Background Information of the Respondents

Table 3: Biological information and background of the Respondents

No	Items		Respondents						Total	
			Teachers(120)		Principals(26)		Cluster (8)supervisors			
			No	%	No	%	No	%	No	%
1	Gender	Male	89	74.2	21	80.8	6	60	116	69.8
		Female	31	25.8	5	19.2	2	20	38	22.9
		Total	120	100	26	100	8	100	154	92.7

As can be observed from the above table 3 item one, 89(74.2%) of teachers, 21(80.8%) of principals and 6(75%) of cluster supervisors were males. On the other hand 31(25.8%) of teachers 5(19.2%) of principals and 2(25%) of cluster supervisors were females. From this, it is

possible to conclude that the supervisory position was dominated by males. Similar with this, (Farquhar, 1991:160) cited in (Carron and De Grauwe, 1997:30) indicated that, the supervision staff is still dominated by the male.

Table 4: Respondents work experience and educational background

No	Items		Respondents						Total	
			Teachers(120)		Principals(26)		Cluster (8)supervisors			
			No	%	No	%	No	%	No	%
1	**Work Experience**	1-5 years	12	10	-	0	-	0	22	14.3
		6-10 years	35	29.2	5	19.2	-	0	40	26
		11-15years	21	17.5	5	19.2	3	37.5	29	18.8
		16-20 years	19	15.8	3	1.6	4	50	26	16.9
		21-25 years	10	8.0	5	19.2	1	12.5	16	10.4
		26-30 years	7	5.8	4	15.3	-	0	11	0.7
		31 and above years	6	13.7	4	15.3	-	0	10	0.6
		Total	120	100	26	100	8	100	154	100
2	**Educational background**	Certificate	3	0.25	0	0	0	0	3	0.19
		Diploma	45	37.5	7	26.9	2	25	54	35.1
		First Degree	75	62.5	17	65.4	4	50	96	62.3
		Masters and above	3	0.25	2	0.8	2	25	7	0.45
		Total	120	100	26	100	8	100	154	100

Regarding the experience of teachers, the majority 35(29.2%) of teachers had work experience between 5 and 10 years, 12(10%) of teacher respondents had less than 5 years' experience and 21(17.5%) of them had work experience between 11 and 15 years' experience. The remaining 19(15.8 %) of teachers and 7(5.8 %) had work experience of 16-20 years and 26-30 years respectively. In addition, 5(19.2%) and 3(37.5%) of principals and supervisors respectively had work experience between 11 and 15 years. The remaining 5(19.2%) of principals had work experience between 6 and 10 years . Even from the interview the regional curriculum officers claimed that almost all the cluster supervisors are more qualified than the teachers and principals and mentioned that only few cluster supervisors have first degree and the rest have masters degree or have a better work experience.

4.2. The Contribution of Supervisors

Table 5: Cluster Supervisors regular meetings and their purposes

No	Item	Respondents					
		Teachers (n=120)		Principals (n=26)		Cluster supervisors (n=8)	
		No	%	No	%	No	%
1	Cluster supervisor made regular meetings						
	a. Yes	11	9.2	19	73.1	6	75
	b. No	109	90.8	7	26.9	2	25
	Total	120	100	26	100	8	100
2	If "yes" the purpose of the meeting is to						
	discuss on	-	-	3	15.8	1	16.7
	a. Facilitating implementation						
	b. Facilitating instructional improvement	-	-	-	-	1	16.7
	c. Both facilitating implementation and	1	9.1	16	84.2	4	66.7
	improvement	10	90.9	-	-	-	-
	d. Other issues						
	Total	11	100	19	100	6	100

One of the major characteristics of a committee is to conduct regular meetings in order to make decisions on matters of mutual interest or in order to forward recommendations to the organization that is interested to do so (Callaghan et al., 1989 as cited by Haileselassie, 1999).Thus, the cluster supervisors are expected to make regular meetings to discuss on issues related to the implementation and improvement of the curriculum

The responses (see table 5) reveal that the majority of the cluster supervisors (75%) and 73.1% of the school principals responded that the cluster supervisors conducts regular meetings. On the contrary, 90.8 % of the teachers replied that the supervisors did not hold successive meetings. On the other hand responses as to whether the cluster supervisors discuss issues related to curriculum implementation and improvement, reveal that most of the cluster supervisors, 66.7% and (84.2%) of the principals who said yes to item number one under table 10 replied that they did discuss on such all issues which are listed issues, in the contrary 90.9% of teachers response shown rather they used to discuss on other issues. Most of them reported that they used to discuss on issues such as the setting of exam periods, arranging exam schedules, checking the proper implementation of promotion policies and so on. From these two items one can conclude that the cluster supervisors do not hold regular meetings, however, the cluster supervisor did not discuss on how to facilitate and coordinate curriculum implementation and improvement, which is assumed to be the main duties of the supervisors. This indicates that the cluster supervisors leaves aside its duties and focused on administrative affairs because from the analysis the cluster supervisors are not focusing in pedagogic issues.

Table 6: Classroom visits and their purposes and Frequency of classroom visits

No	Item	Respondents					
		Teachers (n=120)		Principals (n=26)		Cluster supervisors (n=8)	
		No	%	No	%	No	%
1	principals, department heads, and supervisors conduct classroom visits						
	a. Yes	21	17.5	24	92.3	7	87.5
	b. No	99	82.5	2	7.7	1	12.5
	Total	120	100	26	100	8	100
2	If "yes" the purpose of the visit is						
	a. Settling conflicts	2	9.5	2	8.3	-	-
	b. Assisting teachers in curriculum implementation	6	28.6	13	54.2	5	71.4
	c. Suggesting ways for curriculum improvement	2	9.5	9	37.5	1	14.3
	d. For efficiency rating	11	52.4	-	-	1	14.3
	e. Others	-	-	-	-	-	-
	Total	21	100	24	100	7	100
3	Do they conduct conference after classroom visits to discuss strong and weak points						
	a. Yes	8	38.1	22	91.7	6	85.7
	b. No	13	61.9	2	8.3	1	14.3
	Total	21	100	24	100	7	100
4	cluster supervisors visit teacher's activity in the classroom with the principal per a year						
	a. Once	41	34.2	4	15.3	-	-
	b. Two times	49	40.8	17	53.8	6	75
	c. Three times	6	5	-	-	2	25
	d. Four times	2	1.7	2	7.7	-	-
	e. Five times and above	3	2.5	3	11.5	-	-
	f. None at al	19	15.8	-	-	-	-
	Total	120	100	26	100	8	100

The responses regarding classroom visits and their purposes vary (see table 6). Accordingly, 87.5 % of the cluster supervisors and all of the principals (92.3%) confirmed that school principals, department heads or supervisors conduct classroom visits regularly. However, 82.5% of the teachers argued that such educational personnel did not conduct classroom visits regularly.

Classroom observation has a great contribution to improve the learning of the child especially in primary education (Doll, 1974). Conducting of classroom visit is of value when both teachers and principals or supervisors see to it that their comment center on the improvement of instruction. Thus, the classroom visit conducted by principals, department heads, and supervisors is appreciated.

Responses regarding the purpose of the classroom visit by teachers, cluster supervisors and principals reveals most of the cluster supervisors 54.2 % and 71.4% of the principals responded that it was to assisting teachers in curriculum implementation. It was only 14.3% and 37.5% of cluster supervisors and principals respectively who indicated the visits had the rationale behind them to help teachers in curriculum implementation. In addition most of the teachers which respond Yes on the first question 52.4% of them suggested that the main purpose of classroom visits was to fill teachers performance efficiency.

Mostly the responses reveal that although school principals, department heads or supervisors made classroom visit the purpose of the visit is not pedagogical in nature, rather it is administrative. The respondents were also asked to give information whether school principals, department heads or supervisors made conferences after classroom visits to discuss the strong and weak points that were observed during the visits. Accordingly most of the cluster supervisors, 85.7% and 91.7% of the principals, agreed that they made conferences with teachers for such purposes. On the contrary 61.9% teachers respond that even if there they had visited in the class but they don't get after discussion with the supervisor and principles about their weakness and strength, significant number of the teacher respondents 61.9% reported that they did not made conferences for such efforts, which lead to less communication between teachers and the school leaders.

Frequency of classroom observations varies (see table 6) again. Out of all the principal respondents, the majority of them 53.8% responded that they used to make classroom visits two times in academic year. Similarly, most of the cluster supervisors (75%) reported that they visited two times in a year. On the other hand, a few number of the respondents 34.2%% and 40.8 % of the teachers argued that they had been visiting teachers once and twice in a year respectively. On the other hand a significant number of teachers 15.8% responded that they never visit teachers while teaching.

It is surprises to note that 75% of the cluster supervisors and 53.8% of the principals replied their classroom visits were only two times in a year. The inference here could be that principals, department heads and supervisors might be preoccupied with routine administrative tasks and other works for teachers. It could also be out of negligence or boredom that they come to pay little attention to make repetitive classroom observation.

It is possible to assume that the principals, department heads or supervisors concerning classroom visit most of them did not focus on the implementation and improvement of instruction.

4.2.1. Cluster supervisors role in curriculum improvement

The cluster supervisor is expected to actively play in regional based curriculum improvement efforts by conducting regular meetings and discuss on how to improve the curriculum, how to encourage teachers to undertake educational research, and by facilitating conditions for teachers to upgrade them. It also helps the improvement of the curriculum by using supervisory techniques such as conducting conferences with teachers, staff meetings, classroom observation of teachers while they are teaching, and discussing with teachers on weak and strong points that were observed during the classroom visit.

Successful curriculum implementation and improvement presupposed and requires that teachers develop themselves professionally, that is teachers should acquire new knowledge, skills and values for the constant improvement of the quality of their service. Since teachers will be unequipped to implement and improve the curriculum if they lack the necessary expertise. They must have a competent grasp of the subject matter and the approach to it adapted in the

curriculum (Geijsel et al. 2001). This is again possible when concerned bodies such as the school principal and the cluster supervisors create enabling situations for teachers to get in-service education.

Table 7: The role of cluster supervisors in curriculum implementation and improvement

No	Item	Respondents					
		Teachers (n=120)		Principals (n=26)		Cluster supervisors (n=8)	
		No	%	No	%	No	%
1	The extent of cluster supervision effort to get resource support for implementing the curriculum is						
	a. Very high	5	4.17	11	42.3	5	62.5
	b. High	15	12.5	9	34.6	2	25
	c. Medium	22	18.3	5	19.2	1	12.5
	d. Low	78	65	1	3.8	-	0
	e. None at all	-	0	-	0	-	0
	Total	120	100	26	100	8	100
2	The cluster supervisor create enabling conditions for teachers to participate in decision- making process						
	a. Yes	25	20.8	19	73.1	7	87.5
	b. No	95	79.2	7	26.9	1	12.5
	Total	120	100	26	100	8	100
3	If yes' when did teachers participate	-	0	2	10.5	1	14.3
	a. During curriculum development	19	76	3	15.7	1	14.3
	b. During curriculum implementation	5	20	1	5.3	1	14.3
	c. During curriculum evaluation	1	4	13	68.4	4	57.2
	d. At all stages of curriculum process	-	-	-	-	-	-
	e. Others						
	Total	25	100	19	100	7	100
4	The cluster supervisors create facilitative condition for teaching learning process						
	a. Yes	27	22.5	21	80.7	8	100
	b. No	93	77.5	5	19.2	-	0
	Total	120	100	26	100	8	100

Table 8. The Role of cluster supervisor's in facilitating curriculum improvement materials

1	If 'yes' what is the most usual method used by the committee to do so.						
	a. Creating smooth relationship among staff members	2	7.4	9	42.9	4	50
	b. Creating smooth relationship among parents and students	-	-	1	4.7	-	-
	c. Creating smooth relationship among educators	12	44.4	5	23.8	1	12.5
	d. Creating smooth relationship among all the above bodies	13	48.1	6	28.6	3	37.5
	e. Others	-	-	-	-	-	-
	Total	27	100	21	100	8	100
2	The cluster supervisor create enabling condition for teachers to get in-service education						
	a. Yes	7	5.8	12	46.2	6	75
	b. No	113	94.2	14	53.8	2	25
	Total	120	100	26	100	8	100
3	The cluster supervisors encourage teachers and principals who implement the curriculum effectively	41	34.2	18	69.2	8	100
	a. Yes	79	65.8	8	30.8	-	-
	b. No						
	Total	120	100	26	100	8	100

Scale=High(>3.0) Medium(3.0) Low(<3.0)

Various responses were given regarding the extent of efforts the cluster supervisors made to get different kinds of resources that helps to facilitate in implementing the school curriculum (see table 7). Accordingly, the greater number of the cluster supervisors 62.5% and 42.3% of the principals said the cluster supervisor's such have a very high effort. In addition, 65 % of teachers argued that the effort of the cluster supervisor's to get resources support for implementing of the curriculum is low. The respondents were also asked to show their rate of agreement to what extent the supervisors made efforts to implement the curriculum with the help of supporting or by using the appropriate materials.

Making teachers to participate in decision-making process related to curriculum starting from an initial stage of curriculum process, where it is widely thought to be an effective strategy and of paramount importance. The cluster supervisors and the principals together with the other concerned bodies of the school have the responsibility to create situations for teachers to participate in decision-making process.

Various responses were received regarding efforts made by the cluster supervisors facilitating conditions for teachers to participate in decision making process on matters related to curriculum. As can be seen from the responses of item 2, of table 7, 87.5% of the cluster supervisors and 73.1% of the principals assured that the school curriculum committee creates conditions that facilitate teachers to participate in decision making process related to curriculum. Conversely a significant number of respondents 95% of the teachers argued that the cluster supervisors did not create such conditions.

On the other hand, responses regarding participation in decision-making process related to curriculum reveal that the majority of the committee members, 76% of the teachers pointed out that teachers were allowed to participate in curriculum implementation process. On the other hand, 57.2% of the cluster supervisors and 68.4% of the principals also mentioned that teachers were participated in decision- making process during all stage curriculum process that is at development, implementation, and evaluation stages. Since the main implementers of the curriculum are the teachers, in order to implement the curriculum adequately, teachers should participate throughout the stages of the curriculum development, especially at the initial stages of deciding what will be taught is vital both in making the curriculum relevant and raising the

degree of its acceptability among students and parents (Shiundo and Omulando, 1992). Moreover, these scholars pointed out that keeping away teacher from curriculum development until a later stage is a waste of valuable resources that a nation needs to build a useful curriculum for its schools. Thus, the teachers should be participated at all stages of curriculum process and also the cluster supervisors should create opportunities that help teachers to participate in decision-making process at all stages of the curriculum process.

To facilitate the implementation of the curriculum there must be open communication between the school authorities, parents, students. Since the purpose of communication is to establish a common bond, a common understanding, or common sense based up on mutual respect, frequent exchange of ideas, and opportunities to engage in discussion of important matters (Wendel, Hoke and Joeke, 1996). And it is the duties of the school principal and the cluster supervisors to create smooth relationship among the school communities.

Therefore, the intention of asking two questions under table 8 was to get information about the efforts made by the cluster supervisors in creating smooth relationship with school community in order to facilitate the implementation of the curriculum. Accordingly, the responses, of item four of table 8 indicated that most of the teachers, 77.5% have the opinion that the cluster supervisors did not create such conditions. On the contrary, 80.7% and 100% of the principals and cluster supervisors respectively responded that the supervisors did so. Regarding the major methods that the cluster supervisors used to create such conditions, half (50%) of the cluster supervisors and 9 principals (42.9 %) who believe that the cluster supervisors facilitative conditions by creating smooth relationship with staff members. In addition, a significant number of respondents (12.5%) of cluster supervisors also suggested that the supervisors did such things by creating smooth relationship with educators. Besides most of the teaches respondents, 48.1% of the teachers agreed that the cluster supervisors used methods such as creating smooth relationship with all school community (i.e. with parents, students, teachers, educator).

As it is clearly pointed out earlier the strategy to implement the school curriculum is to have open and clear communication among the implementers (Fullan and Pamfret, 1977). Bodies who are responsible to do so like the school principal and the cluster supervisor can create this. However, the responses of item one and one from table 7 and 8 show, that most of the cluster

supervisor did not function their role in facilitating interpersonal relationship among the implementers which is one of the roles of the cluster supervisor efforts.

Motivation is one of the important factors that have an impact on the role of the teachers in implementing and improving the curriculum. The motivation provided by school principals to teachers either moral or material plays a key role in curriculum work. Since people will not implement or improve a program unless there are appropriate rewards for doing so. Thus respondents were requested whether the school principals facilities curriculum implementation by encouraging teachers and cluster supervisors or not (see table 8). Accordingly, most of the principals69.2 % and all the cluster supervisors 100% replied that the school principals encourage those teachers and the school curriculum committee who implement the curriculum effectively. Contrary to this a very few number of respondents 30.8% of the principals and 65.8% of teachers respondents are against the encouragement made by principals.

Furthermore, the zonal educational supervisors were also interviewed about the role of the cluster supervisors in making conditions suitable for teachers and school curriculum committee to improve the school curriculum. And almost all of them confirmed similarly with the responses of the school curriculum committee and the principals that the secondary school principals are trying to create favorable situations for their teachers and school curriculum committee in order to encourage the efforts of these groups for the improvement of instruction, for instance, by encouraging those teachers and school curriculum committee by providing moral support (table 8).

4.2.2. Cluster Supervisors role in Curriculum Implementation

Cluster supervision is established at school level in order to facilitate and coordinate curriculum implementation by providing the necessary resource support, by facilitating effective communication among members of the school community, by providing opportunities for teachers to participate in all decision-making activities related to curriculum and facilitate conditions for professional growth of the teachers.

Table 9: Respondents View on the Professional Preparation of Cluster Supervisors

No	Items Cluster supervisors are:	Response	Respondents			Computed F value
			Teachers (n=120)	Principals (n=26)	Cluster supervisors (n=8)	
1	Qualified enough to give the required service.	Σ	281	72	47	.02
		x	3.08	3.13	3.13	
		S.D	.950	.814	1.767	
2	Are well experienced.	Σ	248	52	36	1.81
		x	2.72	2.26	2.4	
		S.D	1.238	.810	.828	
3	Have taken induction training.	Σ	238	50	24	6.70
		x	2.61	2.17	1.6	
		S.D	1.103	.984	.883	
4	In service training has been arranged for supervisors.	Σ	251	61	31	2.71
		x	2.75	2.65	2.06	
		S.D	1.128	.884	.883	
5	Support instruments like manuals and guides.	Σ	237	51	33	1.79
		x	2.6	2.21	2.2	
		S.D	1.153	.795	.941	
6	Experience sharing sessions has been arranged for cluster supervisors.	Σ	255	56	22	9.78
		x	2.8	2.43	1.46	
		S.D	1.185	.992	.516	

Scale=High(>3.0) Medium(3.0) Low(<3.0)

Σ=Sum, x =Mean, S.D=Standard Deviation Table value, F=3.07 at 0.05 significance level and with 2 and 126 areas of freedom.

As can be seen in item 1 of table 9, teachers, principals and cluster supervisors with (x =3.08, S.D=.950), (x =3.13, S.D=.814) and (x =3.13, S.D=1.767) mean scores respectively indicated that, cluster supervisors were qualified enough to give the required service. Similarly, as can be seen in the background information of the respondents, all (4) of the cluster supervisors had first degree. In relation to this, Certo (2006) indicated that, supervisors occupy the position in different ways; most of them were promote from the department they are working and recent graduates also come to the position due to the specialized knowledge in the area.

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

For items 1 and 2 in table 9, the computed „F values with 2 and 126 areas of freedom and 0.05 significance level are less than the table value(3.07). This shows there is no significant difference among the responses.

In item 3 table 9, teachers, principals and cluster supervisors with (x =2.61, S.D=1.103), (x =2.17, S.D=.984) and (x =1.6, S.D=.883) mean scores respectively indicated that, cluster supervisors had not taken induction training. The computed F value (6.707) exceeded the table value (3.07). This shows the difference is statistically significant. Regarding the induction training, the informants during interview indicated that, cluster supervisors were recruited among teachers and school heads in formal way and "just told to go" to primary schools to do their job without any induction training. From this one can conclude that, cluster supervisors had not taken any induction training. In relation to this, many authors in the field indicated the importance of training: Carron and De Grauwe (1997) and UNESCO (2007) indicated that, induction training help supervisors prepare themselves for their role. Giordano (2008) pointed the importance of matching the employee with the demands of the job and to give training when necessary for all cluster and resource center staff. Similarly, Bray (1987) indicated the importance of training both newly appointed and experienced individuals. Likewise, AAREB (2011) noted that, supervisors

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

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

Teachers, principals and cluster supervisors with (x =2.6, S.D=1.153), (x =2.21, S.D=.795) and (x =2.2, S.D=.941) mean scores respectively showed that, cluster supervisors had lack these instruments. Similar with this, De Grauwe (2001; 2001) indicated that, manuals and guidelines are inadequate for supervisors and when available, not more than circulars and administrative forms. As a result supervisors lack important information. Carron and De Grauwe (1997) and (UNESCO, 2007) indicated that, support instruments such as manuals and guide lines are important for supervisors. They prepare themselves for school visits using these instruments. In addition, these instruments support the actions of supervisors on the field. The computed „F values of items 4 and 5 in table 9, with 2 and 126 areas of freedom and 0.05 significance level are less than the table value (3.07). This shows there is no significant difference among the responses.

In the last item of table 9, teachers, principals and cluster supervisors with (x =2.8, S.D=1.185), (x =2.43, S.D=.992) and (x =1.46, S.D=.516) mean scores respectively indicated that, an experience sharing sessions were not arranged for cluster supervisors. The computed „F

value (9.781) by far exceeded the table value (3.07).This shows the difference among the responses is significant. However, during interview the cluster supervisors informed that, even though they repeatedly asked the WEO to arrange experience sharing, there is no any experience sharing. However, facilitating the experience sharing at Woreda, and regional level was written in the primary schools cluster organization document (AAREB, 2005).

Most of the participants who were interviewed during the study indicated that, both cluster supervisors and regional curriculum officers, almost all cluster supervisors are good enough for their job, most of them are having Masters in Educational Planning and Management or having well experience in teaching staff, but induction trainings did not exist; in-service trainings were inadequate and not related to the profession of supervision; cluster supervisors were less experienced than most of the teachers and school principals; and support instruments were inadequate. However, they indicated that, the academic qualification was not the problem as cluster supervisors had first degree. From the information available, it seems that professional preparation and support instruments were inadequate for cluster supervisors to give the required service

Table 10: Roles of Principals in curriculum improvement

No	Item	Respondents					
		Teachers (n=120)		Principals (n=26)		Cluster supervisors (n=8)	
		No	%	No	%	No	%
1	Principals create favorable conditions for teachers or school supervisors to improve the curriculum						
	a. Yes	36	30	22	84.6	5	62.5
	b. No	84	60	4	15.4	3	37.5
	Total	120	100	26	100	8	100
2	Principals made efforts in getting resource support for curriculum implementation						
	a. Yes	56	46.7	23	88.5	6	75
	b. No	64	53.3	3	11.5	2	25
	Total	120	100	26	100	8	100

Principals play a key role in the betterment of the curriculum. As Dull (1981) and Cox (1983) mentioned principals should make the school situation favorable enough for teachers and school curriculum committee to promote the efforts of these groups for solving problems related to curriculum.

The great majority of the principals 84.6% and 62.5% of the cluster supervisors reported that the principals create facilitative conditions for teachers and cluster supervisors to improve the primary education curriculum. On the contrary, a few of them, 15.4 % responded that they did not do so. On the other hand, 84% of the teachers respond that the principals never create a condition for them and supervisors to improve the curriculum.

School principals have the responsibilities to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties (Fullan and Stiegelbaur, 1991). One of the duties of the school principals is to facilitate the implementation of the curriculum with the help of appropriate resource supports. Thus, in order to implement the curriculum with the necessary material the principals should made efforts in getting the different resource supports that are needed for implementation. To see this effort of the principal one item was prepared for the respondents. And as can be observed from table10, 88.5% of principals and75% of cluster supervisors the respondents agreed that school principals made efforts in getting different resource supports that are required for effective curriculum implementation. But 64% of teachers respondents reported that the principals did not made efforts regarding such issues.

Table 11: Regional Education bureau effort in decision-making process related to curriculum.

No	Item	Respondents					
		Teachers (n=120)		Principals (n=26)		Cluster supervisors (n=8)	
		No	%	No	%	No	%
1	Regional educational bureau create suitable conditions that make teachers and supervisors to participate in decision making process to curriculum						
	a. Yes	53	44.2	9	34.6	6	75
	b. No	67	55.8	17	65.4	2	25
	Total	120	100	26	100	8	100
2	If' yes' when did teachers participate in decision making process						
	a. During curriculum improvement	15	28.3	3	33.3	3	50
	b. During curriculum implementation	16	30.2	4	44.4	1	16.7
	c. During curriculum evaluation	10	18.9	-	-	-	-
	d. At all stages of curriculum process	5	9.4	2	22.2	2	33.3
	e. Others	7	13.2	-	-	-	-
	Total	53	100	9	100	6	100

The results regarding whether the school principals tried to create conditions that make teachers to participate in decision-making process on matters that are related to curriculum or not reveal that most of the respondents said that they used to create such conditions. But a few of the respondents 65.8% teachers reported that they did not make such efforts for curriculum implementation.

The respondents were also requested in item two of the same table when did teachers and cluster supervisors used to participate in decision-making process matters related to curriculum if at all regional education bureau create conditions75% of cluster supervisors agree that's the regional educational curriculum bureau participate teachers and cluster supervisors in curriculum decision making in the other hand most of the respondents of 55.8% and 65.4% of teachers and principals respectively disagree. In item 2 half(50%) of the cluster supervisors respondents who said yes to item number one, believed that teachers participate in decision-making process at improvement stage. Besides 30.2% and 44.4% of teachers and principals respectively, who said yes to question number one of the same table reported that teachers participate in at curriculum implantation stage.

By and large the results reveal that AAREB create suitable situations for teachers and cluster supervisors to participate during implementation stages of the curriculum process and improvement stage mostly. The responses are similar to the responses on the efforts of school curriculum committee in creating conditions suitable for teachers to participate on decision making process indicated in table 11 of this study.

Apparently, teachers and cluster supervisors should be participated in decision-making process right from the beginning or development stage not only at implementation stage. Because participating teachers and cluster supervisors at the beginning stage increases the degree of relevance, raising its acceptability among parents and students and facilitates implementation easily.

During the interview most cluster supervisors believed and proofed that get a lot of help from the Regional educational curriculum officers about curriculum design process, also they give them different curriculum concerned trainings so that at the end of the day they implement what they have got from the number of trainings to their respective schools. But regional curriculum officers reveled that even though we gave a lot of trainings and syllables for primary school principals and cluster supervisors when the officers went to each schools for visit everything they train the schools leaders is not implemented it's just put in to the shelf for fulfillment, regarding the response of the officers this happened because of different reasons the majors are extremely low work motivation and high turnover.

4.2.3. The Contribution of parents and students

Parents and the community as a whole have a lot to contribute to the welfare of learning of their children. Since there are many people who will be affected by the results the curriculum. The democratic concept of education underscores that those who will live by such decisions should have a share in making them. Moreover, the school environment can be greatly enriched if parents and community member's skills, talents, and interests are used along with teachers, in planning and implementing the school curriculum. Parents and community members must therefore be involved starting from the beginning whenever curriculum change or develop (Marsh, 1992, Bennors, 1994).

Table 12: Parents role in curriculum improvement

No	Item	Respondents					
		Teachers (n=120)		Principals (n=26)		Cluster supervisors (n=8)	
		No	%	No	%	No	%
1	Parents suggest contents for improvement						
	a. Always	3	2.5	1	3.8	-	-
	b. Often	81	67.5	16	61.6	2	25
	c. Never	36	30	9	34.6	6	75
	Total	120	100	26	100	8	100

Efforts made by parents in improving the school curriculum are highly necessary. In light of this 75% of the cluster supervisors, 34.6% of the school principals and 30% of teachers responded that parents and community members never suggest contents for improvement. Contrary to this, 67.5% of the teachers and 61.6% of the principals suggested that parents and community members often give suggestion for contents that needs improvement. In addition, few number of teachers (2.5%) and (3.8%) of principals reported that parents had always been suggesting on the contents of the curriculum.

There are times when parents came to schools based on different reasons such as when they want to see a teacher or the principal to make correction or explanation on the grades of their

children. They may also drop into a school when they want sufficient and the right types of books and materials for their children. It may be sound to assume, therefore, such claims and visits of parents might have promoted those respondents to dare say that parents produce comments on the curriculum.

The responses revealed that 94.2% of the teachers and 53.8% of principals agreed that the cluster supervisors in cooperation with the principals of the school and supervisors did not strive to create possibilities for teachers to get on the job training. On the other hand, i.e. 75% of the cluster supervisors reported that the committee played a role to serve as agent to create such possibilities. In-service education is one of the different ways of improving the school curriculum and facilitates effective curriculum implementation. In-service education is advice to the improvement of the curriculum by changing methods, developing curriculum materials or simply introducing new ideas (Doll 1974). And concerned bodies of the school, the curriculum committee, should prepare it.

However, the information gathered from the educational supervisors on such issues shows that usually the Ministry of Education sends directives through Regional Education Bureau down to the school level to invite teachers for in-service education. Even this is mentioned by two of the regional educational officers during interview that they visit the progress of each primary schools that to make sure that they are getting support from their respective cluster supervisors in every two times a years but they always observe that there is nothing is been doing by most of the supervisors to improve and implement the curriculum. From this data it can be understood that the cluster supervisors did not facilitate conditions that made teachers to get on-the-job training.

During the interview almost all cluster supervisors mentioned that most parents have a poor communication with the schools that leads to none comment from the parents for different improvement in the school mainly the content where their children's are learning which is about the curriculum, one supervisor said "this is happening still now because the school is not having any way of contacting the parents like meeting, parents teachers conference".

Table 13: Students role in improving the curriculum

No	Item	Respondents					
		Teachers (n=120)		Principals (n=26)		Cluster supervisors (n=8)	
		No	%	No	%	No	%
1	For whom students present the improvement of contents in different subject matter						
	a. For teachers	93	77.5	16	61.5	5	62.5
	b. For Cluster supervisors	8	6.7	-	-	-	-
	c. For school principals	9	7.5	3	11.5	2	25
	d. They never present for any body						
	e. Other	6	5	4	15.4	1	12.5
		4	3.3	3	11.5	-	-
	Total	120	100	26	100	8	100

Hence, respondents were requested to enlist information on whether or not there were occasions when students using their own initiative, made suggestions about aspects of the curriculum that they deemed should be amended. It was also intended to discover to whom they forwarded, if at all they do, on the curriculum issues. Accordingly, 61.5% of the cluster supervisor, 62.5% of the principals and 77.5 % assured that the students inform for teachers any problem on the content of the curriculum that they conceived must be improved. On the contrary, 15.4% of the principals and 12.5% of the cluster supervisors reported assured that they never presented to anybody.

What one can infer from this is that students simply follow what the upper bodies of educational sector have prescribed. They are simply indoctrinated with the already set curriculum about which they make no efforts to its improvement (see table 13).

4.2.4. The Availability of Resources

To assess the availability and conditions of some basic equipment for cluster supervisors, an observation was conducted in 8 primary school cluster centers using a checklist, as shown in the table below.

Table 14: Recourses Regarding Facilities

No	Facilities	Availability				Status	
		Yes		No			
		No	%	No	%		
1	Office	2	25	6	75	Individual 3	Shared 4
2	Office furniture such as chairs, tables, shelves etc.	1	12.5	7	87.5	Individual 3	Shared 4
3	Computer	2	25	6	75	Individual 0	Shared 2
4	printer	-	-	8	100	Individual 0	Shared 0
5	Typist	-	-	8	100	Individual 0	Shared 0
6	Stationery materials	1	12.5	7	87.5	Individual 4	Shared 2
7	Filling cabinet	2	25	6	75	Individual 3	Shared 1
8	Telephone	-	-	8	100	Individual 0	Shared 0

Regarding Office Furniture and Equipment

As can be seen from table 14 above, the majority 6(75%) of the cluster supervisors had no office. Among those who had offices, three of them secured individually and the rest four shared with other staffs in the cluster center schools. The quality of the already available office was observed poor. In line with this, Carron and De Grauwe (1997) pointed out that, supervisors do not always have an office. De Grauwe (2001) indicated that, office is important for supervisors to

carry out their functions. Regarding the office furniture such as chairs, tables, shelves, it is observed that, the majority 7(87.5%) had no office furniture, as they had no office at all. Only 1(12.5%) had such an office furniture. Concerning the condition, as observed, this furniture was not more than a chair and a table. Shelves were observed rare and as a result files were seen on the tables in many offices.

As observed and presented in table 14, none of the cluster supervisors had a printer, secretary typist and telephone. Even though the cluster supervisors had no printer and secretary typist, the cluster supervisors are expected to write report of their activities in the cluster schools every 15 days, as indicated in the primary schools' organization guideline (AAREB,2005). It is also indicated that, cluster supervisors are expected to provide report for WEO either in written form or using telephone regularly and whenever required (AAREB, 2011). However, Carron and De Grauwe (2001) indicated that, asking supervisors working without secretary typist, and photocopy machine to prepare and distribute report makes little sense.

As can be seen in table 14, the majority 6(75%),7(87.5%) and 6(75%) of the cluster supervisors had no computer, stationery materials and filling cabinets respectively. Similar with this, De Grauwe (2001) indicated that, in the offices of many supervisors relatively cheap items as filling cabinets are not found. During interview, most of the participants informed that the resources were inadequate. They indicated that, cluster supervisors were working without typist, computer and printer.

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

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

Table 15: Procurement of instructional materials

No	Item	Respondents					
		Teachers (n=120)		Principals (n=26)		Cluster supervisors (n=8)	
		No	%	No	%	No	%
1	Supervisors check the availability of adequate materials in each school for curriculum implementation						
	a. Yes	17	14.2	15	57.7	6	75
	b. No	103	85.8	11	42.3	2	25
	Total	120	100	26	100	8	100

Principals are the prominent key players in cluster supervisors implementation and improvement activity by coordinating the school community members and by creating conditions suitable for curriculum activity at school level. One of the roles expected of supervisors is to see the even distribution or procurement of instructional materials that contribute to the effective implementation of the curriculum. Ninety (85.8 %) percent of the teachers indicated that supervisors did not check the procurement of instructional materials to school. On the contrary Only (57.7%) and (75 %) of principals and cluster supervisors respectively responded that supervisors took in checking procurement.

Almost (42.3%) percent of the principals pointed out that supervisor did not control the procurement of such materials however; about 25% of the cluster supervisors were against the former response

Therefore, as it can be seen from the table 15 a great number of teachers (85.8%) believed that supervisors did not check the availability instructional materials in schools or not. Thus, this may be enough ground to say that supervisors do not control the procurement of instructional materials.

Table 16: Respondents View on Benefits Teachers Gained from Cluster Supervisory Practice

No	Items Cluster supervisors are:	Response	Respondents			Computed F value
			Teachers (n=120)	Principals (n=26)	Cluster supervisors (n=8)	
1	Regularly visit schools under their charge.	Σ	272	63	44	.41
		x	2.98	2.73	2.93	
		S.D	1.215	.915	1.279	
2	Collecting statistics data on the number of students, teachers, sections etc	Σ	355	93	49	3.05
		x	3.9	4.04	3.26	
		S.D	.989	1.065	1.032	
3	Inspecting the implementation of the government education policy and regulations.	Σ	313	81	56	.55
		x	3.43	3.52	3.73	
		S.D	1.045	.895	.961	
4	Inspecting the state of school buildings, furniture, equipment , toilet, fence, sports field, farmland, etc.	Σ	279	71	55	1.64
		x	3.06	3.08	3.66	
		S.D	1.289	.949	.816	
5	Creating competition among cluster schools by coordinating question and answer, sports and exams etc.	Σ	305	89	65	6.24
		x	3.35	3.86	4.33	
		S.D	1.167	.967	.833	
6	Supporting various committees and clubs in the school.	Σ	274	82	58	5.22
		x	3.01	3.56	3.86	
		S.D	1.215	.787	.833	
7	Writing comments on the school log book during the school visit	Σ	310	89	67	7.77
		x	3.4	3.86	4.46	
		S.D	1.095	.967	.516	
8	Arranging induction training for beginner teachers.	Σ	422	56	23	1.24
		x	2.68	3.04	3.08	
		S.D	1.26	1.19	1.60	
9	Spreading new teaching methodologies among schools.	Σ	429	57	22	1.54
		x	2.74	3.21	2.85	
		S.D	1.22	1.14	1.34	
10	Observing teachers in the class for instructional improvement.	Σ	255	66	47	.42
		x	2.8	2.86	3.13	
		S.D	1.309	1.217	1.355	

Scale=High(>3.0) Medium(3.0) Low(<3.0)

Σ=Sum, x =Mean, S.D=Standard Deviation Table value, F=3.07 at 0.05 significance level and with 2 and 126 areas of freedom.

As shown in table 16 items 1, teachers, principals and cluster supervisors with (x =2.98, S.D=1.215), (x =2.73, S.D=.915) and (x =2.93, S.D=1.279) mean scores respectively indicated that, school visits by cluster supervisors was not regular. Similarly, during interview the participants informed that school visits by cluster supervisors was not regular, especially in schools. However, cluster supervisors indicated practical problems like work load and lack of time for the irregularity of school visits. School visits are the main instruments to perform supervision activities (De Grauwe, 2001). Carron et al. (1998) also indicated that, the number of school visits and the number of times each school visited are made clear. In line with this, AAREB (2005) indicated that, cluster supervisors are expected to visit schools in a cluster at least twice a month. Perera (1997) indicated that, even after the establishment of school cluster system, school visits remained low. Similarly, it is indicated that, School visits in many countries are insufficient because of many practical problems such as lack of budget (De Grauwe and Carron, 1997; De Grauwe, 2001).

Teachers, principals and cluster supervisors with (x =3.9, S.D=.989), (x =4.04, S.D=1.065) and (x =3.62, S.D=1.032) mean score respectively indicated that, cluster supervisors were collecting statistical data from schools in the cluster. During interview, almost all participants informed that cluster supervisors collect statistical data on the number of students, teachers, section etc. and report this for WEO. Even some of the informants indicated that, the collection of statistical data was the only function of cluster supervisors. In item 3 of table 4, teachers, principals and cluster supervisors with (x =3.43, S.D=1.045), (x =3.52, S.D=.895) and (x =3.73, S.D=.961) mean scores respectively pointed that, cluster supervisors were inspecting the proper implementation of government policies, rules and regulations. Regarding this, it is indicated that supervisors at all level are expected to monitor and inspect whether or not the schools are functioning based on the prescribed policy, rules and regulations (MoE, 1995: 2002; 2008).

The respondents were asked whether or not cluster supervisors were inspecting the state of the school's buildings, furniture, equipment's, toilet, fence, sports field . As shown in item 4 of table 16, (x =3.06, S.D=1.289), (x =3.08, S.D=.949) and (x =3.66, S.D=.816)mean score of teachers, principals, and cluster supervisors respectively depicted that, cluster supervisors were inspecting the state of the school's buildings, furniture, equipment's toilet, fence, sports field. In

relation to this, UNESCO (2007) indicated that, in developing countries supervision of material inputs gets priority over human inputs because of the deteriorated school infrastructure. However, MoE (1987) indicated that, supervisors are responsible to inspect the general school environment such as the school's fence and school buildings used for library, stores, toilet etc. For items 1-4 in table 4, the computed "F" values with 2 and 126 areas of freedom and 0.05 significance level are less than the table value (3.07). This shows that, there is no significant difference among the responses.

In item 5 of table 16, the respondents were asked whether or not cluster supervisors were coordinating questions and answers, sports and exams to create competition among schools in cluster. Teachers, principals and cluster supervisors with (x =3.35, S.D=), (x =3.86, S.D=) and (x =4.33, S.D=) mean scores respectively showed that, cluster supervisors were not creating any competition by coordinating these activities. From this, it is possible to conclude that, cluster supervisors were not creating competition among schools in the cluster. In relation to this, it is indicated that, the competitions are created by using examination and sports in the cluster schools are important: cluster examinations, initiate students to work hard and evaluate their performance; and sports promote unity and widen the pupil's horizon (Bray, 1987). Similarly, not facilitating the cluster competition within and outside the cluster is indicated as the low responsibility of cluster supervisors (AAREB, 2005).

The respondents were asked whether or not cluster supervisors were providing support for various committees and clubs in the schools. As illustrated in item 6 of table 4, teachers, principals and cluster supervisors with (x =3.01, S.D=1.215), (x =3.56, S.D=.787) and (x =3.86, S.D=.833) mean scores respectively indicated that, cluster supervisors were providing support for various committees and clubs in the cluster schools. The table value (3.07) is less than the computed „F value (5.227). This indicates that, there is significant difference among the responses' This may be similar with De Grauwe (2001) that indicated, supervisors are responsible for many and intricate tasks of which some of them are not grouped in to either control, support or linking.

In the last item of table 16, teachers, principals and cluster supervisors with (x =3.4, S.D=1.095), (x =3.86, S.D=.967) and (x =4.46, S.D=.516) mean scores respectively confirmed

that, cluster supervisors were writing comments on the school's log book during school visits. However, the computed „F value (7.773) is greater than the table value (3.07). This shows the difference is significant. The researcher observed the log books in the schools and assured that, cluster supervisors have written comments in the school's log book, identifying the performed and not performed activities in a carbon copy and preserve one copy for themselves. From this, it is possible to conclude that cluster supervisors were writing comments on the schools log book during school visits. In relation to this, UNESCO (2007) indicated that, the main comments of supervisors written in the schools log books are important for schools and less time consuming compared with full-fledged report.

Arrange induction training for beginner teachers or not. Accordingly, teachers, principals and cluster supervisors with (x=2.68, SD=1.26), (x= 3.04, SD= 1.19) and (x= 3.08, SD= 1.60) mean scores respectively reviled that; instructional supervisors do not arrange induction training for beginner teachers.

Furthermore, from the interview with the Regional Education Officers, it was found that supervisors were not arranging induction training for instructional improvement for beginner teachers. The reason mentioned for this was lack of knowledge and skills of how to arrange induction training. Taking this reality in mind, (MoE, 1995) indicated that, supervisors are expected to provide induction training for beginner teachers. Also benefits teachers gained from cluster supervisory practice was insufficient. Cluster supervisors also indicated that they were supporting teachers. However, they indicated that the support was not as expected. But they externalized by indicating the practical problems that were affecting their practice. Therefore, based on the computed „F" values and the data gathered through interview, it is possible to conclude that the benefits teachers gained from the cluster supervisory practice were insufficient

At the same table item 9, the respondents asked whether the instructional supervisors spread new teaching methodologies among teachers and schools or not. Accordingly, teachers, principals and cluster supervisors with (x=2.74, SD=1.22), (x= 3.21, SD= 1.14) and (x= 2.85, SD= 1.34) mean scores respectively indicated that, instructional supervisors do not highly spread new teaching methodologies among teachers and schools as expected.

As shown in table 15 item 10, teachers and principals with (x =2.8, S.D=1.309) and (x =2.86, S.D=1.217) mean scores respectively indicated that ,cluster supervisors were not conducting class observation for instructional improvement of teachers as expected. On the other hand, cluster supervisors with (x =3.13, S.D=1.355) mean scores indicated their effectiveness. However, as Carron and De Grauwe (2007) indicated, class observation allows the identification of an efficient curriculum implementation ways. In addition, MoE (1995) noted that, class observation help planning for improvement curriculum by identifying strengths and weakness.

Again during the interview the educational curriculum officers mentioned that they have a schedule of visiting each primary schools twice a year so that they can check how far the each schools implementing the curriculum and to gather some information from teachers, principals and supervisors about the problem they are facing in implementing the current curriculum, but as they labeled the cluster supervisors are so busy for nothing even they can't check the lesson plan of the teachers, this is found when the officers visit different teachers in different schools during teaching learning process, what's in the weekly lesson plan and what he/she is teaching the students is totally different. The only thing that most supervisors especially in the Arada Sub city are doing is just filling different checklists even without observation, since there is nobody following what they are doing and what kind of help they are providing for their corresponding schools, but in the contrary there are very few cluster supervisors who are working day and night to help this children.

Table 17: Factors that affects the roles of cluster supervisors

No	Item	Respondents					
		Teachers (n=120)		Principals (n=26)		Cluster supervisors (n=8)	
		No	%	No	%	No	%
1	Which factors affect the roles of the committee						
	a. Lack of cluster supervisors understanding about the curriculum	74	61.7	13	50	3	37.5
	b. Lack of teachers cooperation	6	5	9	34.6	3	37.5
	c. Lack of budget	12	10	-	-	-	-
	d. Lack of time	11	9.2	-	-	-	-
	e. Workload	12	10	2	7.7	1	12.5
	f. Others	5	4.2	2	7.7	1	12.5
	Total	120	100	26	100	8	100

Table 17 is about factors that affect the roles of cluster supervisions for curriculum implementation and improvement. Half (50%) of the principals, 37.5% of cluster supervisors and 61.7% of the teachers indicated that the lack of cluster supervisors understanding about curriculum as a major factors that impede the works of cluster supervisors. (34.6%) of the principals and 37.5% of the cluster supervisors claimed that lack of teachers corporation as the other factor that affect the works of the cluster supervisors in curriculum improvement. In addition few of 12.5% of the cluster supervisors, 10% of teachers and 7.7 % of principals suggested that the workload is an impediment for the cluster supervisors' work.

Moreover, cluster supervisors, principals, and teachers indicated that the major problems that have affected the supervisor's role of facilitating curriculum implementation and improvement effort are summarized as follows:

- Lack of initiatives among teachers to implement and improve the curriculum
- Absence of teachers' participation during curriculum development process
- Teachers' lack of courage to improve the curriculum
- Shortage of material resources for implementation and improvement

- Lack of understanding about the functions and responsibilities of the committee clearly by
- committee members'

During the interview which is conducted between the cluster supervisor and regional educational curriculum officers mentioned some of the challenges which affects the duties of the supervisors, since most of the problems are mentioned on the questioners here are some of unique problems mentioned be two supervisors which is most of the cluster supervisors are good enough for the job or the task that they were supposed to do but most of are so less motivated to their job they have a thinking of "why would I suffer, rather I can sit in my office and fill the checklists which shows that am doing my job……."

Therefore, almost all of the informants who participated in the interview express that having big workload is the major problem of school based supervision. One of the interviewee said that:

> *Since most of cluster supervisors were having a teaching load more than 25 periods a week, it is impossible to provide instructional supervision service to teachers. Besides, due to big workload of teachers the school forced to assign very small number of supervisors that are not adequate to provide supervisory service to all teachers.*

Therefore, based on the response of majority, it is possible to conclude that having big workload and lack of budget diminishes the school based supervisors capacity of supervision.

As most cluster supervisors and curriculum officers mentioned in the time of interview its better the concerned body must give them attention whether the supervisors are achieving their roles, whether the get what they want like different trainings, resources. They need high follow up otherwise sitting their office for the whole year and filling the checklists so that they can pretend they are achieving their role well.

On the other hand, almost all cluster supervisors found in this sub city mentioned during interview, the upper bodies are giving them a lot of burdens which is totally not related to educational issues which is related to political issues, therefore as their response most of their working time is taken by this kind of works.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

School clusters were established to provide pedagogical and administrative support by brining supervision closer to schools. Currently, primary schools are clustered and in each cluster center supervisors (coordinators) are assigned to facilitate the activities of the cluster schools. These cluster supervisors are responsible to provide support, control, and link both horizontally and vertically. However, it is indicated that, cluster supervisors are not performing as expected. Therefore, the purpose of this study was assessing the roles of cluster supervision in improving primary schools curriculum in Arada sub city of Addis Ababa and recommending possible solutions.

To this effect, the study was conducted in Addis Ababa in the case of Arada Sub city. Then, two regional curriculum officers,8 cluster supervisors, 26 school principals and 120 teachers were included by using multi stage sampling technique. Questionnaire was the main data-gathering tool. An interview was conducted to substantiate the quantitative data. In addition, an observation was carried out in 8 cluster centers in order to observe comments written on the school's log book and to assess the working condition of cluster supervisors, particularly the availability and conditions of resources for cluster supervisors. The quantitative data collected by using questionnaire was analyzed and interpreted by using mean scores. Percentage was also used during the analysis of the background information of the respondents and the availability of observed materials and facilities. The qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative data.

To this end, seven basic research questions were raised regarding, benefits teachers gained from cluster supervisory practice; professional preparations of cluster supervisors; and the working conditions of cluster supervisors. The study also tried to answer the following basic research questions based on the analysis of data and literature review, the findings of the study presented as follows:

1. The first research question was how the regional educational bureau or WEO in assigning or recruiting cluster supervisors. And to answer this question quantitatively(questioner) was used in order to find that cluster supervisors were relatively less experienced than most teachers and school principals, but they are high qualified.

2. The second research question was to find out the actual functions of primary school cluster supervisors. Then the question was answered by using both mixed(qualitatively and quantitatively),it was found that cluster supervisors were inspecting the proper implementation of prescribed policy, rules and regulations; collecting statistical data; inspecting the general environments of the school such as buildings, equipment and fence; coordinating cluster competition; supporting various.

3. The third basic question was how far the principals, teachers, supervisors, students, parents, and the community as a whole participate in curriculum improvement. To answer this question quantitatively questioner was used. It was found that most of the students, parents, and cluster supervisors never suggest contents for improvement for any body and they did not cooperate with teachers in curriculum implementation.

4. The fourth research question was what instructional benefits do teachers are gaining from primary school cluster supervisory practice. To answer this question quantitatively questioner was conducted and it was found that cluster supervisors were supporting teachers as expected. They were not: arranging induction training; conducting class observation; supporting the use of appropriate instructional materials; solving various instructional problems, coordinating experience sharing; spreading new teaching methodologies; facilitating professional growth through training, workshops and seminars; and supporting the preparation of action researches, supportive materials and text book evaluations.

5. The fifth research question was what are the current roles of cluster supervisors and teachers in curriculum improvement. To answer this question both qualitative and quantitative (questioner and interview) was conducted. it was found that the cluster supervisors and principals facilitate conditions for teachers to participate in decision-making process related to curriculum only at implementation and improvement stage slightly. And also supervisors conduct classroom visits mostly two times a year while

teachers are teaching, and made conferences with teachers after their visits, however, the purpose of the classroom visit was for teachers curriculum implementation.

6. The six basic questions were how the curriculum is being developed in Ethiopia context. To answer this question qualitatively interview was conducted. it was found that, in Ethiopia context curriculum is being developed by college professors and subject matter experts.

7. The last but not the least research question was what are the factors that inhibit or promote the degree of primary school supervisors' activity and in the involvement of curriculum improvement. To answer this question both qualitative and quantitative (questioner and interview) was conducted. It was found that The major factors that affected the role of the cluster supervisors are lack of cluster supervisors understanding about the curriculum of, lack of budget, and workload. In addition to the above problems the following are also some other factors.

   - Lack of initiatives among teachers to implement and improve the curriculum
   - Shortage of material resource for implementation and improvement of the curriculum
   - Cluster supervisors lack of understanding about the function and responsibilities of the supervisory clearly.
   - Lack of initiation among the cluster supervisor.
   - Wasting their working time tasks which is not related to their roles but mandatory to do it.

5.2. Conclusions

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

1. The findings of the study revealed that, cluster supervisors were relatively less experienced than teachers and principals and lacked trainings, support instruments and experience sharing. These findings allow us to conclude that, cluster supervisors in Arada sub city were not well prepared to give the required services.

2. Based on the findings of the study, it is possible to conclude that, the actual functions of cluster supervisors were not: inspecting the proper implementation of prescribed policy, rules and regulations; collecting statistical data; inspecting the general environments of the school such as buildings, equipment and fence; coordinating cluster competition; supporting various committees and clubs in the school; and writing main comments in the schools' log book.

3. Curriculum activity is a collaborative work among all parties, which are the consumers of the products of the curriculum that is with parents, students, and other community members. However, in the analysis it is indicated that most of the parents, students, and community members did not participate in the improvement activity. As a result students, parents, and other community members that have assumed to play a major role in curriculum improvement efforts did not have contributed for such activities.

4. The evidences allow us to conclude that, primary school teachers in the case of Arada Sub city are not benefiting much from cluster supervisory practices.

5. Principals and supervisors should visit teachers while teaching. The ultimate purpose of the observation should also be assisting teachers in curriculum implementation and improvement efforts. In the analysis, it was found out that those principals, and cluster supervisors visit teachers while they are teaching mostly twice a year . The purpose of the visitation however, was for curriculum implementation. They did not direct their visit toward pedagogical oriented which is important to assist curriculum improvement.

6. It was found that the primary school curriculum is being developed by few authorities from this it can be conclude that the current curriculum is designed without taking account of the need of the stalk holders.

7. It was found out that the major drawbacks that operate against roles of the school cluster supervisors' facilitating and coordinating in curriculum implementation and improvement effort is, lack of cluster supervisors understanding about the curriculum workload of cluster supervisors, lack of budget.

   Others include:

- Lack of initiatives among teachers, principals and cluster supervisors to implement and improve the curriculum
- Shortage of material resource for implementation and improvement of the curriculum
- Lack of understanding about the function and responsibilities of the cluster supervision clearly by. Supervisors..
- Too much numbers task given for cluster supervisors which is not related to educational issues.

5.3. Recommendations

This study was conducted to assess the roles of cluster supervisors in improving primary education curriculum, to recommend the possible solutions. Thus, based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede the role of the primary school cluster supervisors in Addis Ababa in the case of Arada Sub city.:

1. Since the cluster supervisors they may not have a good understanding about the curriculum and the roles expected from them. Thus, it is advisable to give orientations about the roles and responsibilities expected from the cluster supervision by zone educational department authorities or by Region Education Bureau authorities. It could be done for instance by preparing educational workshops, seminars etc. and give orientations for the cluster supervisors on how to facilitate and coordinate curriculum improvement efforts at a school or regional level.

2. To make the school visits regular, two alternatives were recommended: the first is that the WEO is recommended to supervise schools that are found far away from the cluster center, than assigning these schools for cluster supervisors; and second is the WEO is expected to provide a means of transport, for cluster supervisors for visiting schools.

3. Obviously, for any education to be wholesome it has to have the contribution of all members of the community. This becomes real when the cluster supervisors coordinates

different groups for curriculum works. Therefore, it is advisable that the cluster supervisors ought to be able to win the courage and good will of students, parents and community members to contribute for the improvement of the curriculum. It could do this for instance by making regular meeting with students, parents and other community members and by giving orientation and making them aware that curriculum improvement effort is not only the responsibilities of the teachers but also for themselves.

4. The findings of the study confirmed that, teachers have not benefited much from cluster supervisory practice and the contribution of cluster supervisors for schools management was insignificant. Thus, the WEO and ZED are recommended to arrange short term refresher trainings and discussion forums to motivate cluster supervisors to focus on providing support for teachers and school management.

5. In order to actively play their roles teachers have to get a continuous exposure to modern thought in their respective subjects and the methods of teaching. The cluster supervisors and principals have to initiate teachers to feel the urge to acquire skills and knowledge by involving in curriculum issues.

   They could do this with the cooperation of supervisors for instance arranging workshops, where teachers get in to groups to work on educational problems. Here the committee and principal sought to encourage active participation and arrive at sound solutions, by providing them with moral, material, and monetary incentives.

   Another possible way out could be for the cluster supervision and principals to gather relevant books and periodicals that deal with curriculum implementation and improvement and having them to libraries to be read by teachers.

6. According to the finding currently the curriculum is being designed by few experts without including the salkeholders.so the MoE is recommended to give a chance for the stalk holders(students, teachers, parents..) in curriculum design process so that the curriculum fulfill the need of whole.

7. In order to solve the problems it is so recommended that obstacles that affect the cluster supervisor's role the following measures taken by responsible bodies such as the Region Education Bureau, Zone Education Departments or the School

- Reduce the workload of cluster supervisors and make them free from other administrative duties, which are not included in cluster supervisors roles.
- Allocate budget to cluster supervisors.
- Fulfilling materials for curriculum implementation and improvement
- Provide incentives for those teachers and cluster supervisors who effectively play in curriculum implementation and improvement efforts.

8. As the findings of the study indicated, cluster supervisors lacked basic facilities to effectively perform their activities. To improve the working conditions, AAREB, ZED, WEO, and NGOs are recommended to provide the cluster supervisors with an office, office equipment, computer, printer, and telephone and secretary typist.
9. Further investigations are needed to be carried out regarding the problems that impede cluster supervisors role in curriculum improvement.

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Appendix-A: Questionnaire

Addis Ababa University

Institute of Education and Behavioral Studies

Department of Educational Planning and Management (EdPM)

Questioner to be filled by the school principals and cluster supervisors

Dear respondents!

The purpose of this questionnaire is to collect data for the study entitled "**The roles of primary school cluster supervisors in improving curriculum at Arada sub city of Addis Ababa**". Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give used only for educational purpose and information is kept confidential.

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

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

Thank you in advance for your genuine cooperation! Part One: General information and personal data Indicate your response by using "√"or "X" in the box provided.

1. School_____

2. Sex: - Male □ Female □

3. Work experience:- 1-5 years□ 6-10 years□ 11-15 years□ 16-20 years□ 21-25 years□ 26-30 years□ 31 and above years□

4. Educational background:- Certificate (TTI) ☐ Diploma ☐ First degree ☐ Masters ☐ and Above ☐

5. Current work position: -School principal□ Cluster Supervisor□ Regional Educational officer

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

1=Very High (VH), 2=High (H), 3=Medium (M), 4= Low (L), 5=Very Low (VL)

I. Benefits teachers get from cluster supervisors

No	Items	Scales				
		VL 1	L 2	M 3	H 4	VH 5
1	Cluster supervisors are arranging induction training for beginner teachers.					
2	Cluster supervisors are observing teachers in the class for instructional improvement.					
3	Cluster supervisors are not providing support for teachers to use appropriate instructional materials.					
4	Cluster supervisors are giving training for teachers to solve instructional problems.					
5	Cluster supervisors are coordinating teachers to meet and learn from each other.					
6	Cluster supervisors are spreading new teaching methodologies among schools.					
7	Cluster supervisors are facilitating professional growth of teachers through short term training, workshops and seminars.					
8	Cluster supervisors are supporting teachers in doing action research, supportive materials and text book evaluation.					

II. The actual functions of supervisors

No	Items	Scales				
		VL 1	L 2	M 3	H 4	VH5
1	Cluster supervisors are regularly visit schools under their charge.					
2	Cluster supervisors are collecting statistics data on the number of students, teachers, sections etc					
3	Cluster supervisors are inspecting the implementation of the government education policy and regulations.					
4	Cluster supervisors are inspecting the state of school buildings, furniture, equipment , toilet, fence, sports field, farmland, etc.					
5	Cluster supervisors are creating competition among cluster schools by coordinating question and answer, sports and exams etc.					
6	Cluster supervisors are supporting various committees and clubs in the school.					
7	Cluster supervisors are writing comments on the school log book during the school visit.					

III. Professional Preparation of cluster supervisors to give the service

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

IV.The Challenges of cluster supervisors

No	Items	Scales				
		VL 1	L2	M 3	H 4	VH 5
1	Cluster supervisors are overburdened with many tasks.					
2	Distance between schools is manageable to visit schools.					
3	The number of schools in the cluster is manageable to give the required service.					
4	Cluster supervisors have authority to take actions on recommendations.					
5	Cluster supervisors are getting support from Woreda Education Office.					

V. Role of Cluster Supervisors, principals and regional education officers in Improving Curriculum

1. Does your school principals, teachers and supervisors made a regular meeting?

a. Yes ☐ b. No ☐

2. If your answer for question number 1 is "Yes", the purpose of the meeting is mainly to discuss

a. On facilitating school curriculum implementation ☐

b. On facilitating instructional improvement ☐

c. On both facilitating implementation and improvement ☐

d. On other issues……..

3. The extent of efforts that your school curriculum committee made in getting enough materials that support the effective implementation of teaching-learning process.

a. Very high ☐

b. High e. None at all ☐

c. Medium ☐

4. Does your school cluster supervisors create facilitative conditions to make teaching learning process suitable?

a. Yes ☐ b. No ☐

5. If your answer to question number 4 is "yes", what are the most usual methods used by the cluster supervisor to do so?

a. Creating smooth interpersonal relationship among staff members ☐

b. By creating smooth relationship among students and parents ☐

c. By creating smooth relationship with educators ☐

d. By creating smooth relationship with all the above bodies ☐

e. Other (specify).....

6. Does your education bureau with other concerned bodies facilitate conditions, which make cluster supervisors to participate in decision-making process related to curriculum?

a. Yes ☐ b. No ☐

7. If your answer to question number 6 is "yes" when did cluster supervisors participate in decision-making process?

a. During curriculum development ☐ b .During curriculum implementation ☐

c. During curriculum evaluation ☐ d. At all stages of curriculum process ☐

e. Other (specify).....

8. Do your school principal, department heads or supervisors made classroom visit while the teachers are teaching in the classroom?

a. Yes ☐ b. No ☐

9. If your answer to question number 8 is "yes', the purpose of the visit is

a. To settle conflicts ☐ b. To help teachers in curriculum implementation ☐

c. To suggest ways for curriculum improvement ☐ d. To evaluate teachers performance for efficiency ☐

e. Other (specify).....

10. 15. How many times do supervisors visit teachers' activity in the classroom in one year?

a. Once ☐ b. Two times ☐

c. Three times ☐ d. Four times ☐ e. five times and above ☐

11. In your opinion do your cluster supervisors made efforts to improve or enrich the school curriculum?

a. Yes ☐ b. No ☐

12. The extent to which the cluster supervisors ability to comment on existing curriculum (i.e. students text, teachers guide) for the improvement of the curriculum is

a. Very high ☐ d. Low ☐

b. High ☐ e. None at all ☐

c. Medium ☐

13. Does your school principal with other concerned bodies facilitate conditions for in-service education (i.e. workshop, conference, seminars etc) ?

a. Yes ☐ b. No ☐

14. Does your school principal facilitate conditions that make teaching learning process suitable?

a. Yes ☐ b. No ☐

15.If your answer to question number 14 is "yes" what are the methods that school directors make teaching-learning process suitable?

a. By creating smooth relationship among teachers ☐

b. By creating smooth relationship among students and parents ☐

c. By creating smooth relationship with educators ☐

d. By creating smooth relationship among all the above bodies ☐

e .Other(specify).....

16. Do cluster supervisors check the availability of adequate materials in each school for the effective implementation of the curriculum?

a. Yes ☐ b. No ☐

17. Do cluster supervisors serve as near consultants for the regional curriculum committee offices and for teachers in implementing the school curriculum?

a. Yes ☐ b. No ☐

18. Do cluster supervisors made workshops, conferences, seminars etc with the teachers to discuss for the improvement of teaching-learning process?

a. Yes ☐ b. No ☐

19. Does a cluster supervisor encourage regional curriculum committee officers, principals and/or teachers who effectively implement the existing curriculum?

a. Yes ☐ b. No ☐

20. Who do you think really currently concerned on curriculum improvement?

a. Cluster Supervisor ☐ c, Teachers ☐

b, Principals ☐ d, Regional educational bureau ☐

e, All of Them ☐ e, Unknown ☐

21. Do supervisors check whether or not adequate materials are supplied for the effective implementation of the curriculum?

a. Yes ☐ b. No ☐

22. To who did your school students present contents of different subjects that they needs change or improvement?

a. For teachers ☐ c. For school curriculum committee ☐

b. For directors ☐ d. They never present at all ☐

e. Other (specify).....

23. How frequent do parents and community members to suggest contents, which are not important for children and suggest for the improvement or change of this content?

a. Always ☐ b. Often ☐ c. Never ☐

24. In what way the regional education bureau insist and coordinate with cluster supervisor for curriculum improvement?

A, Most Often ☐ c, Sometimes ☐

B, Often ☐ d, Rarely ☐

E, Never ☐

25. What do you think are the possible measures to be taken to improve the cluster supervisors and regional education officers, role in facilitating curriculum implementation and improvement?

.....

.....

26. In your opinion what do you think are the problems that cluster supervisors encountered in functioning, roles of facilitating the effective improvement of curriculum?

a. Lack of supervisors understanding about the curriculum.....

b. Smallness of the committee size.....

c. Lack of teachers cooperation.....

d. Lack of budget.....

e. Lack of time.....

f. Work load of supervisors.....

g. Other

(specify).....

.....

27. What do you think are the possible measures to be taken to improve the cluster supervisors role in facilitating curriculum improvement?

.....

.....

Sincerely,

Endale Fantahun,

March, 2015. Mobile No-0912936977

endaletadesse@yahoo.com

Appendix-B: Interview Guides

Addis Ababa University Institute Of Education and Behavioral Studies

Department of Educational Planning and Management

(EdPM) Guides to interview conducted on Woreda Education Officers, Cluster Supervisors and School Principals

The purpose of this interview is to investigate issues related to the roles of primary school cluster supervisors in curriculum improvement currently in Arada sub city. The information obtained from the respondents will help improve the primary school cluster supervisory practice. I would like you assure that data obtained will be used for research purpose only.

Thank you in advance for your cooperation!

Part I: General information

1. Woreda_____
2. Sex_____3.Qualification_____4.Currentposition_____

5.Experiences

School principal.....Cluster supervisor..... Woreda education officer.....

6. How many years do you serve?

a. 1-5 years

b. 6-10 years

c. 11-15 years

d. Above 15 years

Part II: Give your responses for the following questions.

1. How do you feel about the actual functions of primary school cluster supervisors?
2. What is your opinion about the current contributions of cluster supervisor for teachers development and improvement of curriculum?
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. What are the problems that secondary school curriculum committee encountered while it functions its roles of facilitating school curriculum improvement and implementation?
6. Can you tell us about the support that the cluster supervisors are getting from Woreda Education Office?
7. How do you see the actual working conditions of cluster supervisors? What practical problems are affecting the cluster supervisory practice?
8. What do you suggest to overcome the problems?

Sincerely,

Endale Fantahun, March, 2015.

Mobile No-0912936977

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Appendix-C: Observation Checklist

ADDIS ABABA UNIVERSITY

Institute Of Education and Behavioral Studies

Department of Educational Planning and Management (EdPM)

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

No	Facilities	Availability		Conditions	
		Yes	No		
1	Office			Individual ☐	Shared ☐
2	Office furniture such as chairs, tables, shelves etc			Individual ☐	Shared ☐
3	Computer			Individual ☐	Shared ☐
4	Printer			Individual ☐	Shared ☐
5	Typist			Individual ☐	Shared ☐
6	Stationery materials			Individual ☐	Shared ☐
7	Filling cabinet			Individual ☐	Shared ☐
8	Telephone			Individual ☐	Shared ☐

DECLARATION

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

This thesis, "**The role of cluster supervision in improving primary schools curriculum in Addis Ababa in the case of Arada sub city**" is approved as the original work of Endale Fantahun Tadesse.

Name: _____

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as university advisor

Name: _____

Signature: _____

Date: _____