

**CONTRIBUTIONS AND CHALLENGES OF PRIMARY
SCHOOL CLUSTER SUPERVISION IN PROMOTING
SCHOOL IMPROVEMENT PROGRAM IN EASTERN ZONE
OF TIGRAY REGION**

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JUNE, 2013

ADDIS ABABA

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OF TIGRAY REGION**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION IN EDUCATIONAL PLANNING AND
MANAGEMENT**

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June 2013

Addis Ababa

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Acknowledgements

First and foremost my heartfelt thanks is forwarded to my advisor Ato Hailelassie Woldegerima who took all the pains in modifying the title, and for his constructive comments and suggestions from the beginning to the end of this study.

My deepest thanks also go to the sample primary school's principals and teachers, and SIC members, cluster supervisors and Woreda education office as a whole for their great cooperation and for the relevant information they gave me during the data gathering.

I am also indebted to my wife W/ro Ghidey Hadush and my sons and daughters who had patience and tolerance for loneliness due to my absence and departure from home during my stay in Addis Ababa University.

I would like to express my deepest thanks to my friend Ato Birhane Tesfay who helped and gave me an advice in this work.

In my deepest heartfelt thanks for Selhadin Anwar and Birhane Hailu for their contribution by typing my paper of the final report.

Finally, I would like to extend my sincere thanks to all individuals who participated in this study.

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Abbreviations and Acronyms

CRO	Classroom Observation
GEQIP	General Education Quality Improvement Package
MoE	Ministry of Education
SIP	School Improvement Program
SI	School Improvement
CPD	Continues Professional Development
WES	Woreda Education Supervisors
SIC	School Improvement Committee
WEO	Woreda Education Office
FGD	Focus Group Discussion
UNESCO	United Nations Educational, Scientific and Cultural Organization.
PTA	Parent Teacher Association
TREB	Tigray Region Educational Bureau
TGE	Transitional Government of Ethiopia
ESDPs	Education Sector Development Programs

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Abstract

The purpose of the study was to assess the contributions and challenges of primary school cluster supervision in promoting school improvement program in Eastern Zone of Tigray region. The study employed a descriptive survey method which is supplemented by quantitative and qualitative research methods to enrich the data with these respect teachers, principals, school improvement committee members, cluster supervisors and WES (Woreda education supervisors) were conducted. The data gathering instruments included questionnaire, focus group discussion, interview and document analysis. Data obtained through questionnaires were quantitatively described and interpreted in light of available literature. The questionnaire was tested in one primary school and modified before distribution. However, information obtained through FGD and interviews were qualitatively described to supplement to the main data. Frequency and percentage were used for data analysis. The sample primary schools and respondents were selected by using different techniques. For teachers and SIC members used simple random sampling, purposive sampling for selected principals and cluster supervisors, and available sampling techniques used for the WES. Likert five scale questionnaire, unstructured interview and FGD were used as major tools of the data collection. Based on the analysis, As the findings of the study displayed, cluster supervisors failed to support teachers in promoting the curriculum and evaluating the existence so as to take corrective measure. The findings also reveal that involvement of community for SIP was important that is the awareness of SIC members about value of community participation in school improvement activities was medium regarding to the current level of local community participation in SIP.,. Based on these evidences, one can conclude that teachers have perceived supervisory roles, they expect of cluster supervisors don't to meet their expectations. As a result, cluster supervisors are found to fail in giving the expected supervisory support in schools. Consequently, teachers expectation from supervisory support aggravate the negative attitude and they assume as finding faults. In light of these findings and conclusion the following recommendations were forwarded WEO & TREB had not provided sound professional support for cluster supervisors to facilitate the promotion of SIP. They were not frequently supervised & evaluate the progress of the program. This implies that local educational managers didn't demonstrate their responsibilities in monitoring the program as expected of them.

CHAPTER ONE: INTRODUCTION

This chapter deals with the problem and its approach. The chapter includes background of the study, statement of the problem, significance of the study, delimitation of the study, constraints of the study, operational definition of terms and the organization of the study.

1.1 Background of the Study

Schools are social institutions by which the society maintains and transfers its culture, bring out the innate potential of their children and produce a work-force that can adapt to the rapidly changing world. Hence, several nations world wide have focused on significant attention to the improvement of their schools in the hope of gaining these benefits of the school system. Woodhall, (1992)

In order to effectively implement the policy, MoE continued to develop different strategies and programs. Education Sector Development Programs (ESDPs), which have been launched in 1997 as the programs issued by MoE. The program intended to provide a sector wide policy implementation framework for development of education. However, the access of education was improved through the implementation of the policy, the quality of education was not improved well (MoE 2005). Holding on this, needs to increase access of education, the issue of improving quality of education becomes the focus of the Ethiopian government in the field of education. To bring relevant, access to quality of education, the General Education Quality Improvement Package (GEQIP) was introduced in 2007 in the country. This package contains six sub programs those are curriculum improvement program, Teachers development program, education leadership performance and organization improvement program, school improvement program, civic and ethical education program, and information and communication technology expansion program. (MoE: 2007).

The school improvement program (SIP) is one of the outstanding strategies to ensure quality of education in schools by bringing changes in school. Hopkins, (2001:19) capitalizing this idea, the current educational climate initiatives SIP and the dominant approach to educational change for enhancing quality of students achievement and attainment as well as strengthening school

internal capacity for change. The implementation of the SIP demands active participation of all stakeholders namely teachers, students, parents, local community, supervisors, educational leaders and experts at different levels. MoE: (2011 :56) stated.

The desired educational goals and purposes require different programs through variety of people involvement including teachers, administrative personnel, students and the community at large. To this end effective system of cluster supervision has an indispensable role to play on SIP.

The goals of educational supervision are many in number based on their practicability in Ethiopian primary and secondary schools the majority one's are mentioned below Amberber (1975) as cited in Ataklt;(2008;21);

Creating awareness of education system of the country on the part of all stakeholders and providing them supportive to promote goals, helping teachers to improve their teaching strategies, striving the goal of teachers' by building colleagueship team and to continue morale of the teachers, evaluating the result of each teacher's teaching strategy based on the progress of the student's performance, developing a cooperative spirit among teachers by providing them job training, motivation and make strengthen. Create healthy relationship between schools and the community so as to improve the schools program.

The function of any supervision program facilitates effective teaching learning process and it creates conducive atmosphere. The attempts of many countries show to reform supervision service inspired by the need to improve education quality. Supervisors' effectiveness owns the necessary knowledge to guide, support, asses, share ideas and coordinate efforts in the job. Nevertheless, promoting SIP is not an easy activity to cluster supervisors who demand skill on supervisory leadership, knowledge on proper supervisory approach, commitment, and competence and teachers perception.

Besides this Petrie (1996) asserted that supervisors should be professional persons with characteristics and skills that will enable them to weld teaches into working group for solving problems. The three types of supervisory skills are technical skill, conceptual skills and human skill. Technical skill refers to knowledge about things, conceptual skill deals with ideas and Human skill refers to knowledge about human behavioral and to the ability to work with people

Kumer and Mittal (2001) revealed. The most challenges of cluster supervision in promoting SIP are; supervisors can't act as coordinator, consultant, group leader and evaluator to assist teachers in promoting the instruction, curriculum planning and professional growth. (MoE: 1987)

The main objectives of SIP into substantially increase student learning and learner's outcome. Hence, schools should identify their strengths and areas that need improvement. In doing this, all members of the community, other stakeholders and school improvement committee (SIC) should work together with supervisors to the betterment of student learning outcome by outlining goals and priorities in relation to school domains that highly affect the learning process and student's achievement.

Therefore to achieve success in the promotion of SIP in Ethiopia in general and in Eastern Zone of Tigray in particular it is very important to carry out a research in such a way to investigate to what extent schools have improved themselves with the high involvement of effective stakeholders. The need for professional and effective cluster supervision at primary schools for overall success of school development program is the rationale that initiated the researcher to undertake this study.

1.2 Statement of the Problem

The manual of the Inspection Department of MoE (1984) explained in developing countries like Ethiopian, teachers face a lot of problems in carrying out their duties and responsibilities in supervisory service. These problems can range from lack of expertise, lack of altitude on the part of teachers, lack of finance, lack of incentive, lack of opportunity in service training and having huge work load etc. As Sergiovanni and Starrat (2002;55) asserted that "On the supervisor service the teachers duties covered by others. As a result, the teachers become nothing to manipulate and ethnically stereotyped, and harassed by supervisors." The authors believed that teachers' powers were taken by their supervisors which destroy their self- autonomy, self -confidence and integrity. Hence these mistreatments of teachers by their supervisors could result negative attitude of teachers towards supervisors.

As Hopkins and Reynolds (1994; 115), MOE (2002; 32) Zewdneh (1987) cited in Estifanos (2009;26) pointed out that Ethiopian supervisory practices face many constraints there are;

teachers have negative attitude towards supervisory program, supervisors don't apply the principles and techniques they learned, they lack skills in human relations while working with teachers, lack of the necessary facilities for supervisors, lack of commitment on govern to train supervisors at school level these are contributing factors for the existing challenges of SIP.

Similarly, Abebe (2010) revealed that the majority of cluster supervisors are not professional in the position they hold currently and work on administrative matters than supportive supervisory leadership and conclude that teachers don't view instructional supervision as supporters equipped with necessary skills, knowledge and commitment due to lack of available training in the supervisory leadership.

In light of this, Grauwe and Carron, (2007) depicted that the supportive function takes the form of advice is given to teachers and head teachers during supervision visits which cover both administrative and pedagogical invest. Other modalities of support should be considered such as individual tutoring, demonstration of peer learning etc.

Hence, the aim of supervision in the improvement of the teachers the growth of students and the development of the teaching learning process as a whole. Meanwhile cluster supervisors can't work comparative and run SIP effectively.

Holding on this, Adms and Dickay (1986; 119) pointed out that

“The supervisor is concerned with facilitating and stimulating teachers to improve instruction. This education service is in fact concerned with the improvement of all activities of the school.”

Beside this, supervision may attempt to alleviate the problems of negatively affect w)hen the success of CPD (Continuous Professional Development) program that encourage the use of mentoring and collegial supervision by the teachers who are at school level.

In capitalizing this idea, McNeill (1979:16) indicated that supervision is not the responsibility of an individual or a particular position, rather it is the responsibility of the workers and it is part of the human organization. Supervision in modern school system is a cooperative endeavor. It enlists cooperative effort of the entries staff in the study of educational problems of the school.

Hence, more attention is directed to the function and operation, and contribution of all staff members.

Providing in service training primarily advantage for they should be gained up date training secondly they should be offered such training to their subordinates because knowledge and skill are obsolete.

In light on this Blase, (1994)asserted that in the process of school improvement (SI) , schools focus on teaching and learning when they carry out planned and the organization, this implies, it is crucial process of empowering teachers to teach effectively and participate in all SI activities.

Anderson, (1991; 84,) MoE (2007:2) the same notion depicted that obstacles of SIP Includes school's lack of commitment to depart from traditional practice absence of responsible organized effort at all levels which could direct and monitor the program implementation, shortage of training, lack of initiative and good look on the part of some teachers and school leaders, absence of clearly stated role about participation level of each stakeholders.

Holding on this, low involvement of the community hence the community support in financial, materials, labor, and administrative areas such as solving students disciplinary problems and academic support of parents at home in children's learning was at low level. However, school effectively participation of the community in cash and kind is very important to promote SIP. Covering all cost of education is beyond government capacity (UNESCO, 1985:24) Nowadays, Ethiopian in general and Eastern Zone of Tigray in particular has made attempt to place SIP at the cluster level assuming to give a closer service for each individual schools. However, in cluster level alone is not enough to perform while contributions of all stakeholder, Woreda education supervisors (WES) and others experts should be equipped materially and mentally in order to give adequate service to SIP.

On top of these, circumstance and others, the researcher insisted to think supervisee and supervisors suggest some possible solution to solve SIP problems in schools. So the researcher will be interested to study the contributions and changes of schools cluster supervision in promoting SIP provide the following basic questions to the study.

1. How cluster supervision is organized to the involvement of all stakeholders to promote SIP?
2. What roles cluster supervision plays to improve SIP?
3. What are the views of teachers regarding cluster supervision service?
4. What are the major challenges that affect cluster supervision in promoting SIP?
5. What are the possible solutions to solve the challenges that affect the promotion of SIP in the primary schools of eastern zone of Tigray?

1.3 Objectives of the Study

1.3.1 General Objectives

This study assess the current practice of cluster supervision in promoting SIP in Eastern Zone of Tigray.

1.3.2 Specific Objectives

To assess the roles and functions of supervisory activities in SIP

To investigate the contribution of school cluster supervision in promoting SIP

To investigate the challenges encountered cluster supervision to fulfill their duties in SIP.

1.4. Significance of the Study

Currently improved education is a timely key issue to cope with the rapidly changing dynamic globs SIP in turn makes effective supervision is very significance and the point of focus so as to scale up the excellence of education to bring the best mind and the latest idea.

Thus the importance of this study is

- Create awareness the problem and its magnitude among cluster supervisors; SIC members, principals, WES, and other concerned bodies.

- Suggest possible options for the improvement of cluster supervision in promoting SIP at primary schools of Eastern Zone Tigray region.
- It encourages school principals, supervisors, teachers, students, parents, and education experts at different levels to increase their participation and performances in SIP.
- It may serve as an input for other researchers on the area of the study.

1.5 Delimitation of the Study

The aim of the study is to cover the major problems that limit the realization of educational supervision to bring relatively quality educational instruction. Of course, it has been more reliable and complete. According to the supervision manual of MOE (1987 E.C) cluster supervisory service is to be carried out at the primary and secondary schools of Ethiopian. However, to make the study manageable, the study is delimited to assess the contribution and challenges of school cluster supervision in promote SIP in Eastern Zone of Tigray.

Due to time and resource constrains, this study is delimited itself to only three woredas sa-e-si_-e tsada- emba, Golomekeda, and Ganta-Afeshum, moreover it would be more credible if the study includes all personnel's who participate in SIP but the study makes it manageable.

1.6. Limitation of the Study

The study did not come to an end without any drawbacks. There were certain constraints that affect the study documentary sources and actual observations play great role in order to find out facts about the challenges and contributions of clusters supervision in promoting SIP. However, due to shortage of time and scarcity of finance that stands as short coming on this study. Nongovernmental primary schools in the zone were in cooperated (excluded) in the study because one of the respondents was absent (not formed) in non-governmental primary schools who was SIC members. Nevertheless, the student's research overcome these difficulties and completed his work on time.

1.7 Definition of Terms (Operational Definition)

School Improvement Program: - the program with the objective to improve student's achievement by creating a positive learning environment (MoE, 2007).

Stakeholders: - participants who are expected to be involved in planning and implementation of school improvement program including teachers, principals, students, parents and local community (MoE, 2011)

School Improvement Committee: - (SIC) is a committee assigned to lead and manage the process of self assessment and improvement planning (MoE, 2009)

Woreda: - is area marked off and developed for administration purpose with defined authority and responsibility representing population of up to 100,000 people (TGE, 1992)

Zone: - it is the administrative geographical location below region that has its own boundaries and population.

Parent-teacher association (PTA):- School committee who are elected by parents & teachers with main responsibility of bridging the school & the community & responsible to the parent teacher congruence (MoE, 1994)

1.8 Organization of the Study

This thesis is organized into five chapters. The first chapter treats the introduction parts that included background of the study, statement of the problem, general and specific objectives, significant of the study, delimitation of the study and limitation of the study. Definition of terms and Acronyms organization of the study were included. The second chapter is review of related literature. In which history of supervisions in context, the conceptual meaning and definitions of supervision, and concepts of SI, and roles and functions of supervision, Supervisory strategies to promote SIP of supervision and guiding principle for SI, and domains ,common procedures for classroom observation, the core elements of SIP. Chapter three:- research design and method in which research methodology sampling techniques and sample population data collection tools, and procedure, and method of data analysis were included.

Chapter four: - the fourth chapter deals with the presentation, analysis and interpretation of data frequency and percentage distribution is employed. The last chapter treats the summary, conclusions and recommendation here the researcher were strived to describe the major findings of the study make conclusion including the researcher's own insight and forwards alternative solution to the researcher challenges.

CHAPTER TWO: Review of Related Literature

This part of the study considers the overview the definition concepts, functions, roles, and supervisory strategies, producers of CRO and factors that affect cluster supervision in promoting SIP. In this broad spectrum, supervision can be seen crucial as to promote the goals of schools and it is vital for supervisors (Shaudra 1997:1) consequently, cluster supervision serves as a vehicle for teachers professional growth so as to enhance the challenges of cluster supervision and in bringing the desired change of behavior on the part of students to promote SIP. In doing this, supervisors as leaders need to be familiar with the concepts, principles and theories of cluster supervision that will help them to involve in their supervisory roles and functions in attaining the goals of the educational system. Leeper,(1969:33)

2.1 Historical Development of Supervision

Supervision as a leadership provision has its own historical development Eye and Netzer (1965) pointed out the theories of supervision seem to have been involved through four distinct periods as briefly stated below. The first is period of administration inspection (1864-1875) which was characterized by observation of the physical plant, pupil control and teaching. The second period, the period of efficient (1876- 1936), was famous in its emphasis on pressurized imposition on teaching procedures by specialists who aimed at perfection and efficient.

The third phase, the cooperative group effort (1937- 1960), paved the way to the pronouncement of the systematic of research methods in relation to the study of problems particularly related to educational administration. The last phase, the period of research orientation (1960- up to present) has given meticulous consideration to the amalgamation of theory and practice in order to bring possible improvements in the teaching learning arena.

When we see the historical development of supervision in Ethiopia context according to Hailelassie (2002) from the introduction of supervision up to the present time the development of supervision has passed four stages (periods).

The first period is from (1934 E.C – 1954 E.C), the second period (1955 E.C – 1973 E.C), the third period (1974 E.C – 1985 E.C), the fourth period (1986 E.C up to present). In Ethiopian, supervision was introduced in 1937 E.C. It was led by British educational scholar and two other

Ethiopians. Its original name was “inspection” (MOE 1974 E.C). Hence, in 1943 E.C the first inspectors training program was started in the Addis Ababa teacher training schools. Whereas in 1946 E.C the training program was discontinued due to this the activities of inspection was in a problem later from 1948 E.C – 1954 E.C the training program was reopened. In 1955 E.C the department of inspection was replaced by supervision. This was followed by the agreement reached between MoE and Hailesalssie I university to train supervisors. The training was a one year program and continued until 1965 E.C and it was discontinued in 1966 E.C the changed in the political system (Derge region) of the country that brought back again inspection to take the place of supervision. According to Hailelassie (2002) there was no sound pedagogical reason for the change of supervision to inspection.

In the fourth period, the introduction of education and policy brought back again supervision to the place of inspection. This policy has made a change in the objective as well as organizational structure of the education structure of the educational system. That is the educational system becomes decentralized.

Cluster supervision in Ethiopian in the full time supervision immediately above the school based supervisors. They located at the center of their respective member school of their cluster and deemed as external supervisor at the local level. Cluster supervisors are local officials aiding teachers in developing materials and encouraging them.

Cluster supervisors treat from five to ten schools according to the Ethiopian educational and training policy of(April ,1994), the MoE is developed to the intermediate and lower levels of educational administrative that is to the regional education bureaus, zones and Woredas education office respectively are called external supervisors. Schools become centers of mission for relevance, quality, accessibility and equity issues in Education MoE (2002), Million (2010) depicted that supervision committee members at school Level is a new trend in the country. They elected from department heads, unit ladders, senior teachers, principals and vice principals are formed. As a result, the major functions of the school based supervisors are providing support to teachers in improving instruction.

2.2. Concepts and Definition of Supervision

Ministry of Education of Ethiopia (1994) defined supervision as the set of activities defined to attain educational objectives, to render the teaching learning process effective to enrich and develop the curriculum, to help teachers to find out their teaching problems and come up with the solution by themselves and develop professional growth. In this definition of supervision the tasks and function of supervisors are highlighted. Broadly, educational supervision indicates all the tasks, activities and nurturing conditions that are intermeshed to help teachers to improve their profession, develop the curricula and solve school problems teachers encountered in the teaching learning process at the grass root level and satisfying learner's need. Sergiovanni and Starrat (2007:4) and Lucia and McNeil (1979:10) defined supervision as "The maximum development of the teacher and the supervision into the most professionally efficient person so as to serve parents and schools." Hence, these definitions imply that supervision at the school level can be defined

1. Improving the teaching and learning process so as to attain the desired educational goals, predetermined by the society.
2. Attacking the instructional problems for the improvement of schools.
3. Developing the professional growth of teachers as a learning community so as to bring the designed learning result on student.

Furthermore, supervision can be viewed as more democratic and professional process embracing clinical supervision, mentoring action research, staff development, collective work teaching platforms, program evaluation, group discussion of specific translation of school mission statements and other configuration of teachers as colleagues working together to increase their understanding of their practice. (Sergiovanni and Starrat (2007) revealed. Similarly Mbamba as cited in Fesehaye (2011; 30) Supervision as a complex process which demands high educational and professional qualification. But less competence of supervisors, less communication skill, negative attitude of teachers can contribute the failures of its mission. Harris (1985:10) depicted that the school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning.

Supervision is a major function of the school operation not a task for specific job on a set of techniques. Supervision of instruction is directed toward both maintaining and improving the teaching learning process of the school. Garton in Mbamba (1992:102). Supervision takes as a process of facilitating the professional growth of teacher interaction and helping the teacher to make the teaching effective. Rubin (1975:6) briefly stated that supervision at its best is an art that can release teachers' initiative, responsibility, internal commitment and motivation. Lovell and Wiles (1983:7) Instructional supervision is a system of the educational organization, which is formally, provide to interact directly with teaching behavior to improve its effectiveness and efficiency. Since this happened, it has been concluded that supervisors need to be knowledgeable about the nature of the teachers with whom they interact.

2.3. School Improvement Program in Ethiopia

Ministry of Education (MoE) launched the General Education Quality Improvement package in 2007 (MoE 2007) in the document, the package consists of four major programs. Teacher Development program, Curriculum Improvement program, education leadership and organization improvement program, and school improvement program, and two complementary packages civics and ethical education, and information communications technology. Hence SIP in among the programs designed to improve quality of education in the country. The SIP is being implemented in Ethiopia to improve quality of education was adopted from the Australian school excellence initiatives, consists of four domain and twelve elements (MoE, 2007). The program was designed by MoE with different guiding manual and then disseminated to regions, Woredas and schools for implementation. To ensure the implementation of SIP, training was given for different level educational leaders and expertise and teachers. Currently, Ethiopia in general and Eastern Zone of Tigray in particular has made attempt to place SIP at the cluster level assuming to give a closer service at school level.

2.4. Concepts and Definitions of School Improvement Program

School improvement program is a concept focused on enabling students score excellent result by making schools conduct self evaluation based on varied school domains and improve the input and process of education. School improvement (SI) means making schools better places for learning. This relies on changes at both school level and in class rooms, which interdependent on

schools are being committed to fulfill the expectations of children and their parents. In this context, SI refers to a systematic approach that improves the quality of school and hence the quality of education. To improve school collaboration and partnership between the staff and other stakeholders essential to improve and maximize the learning outcomes of the learners, parents, and other community members are powerful resource to be utilized in the school. Their involvement helps to achieve provision of factors that contribute to educational problems such as low participation and poor academic achievement of the learners (MoE, 2007).

Holding on this, Reynolds (2010: 146) described that SI as a set of process, managed within the school, targeted both at pupils achievement and the schools ability to change management. SI involves the interaction of many people and changing school culture by reviewing teachers, school leaders, students, parents and the local community as a central part of a change and demands improving and changing different situation in schools. In relation to this, Gray (2001:10) cited in Zijian and Williams (2006:4) stated that SI is the process of improving the way that schools organizations, promotes and supports learning. It includes changing aims, expectations, organizations, and ways of learning and methods of teaching and organizational culture. Capitalizing the above idea, Hopkins (2005:86) revealed that SI includes not only the teaching and learning activities of the schools but also its organizational norms, professional learning system, knowledge transform process, leadership arrangements and its receptiveness to external learning.

Beside this Hopkins (2005:13) described that SI has been largely centered on the notion of strategies, and the literature on SI has been pre-occupied with establishing and refining generic strategies, for improving schools. Developing instructional strategies staff development for teachers and curriculum reforming can promote by stakeholders to reach SIP and to achieve the pupils out come. There are two senses in which the term SI is generally used. The first, it is a common sense meaning which related to general efforts to make schools better Places for students to learn. And the second one is more technical specific definition again SI as a strategy for education change that enhances students out come as well as strengthening the school's capacity for managing change as Hopkins, D (1996:32) in Harris, A (2002:10) asserted. Holding on this concept, Gamage, (2006:71) defined as follows SI a systematic sustained effort aimed at changing in learning conductive or other related internal conditions in one or more schools, with

the ultimate aim of accomplishing educational goals more effectively and he also referred that nation of SI suggest change.

2.5. Guiding Principles for SI

According to Hopkins (2002:178) pointed out that key principle of SI at the outset of improving the quality of education for all. These are:- SI is a process that focuses on enhancing the quality of students learning, the vision of the school should be one which embraces all members of the school community as both learners and contributors, the school will secure its internal priorities through adapting external pressure for change and in so doing enhance its capacity for managing change, the school will use to seek use data, action research and enquiry to drive forward and inform with SI efforts, the school will seek to develop structures and creates conditions that encourage collaboration and lead to the empowerment of students and teachers.

In light on this, Sathyabalan (2004:3) noted that SIP aims to support schools in addressing the following key areas. Ensuring teachers are competent and motivated, promoting active learning methods supported by appropriate teaching and learning aids, promoting the active participation of students and parents in school governance, ensuring a safe, sound and effective learning environment, ensuring empowered and supportive school leaders.

2.6. School Improvement Plan

School improvement plan is a continuous process that requires follow up to take immediate corrective measures and the quality of SI plan document is determined by the quality and efficiency of those professionals involved in the development of the process. This includes, conducting evaluation, documentation and reporting activities that are connected with national curriculum evaluation and learning capacity. Supporting improvement in students result and providing assistance as needed. Making sure the teachers and other staff members have developed sufficient skills in evaluation, information analysis and setting targets. Supervising the progress of students and identifying low an academic performance in individual student level, class and subject matter.

2.7. School Improvement Domains

The main focus area of SIP is students and learning outcomes high performance schools support student learning through best practice across a range of element with is four domains of schooling. The domains are teaching and learning, student environment, leadership and management and community involvement (Gallagher, 2004: 8).

2.7.1. Teaching and Learning Domains

Making class room conditions better area of learning needs modification of class room practices such as teaching assessment and curriculum. Ornstein and Hankins (2004) assume teachers as primary group in curriculum development and evaluation to improve teaching learning process and learning outcomes.

2.7.2. Learning Environment Domains

School environment sets the internal characteristics physical and physiological that influences both staff and students, and the teaching and learning process in school. Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems which happen in quality learning environments Run nolds, et al (1996:11). Therefore the school has to create the climate and culture in which effective teaching learning process will succeed unless school environment is suitable for learning and teaching process, it contributes greatly for the quality of education (MOE, 2007:7). So the environment should stimulate purposeful students' activities and they should allow for depth ranges of activities that facilitate learning.

2.7.3 School Leadership and Management Domains

Harris (2002:12) claimed that SI strategies can result in changing school culture and that leadership has an important to play in defining and shaping school culture. Hence the quality of administrative support and leadership is another critical element in school process. Education System need decentralized management to better serve and bring services closer to their beneficiaries of the students, parents and communities. Effective leadership assumes authority to locate in the persons of the leader but can be dispersed with the school in between and among people.

Harris et al, (2005:74) Thus, effective leaders in a school are those who are able to build collaborative cultures through generating positive relationship. In improving schools, transformational school leadership has significant importance for successful of change. The followers feel trust, admirer, loyalty and respect towards the leader and they are motivated to do more than they originally expected to do Reynolds, et al (1996:74). This implies that effective leadership occurs when individuals have opportunities to develop high performing work teams.

2.7.4. Community Participation Domains

The concept, community participation in school management, planning, decision making, monitoring and evaluation of SI has gained attention by educational planners and policy makers. It seems they are convinced on the fact the intended beneficiaries must be involved in improving the school. As in Morgan (2006:340) the World Bank (200:2) described participation as a decision and resources which affect them. Community participation can be explained in various ways based on the cluster of an organization, but overall it can be seen as an empowered community. Adelman and Taylor (2007:1) if schools want to be a good and safe place, it must enhance performance; reduce disciplines problems, higher staff morale, and improved use of resources.

Townsend (1994:156) stated that the rationales for increasing community participation will family and community involvement with the school. This contributes to enhanced academic contribute to the development of the school policies and practices which could be most effective and equitable for the community.

The capacity of the school to solve educational problems is enhanced if parents and community members are part of the problem solving. Community participation can contribute both increase usage of resources of the school and improved performance of the schools' community as well. This indicated that the organizational effectiveness of the school activities become strong .It should recover involvement of contributing to improve academic performance and fewer problems in schools.

Fulan, (1993)cited in Schmitt and Tracy,(1996:2)Demonstrated that increasing the involvement of the community in schools have resulted in increasing the support of schools, support by the

way of dollars and support by the way of commitment. Use of community resources have the advantage of to expand a new school and to fulfill the infrastructure of the school. In agreement with the idea, Keith and Girt ling(1991) cited in Schmitt and Tracy (1996:10) stated that” strong community involvement in schools bring important benefits, additional resources, political supports and opportunities for innovation and professional development and increasing students achievement.”

2.8. Roles and Functions of Supervision

The role of any supervision program is to facilitate in effective teaching learning process by creating a conducive atmosphere. For this reason, the supervisor has the responsibility to fulfill supervisory jobs in order to improve schools. From this perspective Willies and Lovely (1983:3) depicted that supervisory job are like triangles on the same base line representing those responsibilities which are common to them all such as planning, leading, organizing, coordinating and staffing. Besides this, the typical supervisory positions and duties of supervisors are unlimited who temporarily occupying position nothing but based on their roles they assign at different positions to enhance school improvement. Supervisors serve as, director, supervisor, coordinator consultant and evaluator. Lucia and McNeil (1979:22-24) described. In relation to this, Sergiovannie and Starr at (2002:16) asserted that in a contemporary society the responsibility of supervisory function is not exclusively on the domain of principles, supervisors and others who are in the school hierarchy. Instead, it incorporates the commonly shared set of concepts and skills of individuals who are involved in the process of improving schools.

Major function of supervision

Many scholars like Harris (1985) and others have listed down tasks or functions of instructional supervision. They have identified three main tasks of supervision, instructional development, professional development and curriculum development.

2.8.1. Instructional Development

In order to bring instructional improvement and to increase students’ achievement, supervisors are responsible in arranging and creating conducive environment. Mbamba (1992:106) revealed

that the purpose of cluster supervision is to offer personal leadership advice to teach in the area related to the improvement of educational expertise and for students at the same time which emphasizes on the development or improvement of staff development techniques and procedures.

Having similar idea Pajaki (1998: 112) noted that the principal mechanism by which supervisors nurture the norms of collective responsibility for the improvement of instruction is by involving teachers in discussion and decision through workshops and trainings at school level. In service program, teachers should get help to cope up with the greater students diversity and thus, to bring about improvement on the students' achievement. So as to improve teaching and learning process, the basic task of educational supervision is very important. Meanwhile the implementation of supervisory practice has huge limitations.

2.8.2. Professional Development (Staff Development)

The other basic task of supervision in the continuous professional development of teachers this means helping teachers to grow and to develop in their understanding of teaching learning process and improving their teaching skill. Look head et al,(1994:113) supervisory activities should contribute to motivate teachers which becoming more professional to examine their own Knowledge and pedagogical practice and strengthen the weakness out come in order to be better teacher and to achieve good performance. UNESCO (2001:3) noted that target school heads, WES, teachers and cluster supervisors are responsible for professional development training program. Continuous Professional Development (CPD) practice on the other side is concerned with staff collaboration, boarding of pedagogical and subjects matter knowledge, strengthening relationship between scholars and research institutions, minimizing the gap between professional requirement and limitations in pre-service teachers training and focuses on capacity building up to the required standards. It emphasizes on empowerment and responsiveness to local needs and demands for higher quality of education. So at school level professional development is vital for the individual teacher and for education system. Therefore, pre-service training has become an introduction to teaching profession and the completion of the required service teachers again develop through the career levels. Capitalizing this idea Jacobson, et al (1973:141) asserted that preparing professional discussion or dialogue among teachers are creating demonstration opportunities for skilled and interested teachers as well as supervisory techniques of teachers in

effective schools improvement program. So, staff members need regularly in service training to grow professionally and then to assist teachers for professional growth and development by using different mechanisms like training, seminars, workshop etc can supervisors conduct to promote the teachers' teaching skill and general knowledge of the profession to improve school program.

2.8.3. Curriculum Development

The process of curriculum development involves from a clarification of educational goals and objectives to the in service education of teachers (Babcock, 1965:59) the same idea Harris (1963) depicts that curriculum improvement through in service education program substantially draws up on the cooperative efforts of continuous process of creating new experience, polishing up old concepts and sustaining the motives of exploring new of ideas.

Furthermore, Lovell (1983) stated that in- service education in curriculum improvement promotes the process of rethinking and reconstructing the designed educational programs including the task of curriculum release from traditional course of study. Strengthening to the top, the training manual of Tigray Reign Education Bureau, (1993:93) also noted that evaluating the text books and other written materials and sending to those who produce it to improve that is the tasks of supervision. Improving school program like curriculum revision is the major function of supervisor. Another providing support and service directly to teachers and improving their performance such as supervisors to examine plans for instruction and analyze instruction with reference to what extent has planned, happened and achieved the pupils results Spears (1995:9) portrayed. That redesigning the curriculum is one of the contributions of supervision to get the recent and relevant information to enhance the instructional supervisory service.

2.9. Common Procedures for Classroom Observation

In carrying out a supervisory service in the classrooms, supervision requires to know the cycle of clinical supervision have identified sequential steps. The common suggested procedures by different authors, (UNESCO, 2001) HaileSlassie (1995) Sergiovani and Strarrtt (1993) are stated.

2.9.1. Pre-observation Conference: - It is the frame work for observation and collection strategies is developed and an agreement is reached between the person who is supervising and the person who is teaching after a brief warm up period, the supervisor needs to become familiar

with the class and with the teacher's way of thinking about teaching. Clinical supervision is selective in the sense that an intense and detailed study is made of only a handful of issue at a time. Thus, supervisor and teachers must decide what aspects of teaching will be considered, with the teacher assuming major responsibility for setting supervisory agenda. This phase of the conference concludes with the teacher and supervisor reaching a fairly explicit agreement or contract, about the reasons for supervision along with the teaching and learning activities. The teacher should have a picture of events to occur that is as complete as possible.

2.9.2. Observation of Teaching: - /during classroom observation/ both the supervisee and supervisor do this by looking at the specific areas that the teacher has identified. Hence relevant information is noted down on the previously agreed upon areas of concern or focus. The actual observation occurs during a specific teaching learning activities evaluate the students interviews, development of evaluation portfolio and collection of classroom artifacts and other evaluative data collection strategies should supplement to record actual teaching.

2.9.3. Post Classroom Observation Conference:

The supervisor evaluates what happened in the supervisors' conference and throughout the supervision cycle for the purpose of improving her/his own efforts. The cluster supervisor or school based supervisor committee. clarifies what he/she has observed, starting with strength and then lastly, the needs which can be planned for discussion and come up without result by agreeing on the aspect to be improved, at the end, when it is necessary a demonstration can be given and use appointment date to follow up time held agreed up on. Therefore, the cluster supervisors and teachers could work cooperatively as reflective practitioners with the aim of improving the practice of the supervisory activities.

2.10. Cluster Supervisor

Cluster supervisor in Ethiopia is the full time supervision immediately above the in school supervisors (school base supervisors). They located at the center of their respective member school of their cluster and deemed as external supervisor at the local level. Anonymous,(n, d : 18) indicated that local supervisors are key local officials aiding teachers in developing materials, encourage experimentation and research provides schools with up to date materials and

consultants leads the school in the continuous tasks of curriculum development. In many cases, what was felt to be the main weakness of supervision service was rarely visited in particularly the remote rural schools, many countries tried to bridge that gap by creating an extra supervisory level under the present lowest level or by bringing SIP together in clusters, sometimes with a resource center in the middle. Its main purpose is to bring supervision to where the action is taking place, to transfer supervision from quality control to quality assurance and away it from external control towards school and teachers development by decentralizing the service further into school site level and strengthening in school supervision to develop collegial relationship with teachers and dedicate more time to support and advice with less control. Grauwe and Carron (2007c:17)

2.11 Factors That Affect Cluster Supervision in Promoting SIP

2.11.1. Teachers' Perception towards Supervision

The perception of teachers towards instructional supervision is negative because supervision during early period focuses on controlling and evaluation of teachers. Hence, for these and other reasons Supervision is not a positive experience for teachers. Supporting the above idea Gold Hammer, Anderson and Karjeuski (1980:14) reported that "Teachers dislike being the object of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of threat." This indicates that teachers perceive supervisors as those who control and evaluate them. Consequently, teachers don't perceive the supervisor as an outside authority coming to inspect and find fault. However, someone who is directly concerned with guiding the teachers and improving their performance. The other factors to develop negative opinion towards cluster supervisors are the question of trust. Teachers and supervisors should have a trust between them to develop effective improvement program likewise, the trust may become low and dishonest activities existed.

Johnson (2000; 420) asserted. Teachers must have a trust for their supervisors to develop view towards school improvement program. Beside this, teachers perceived that supervisors as supporter in achieving the educational objectives. Mean while Strages (1979:587) revealed that in

most cases, teachers are supervisors in administrative activities, and not in improving learning opportunities who teachers need from supervisors as their assistance.

To sum up, teachers perception of cluster supervision is valuable so, to improve the contribution of cluster supervisors who in promoting the SIP is very important in order to heal and change teachers' perception of supervision as a whole.

2.11.2 Low Level of Competence

A supervisor has to keep himself up to date in order provide proper guidance and counseling to his subordinate. The importance of training as, it provides people with knowledge, skill and attitude. It promotes self reliance, and self respect to the cluster supervisors, and to the teachers who have gained potential for an improved quality of life. It opens the door to develop their careers and leads to job notion. Thus, contributes to the general development of the satisfaction to elaborate the above idea Rabindranath in Sing Hal et al (1996:104). "Lamp is not kept itself burning in order to give light to others." So, supervision is a complex process to work with it. Training in effective planning and administration enhances the capabilities of the supervisors. Sing Hal et al (1996:106) added more professional training helps job enrichment and can obtain further prospects with high productivity. Therefore, they required large exploring ways of making the job interesting and relevant training. So, professional training opens new vision bring new horizon to the job as well as for SIP.

2.11.3 Lack of Communication Skill

In supervisory practice supervisors create smooth communication with the staff members. Supervisory activities should demand mutual relationship to realize instruction improvement while supervisor conducting supervision during each level class room observation should communicate to create awareness and give feedback. But inadequate communication sees among the major factors that affect at school level. Due to lack of adequate skill of supervisors and teachers they hampered SIP activates. Thus, develop anxiety and frustration and also fail to discharge their responsibility as expected. According to Wills in Barr and Burton (1961:185) portrayed that teaching and learning in a group activity, and group productiveness is affected by the quality of its human relations and the supervisors must work constantly for the improvement

of group cohesiveness and schools. Capitalizing the idea, Harris (1983:11) on his part depicted that developing public relations as one of the supervisors task and portrayed that a supervisor should provide for a free flow of information on matters of instruction to and from the public while securing optimum level of improvement in promoting for the better SIP. To conclude, teachers develop anxiety and frustration which stem from inadequate communication skill of supervisors. So, supervisors should create conducive environment in which teachers feel free to express problems of concern to them and help each other and avoid teacher's frustration to improve pupils and the school program.

2.11.4 Other Obstacles

SIP can be challenged by different factors related to stakeholders that are intended to be involved in the program. Facilitating and organizing internal and external conditions for promotion SIP is to enhance commitment of readiness for change and improving the schools. Nevertheless, Anderson (1991:84) argued that the reluctant to change can happen due to lack of awareness on the purpose of the intended change, lack of knowledge and skills needed to make the change, and they believe that the changes will not make any different to them or their students. Lack of adequate preparation such as vision building and low allocation of resources were the major challenges to SI. Holding on this, MoE (2007:2) noted that factors that can challenges to promote SIP might be different at different areas. The obstacle of SIP are lack of commitment to depart from traditional practice, absence of responsible organized effort at all levels which could direct and monitor the program, shortage of training, lack of initiative and good look on the part of some teachers and school leaders, absence of awareness creation among stakeholders and absence of clearly stated role about participation level of each stakeholders.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The research design employed to this study was descriptive survey which made harmony with the objective of the study. Koul: (2006) "Descriptive research studies are designed to obtain pertinent and precise information covering the current status of phenomena and to draw conclusion from the fact observed." This method was selected for it helped the researcher to get relevant and available information on supervisory leadership skills, procedures in conducting classroom observation, problems that affect supervisory practice and benefits gained from cluster supervision to promote SIP.

3.2. Sources of Data

Both primary and secondary data source were used in the study. Primary data were gathered from school principals, teachers, clusters supervisors, Woreda Education supervisors and SIC members by virtue of their roles in the schools assumed to have better information. As to complement and supplement results from primary data sources, secondary data sources were examined. In this case, pertinent documents, available in the selected sample schools were used. For instance, SIC plan, school strategic plan, cluster supervisors annual plan, reports, SI manuals and other data was obtained from books, journals and education bureau static's.

3.3. Sample and Sampling Techniques

Multi stage sampling technique was employed. For instance, from the nine Woredas of Eastern Zone of Tigray region three Woredas were selected with purposive sampling techniques. There are Sa-E-Sie Tsada Emba, Golomekada and Ganta Afeshum. Hence there are geographically largest and highly populated with highest number of teachers, students & cluster supervisors from this zone. So the researcher assuming that these three Woredas may have their own impact on the supervision process to promote SIP. According to Cohen (1994:88 "The larger the sample the better study." Based on this Idea, the study selected three Woredas, 9 principals, 12 cluster supervisors 6WES (Woreda education supervisor) or Woreda curriculum expertise, 90 teachers,

36 SIC members (school improvement committee) were involved in the study. In general, 153 respondents were participated. Strengthening the above idea, Best and Khan (2003:20) stated that when sample groups to be compared, the researcher initially selected large enough samples so that the groups are adequate size for his purpose. In order to obtain representative sampling from the population. The nine schools from the three Woredas selected simple random sampling techniques so as to give chance of being in the study for all primary schools in the area under investigation.

The schools were selected from different cluster schools in order to cover or get equal chance, and each Woreda selected three schools a total of nine schools. From each school ten teachers, one principal, and four SIC members were selected.

Teachers and school-improvement committee members were selected using simple random sampling techniques (lottery system techniques) where as principals and cluster supervisors were selected purposive sampling techniques. Because of their position and responsibilities, it was expected that they are partners either in the actual implementation or as facilitators and evaluators of the implementation of SIP at school level. However, WES or Woreda curriculum expertises were selected by using available sampling. Hence, this was helped the researcher to gain adequate & necessary information due to their participation in management & leadership of the process of SIP. (Kumre, 1990).

Table 1: Total population and sample size

No	Types of respondents	Total population	Sample size	%	Sample technique
1	Principals	149	9	6%	Purposive sampling
2	Teachers	1818	90	5%	Simple random sampling
3	Cluster supervisors	24	12	50%	Purposive sampling
4	SIC Members	90	36	40%	Simple random sampling
5	WES	6	6	100%	Available sampling
	Total	2087	153		

3.4. Instrument of Data Collection

In order to obtain adequate information from respondents' different types of data gathering tools were used. As Creswell (2003) stated mixed methods approach employs strategies of data collection that involve both quantitative and qualitative. Based on this ground, questionnaires, interview, focus group discussion and document analysis were employed as data collection instrument in this study.

This helped the researcher for enrichment and triangulation of the data obtained from questioner and provides in-depth information on the issue under investigation.

3.4.1. Questionnaires

Questionnaires were preferable to involve large size sample of the population thus, both open ended and close ended questionnaires were developed as a main instrument of data collection from primary SIC members, teachers, and principals some for all. Open ended questionnaires were held at the end of close ended questions in order to give opportunity to the respondents to express their feelings, perceptions; problems and intention related to the SIP activities render in schools. The study used close ended questionnaire due to it was easy to tabulate the challenges and to recommend the alternative solution to fill gab based on the findings. The five points rating scale was employed to obtain close ended data from respondents.

In light of this, Leedy and Ormrod (2005) depicted that questionnaires were preferable data collecting tool, it enables to effectively collect in a planned and manageable ways from large population participants. They may be more truthful than they would be in a personal interview, particularly when they are taking about sensitive or controversial issue.

The questionnaires in this study were developed based on the research questions and after review of available related literature are made. The questionnaires include issues that helped the researcher to assess the actual activities in the schools on the issue under investigation and to suggest solutions so as to promote SIP. The questionnaire has two types the first questionnaire developed and administered to the primary school principals and teachers whereas the second questionnaires were prepared for the primary SIC members. Before pilot testing was distributed

to the target study groups it was done to ensure the appropriateness of the items on the basis of the feedback, some repeated questions were eliminated and ambiguous questions were modified. Confirming this idea Wilkinson and Birmingham (2003:20) stated that usually mistakes are quickly spotted through piloting; ambiguous questions can be restated or redeveloped.

In order to make the necessary correction and improvement on the questionnaire items, pilot testing was conducted for the content validity at Fere- Selam primary school found in Sa-e-si-e Tsada-emba Woreda which was outside the sampled schools. This pretest was done with objective of checking whether or not the items contained in the instrument could enable the researcher together relevant information. The questionnaires were tested for validity and reliability. The draft questionnaires were administrated with 10 teachers, one principals, and four SIC members were distributed and filled the total of 15 respondents were participated.

Based on the information obtained from the pilot testing, some basic change and arrangement were made, the sequences of questions were corrected and some vague and long sentences were restated in short forms. The items were improved and the final copies of the questionnaire were distributed to the respondents selected under each primary schools of Eastern Zone of Tigray Regional State.

3.4.2. Interview

As Leedy and Ormod (2005) described, interview is the major tool in which a qualitative evaluator seeks to understand the perceptions, feelings and knowledge of people in SIP through in depth, intensive interviewing. The researcher conducted semi structured interview to the Woreda Education supervisors (WES) to collect in depth information about the fact, actual practice of supervisory activities. The reason for using interview was that they could permit the exploration of issue which might be too complex to investigate through questionnaires and also justified as it allows better chance to explain more explicitly what he/she knows on the issue (Best and Khan: 2003).

The interview was held in Tigrigna even if the respondents /WES/ are degree holders. Beside this, the interview was conducted orally on one to one way by the study and recorded the response of the interviews.

3.4.3. Focus Group Discussion (FGD)

The other data gathering tool utilized in this research was FGD. The tool was designed to seek in depth information on the promotion of SIP from cluster supervisors of the three sample Woredas. And in each Woreda three to five FGD were conducted. The FGDs were held with the three different groups (Woredas) separately. As Sarantakose (1998). Stated FGD concentrated on group process but later it was used to study the content of the discussion. Although it is conducted in a group environment, its main aim is not to analyze the group, it is a way of gaining information in a short period of time about the breadth or variation. Accordingly, the researcher had conducted a FGD parallel to the questionnaire that allowed to access variable information about attitude and opinion of group members. The discussion mainly focused on the awareness of stakeholders on SIP, the involvement of stake holders in preparing plan, attempts made to improve cluster supervision and factors that hampered the supervisory practices in promoting SIP. Having clarified themes of the discussion by the researcher and the FGD was held by taking notes.

The FGD were guiding by semi structured questions that were prepared in English and later translated into Tigringa to avoid unnecessary complications in responding to the items.

3.4.4. Document Analysis

Document analysis was the other instrument, which serve to obtain substantial data from the concerning bodies. The central theme for the document review was to identify what was planned and what was implemented regarding SIP. In relations to this, the purpose of document analysis in this study was to assess the involvement of stakeholders in planning and implementing of the SIP and the promotion of cluster supervisors to SIP. The tool was used to validate and check the consistency of the collected data through interview and questionnaires. Therefore, documents like guiding manual for SIP, SI plan and reports, documents settled by SIC members and cluster supervisors plan were observed.

3.5. Methods and Procedures of Data Analysis

In analyzing the data was obtained from cluster supervisors, SIC members, teachers, principals, WES. The questionnaires were distributed, collected, tailed and tabulated and the interpretation can be helped with frequency and percentage. It was helped by qualitatively analyzed data from open ended questionnaires, FGD and document observations. The collected data were followed by deep interview's expression in order to get the full picture of cluster supervisor's contributions and challenges encounter there to promote SIP. The questionnaires were administrated for principals, teachers and SIC members categorized in to two types Interview was administered for WESs and FGD were held with cluster supervisors .Teachers and SIC members used simple random sampling so as to get equal chance(lottery system techniques).Principals and cluster supervisors were selected purposive sampling hence their position and responsibilities, it was expected that they are partners either in the actual implementation or as facilitator at school level. Whereas WESs were selected available sampling in order to help the researcher gained adequate and necessary information due to their participation in management and leadership of the process of SIP. Qualitative data analysis method was also employed as a supplementary data analysis technique for triangulation and justification purpose. As a result the data collected through FGD, interview, open ended questions and document review were narrated under quantitative data (item) related to it.

Chapter Four: Presentation, Analysis and Interpretation

This chapter deals with the analysis and interpretation of data collected for the study. The necessary data collected from 153 respondents involved in the study. Data were obtained from 9 principals 90 teachers 36 SIC members 12 cluster supervisors and 6 Woreda education supervisors were participated.

Questionnaire filled in and returned one part by principals and teachers and the second part prepared for the primary SIC members. Interviews were conducted with six WES or Woreda curriculum experts. Data also gathered from 12 clusters supervisors through focus group discussion (FGD).

4.1. The Characteristic of the Respondents

The objective of the study was to investigate the contributions and challenges primary school cluster supervision in promoting SIP in Eastern Zone of Tigray Region. The data obtained from principals, teachers and SIC members were analyzed.

Table 2: Characteristic of the Respondents

No	Item	Principals		Teachers		WES		Cluster supervisor		SIC members		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Gender												
	Male	9	100%	20	22%	6	100%	11	92%	26	72%	72	47%
	Female	-	-	70	78%	-	-	1	8%	10	28%	81	53%
	Total	9	100%	90	100%	6	100%	12	100%	36	100%	153	100%
2	Age												
	20-30	4	45%	48	53%	2	33%	9	75%	2	36%	65	42%
	31-40	2	22%	28	31%	3	50%	3	25%	8	22%	44	29%
	41-50	2	22%	14	16%	-	-	-	-	1	3%	17	11%
	51 & Above	1	11%	-	-	1	17%	-	-	25	69%	27	18%
	Total	9	100%	90	100%	6	100%	12	100%	36	100%	153	100%
	Field of study												
3	EdPM	6	67%	-	-	2	33%	2	17%	-	-	-	-
4	Natural Science	2	22%	-	-	2	33%	5	42%	-	-	-	-
5	Social Science	1	11%	-	-	1	17%	4	33%	-	-	-	-
6	Language	-	-	-	-	1	17	1	8	-	-	-	-
7	Other/Non-teaching/	-	-	-	-	-	-	-	-	-	-	-	-
	Total	9	100%	-	-	6	100%	12	100%	-	-	-	-

As clearly indicated in the table two item one from nine sample schools no one is female and from six (6) WES (Woreda Education supervisors) no one is female supervisor and from cluster supervisors' only one person is female cluster supervisor. This shows that participation of female in all positions were still low and as the sample schools portrayed. This may be due to various reasons¹. The schools were found scattered 2. In one cluster there are seven schools by this and other cases which include cultural and economic contexts. This implies that the leadership positions were dominated by males.

With regard to the age of respondents the majority of respondents are at age interval 20-30 and 31-40 which implies experienced teachers can't employ in the positions of principals and cluster supervisors.

From the above information, we can conclude that well experienced persons can't employ in the above positions because they can't get salary available with their services.

Based on the respondent's educational information (qualification) and work experience of them are very important factor to create favorable conditions for promoting SIP .as the data indicated; WES, cluster supervisors and principals were first degree holders and above. Teachers also no problem regarding their qualification Whereas SIC members had completed grade six and above.

Concerning to the field of the study, the table illustrates that from the sample cluster supervisors and Woreda education supervisors respectively showed that 2(17%) & 2(33%) only required qualified in educational leadership (EDPM). The rest are qualified in other fields as in the above table indicated the positions have not acquired educational leadership skill from recognized institutions ,thus, lack of trained leaders in EDPM positions were affected and it can have negative impact on promoting school improvement program.

4.2. Analysis and Presentation of the Main Data

4.2.1. Cycles of Implementing CRO

The aim of instructional supervision is the improvement of teacher's capacity of teaching learning process and the growth of pupil. Hence, cluster supervisors and school base supervisors expected to conduct frequent CRO in achieving the purpose of supervision. Strengthening thus, according to Seriovanni and Starratt: (2007) CRO involves the system analysis of CRO events, teaching behavior and other data source that help illuminate the teaching and learning issues under study.

Five cycles should be followed to observe the actual learning of students in a class room. But for the sake of better analyses they are categorized into three steps (pre.CRO, actual CRO and post.CRO).

Table 3: Views on Pre observation conferences activities

No	ITEM	Respond	S. agree		Agree		Undecided		Disagree		S. disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Hold pre observation conference by making mutual agreement on the place and time of observation.	Principals	2	22.20	3	33.30	-	-	4	44.40	-	-	9	100
		Teachers	7	77.77	35	38.80	10	11.11	38	42.20	-	-	90	100
		Total												
			9	9.09	38	38.38	10	10.10	42	42.20	-	-	99	100
2	Make agreement on the objectives and methods of Presentation of the lesson.	Principals	-	-	2	22.20	1	11.11	6	66.60	-	-	9	100
		Teachers	9	10.00	25	27.70	14	15.50	32	35.50	10	11.11	90	100
		Total												
			9	9.09	27	27.27	15	15.15	38	38.38	10	10.10	99	100
3	Create awareness that CRO is a helping endeavor and not part of the final appraisal of performance.	Principal	-	-	2	22.20	4	44.40	3	33.30	-	-	9	100
		Teachers	-	-	17	18.80	29	32.20	34	37.70	10	11.11	90	100
		Total												
			-	-	19	19.19	33	33.33	37	37.37	10	10.10	99	100

As table 3 item one showed cluster supervisors facilitate to make mutual agreement on the place and time of observation indicated from the sample principals 4(44.4%) were replied disagree on the issue where as 3(33.3%) respondents expressed there was an agreement on place and time of observation. Similarly, 38(42.2%) and 10(11.11%) of teachers respectively disagree and undecided answered on them. The remaining 35(38.8%) and 7(77.7%) were replied mutual agreement on the time and place.

As shown in the second item again the agreement on objectives and methods of the presentation of the lesson displayed that 6(66.6%) of the principal replied they didn't agree on putting the objectives and methods while on the presentation session time. However, 2(22.2%) of the principals agree on the presentation time .Beside this, majority of the teachers replied accordingly, 32(35.55%), 14(15.55%) never put the objective and methods of the presentation

time. Nevertheless, a few teachers respond that when the procedure of pre observation activities conducted they made agreement based on the different scholars revealed that the planning conference is designed to inform the supervisor to show the objective of the lesson. The teachers should have prepared the detail lesson plan for supervisory practice to critique and on which to give direction Acheson and Gall (1980:64) portrayed.

The third item from the above table implies that cluster supervisors can't create awareness about CRO to the principals and teachers. Hence 4(44.4%) 3(33.3%) principals replied and 29(32.32%), 34(37.7%) of teachers respectively answered undecided and disagree on the issue .Furthermore, the response of the interview held with WES and FGD with cluster supervisors said mutual agreement is very necessary. This item more clarified in Table 15 item 3.

Table 4: Views on Class room observation conferences

Item	Respondents	Responses											
		S. agree		Agree		Undecided		Disagree		S. disagree		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Cluster supervisors:													
Take enough time for observing the teacher teaching behaviors during CRO.	Principals	3	33.30	4	44.40	---	---	2	22.20	---	---	9	100%
	Teachers	12	13.33	30	33.30	15	16.60	28	31.10	5	5.55	90	100%
	Total	15	15.15	34	34.34	15	15.50	30	30.30	5	5.05	99	100%
Help teachers to better understand the students they teach.	Principals	1	11.11	2	22.20	2	22.20	4	44.40	---	---	9	100%
	Teachers	8	8.88	28	31.10	19	21.10	27	30.00	8	8.88	90	100%
	Total	9	9.09	30	30.30	21	21.21	31	31.31	8	8.08	99	100%
Collect the techniques as an evidence both weakness and strength which can serve as point of discussion during Post CRO.	Principals	---	---	3	33.30	---	---	6	66.66	---	---	9	100%
	Teachers	13	14.44	30	33.30	32	35.50	15	16.60	---	---	90	100%
	Total	13	13.13	33	33.33	32	32.30	21	21.21	---	---	99	100%

The second item in the Table 4 posed a question that cluster supervisors help teachers for better understanding It said. Most of the principals 4(44.4%) and 2(22.2%) respectively answered

disagree and undecided on the issue. On the other hand 27 (30%), 19(21%) and 8(8.88%) of teachers replied accordingly disagree, undecided and strongly disagree. However, 2(22.2%) & 1(11.11) principals agree and strongly agree replied similarly, 28(31.1%),8(8.88%) teachers accordingly rated. Beside this 19(21.1%), 27(30%) and 8(8.88%) respectively replied undecided, disagree and strongly disagree. Hence cluster supervisors can't help teachers for better understanding.

Let us see the third item on Table 4 which deals with the issue of collecting the technique as evidence both weakness and strength which can serve as point of discussion during post CRO. Majority of the principals and teachers replied they couldn't collect both weak and strong side while classroom conferences .Hence 6(66.66%) principals and 15(16.6%) ,32(35.5%) teachers disagree and undecided on the issue respectively. Whereas 3(33.3%) principals and 30(33.3%), 13(14.44%) teachers replied agree and strongly agree accordingly. AS Harris (1985:154) depicted encouragement and assistance in helping the teacher to over plan the lesson is appropriate. This gives assurance that things will get well. The more precise and specific the purpose of the observation, the more carefully the arrangement should be made to ensure the accomplishment of the objectives. In light of this Bhagia et al (1990:88) reveals that the modern concept of supervisors are not merely that of evaluation or performance appraisal and writing the report. Similarly Menthagomery and Hadifield (1989: 34) depicted their CRO doesn't occupy a prominent position in the supervision as a source of data on teacher's performance rather for continuous help of the teacher to bring improvement school instruction.

In short, the purpose of CRO will not be administrative oriented but sensing the real working of the curriculum, feeling the adequacy the pupils learning experiences and ascertaining instruction improvement.

Table 5: Views on Post class room observation conferences

No	Item	Respondents	Responses											
			S. agree		Agree		Undecided		Disagree		S. disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Cluster supervisor:-													
	Provide feedback to teachers in supportive manner.	Principals	---	---	1	11.11	4	44.4	4	44.4	---	---	9	100%
		Teachers	4	4.44	16	17.7	30	33.3	38	42.2	2	2.22	90	100%
		Total	4	4.04	17	17.17	34	34.34	42	42.42	2	2.02	99	100%
2	Examine the consistencies and discrepancies between the planned and actual enactments of the lesson observed.	Principals	---	---	2	22.2	2	22.2	4	44.4	1	11.11	9	100%
		Teachers	3	3.33	14	15.5	23	25.5	40	44.4	10	11.11	90	100%
		Total	3	3.03	16	16.16	25	25.25	44	44.4	11	11.11	99	100%
3	Hold post CRO focuses more on weak points and little or nothing on strong side of the teacher.	Principals	4	44.4	3	33.3	2	22.2	---	---	---	---	9	100%
		Teachers	20	22.2	20	22.2	35	38.8	15	16.6	---	---	90	100%
		Total	24	24.24	23	23.23	37	37.37	15	15.5	---	---	99	100%

As illustrated in table 5 item one shows the 4(44.4%) and 4(44.4%) of the principals replied that providing feedback to teachers are in a supportive manner they said by rating disagree and undecided respectively. The other respondents (Teachers) replied again 38(42.2%), 30(33.3%) and 2(2.22%) agree with the school managers accordingly. Nevertheless 16(17.77%) and 4(4.44%) only oppose the idea of the teachers. As Conley (1987:62) pointed out instructional supervisors are reluctant to tell their teachers where their performance deficiencies. The study can conclude that in order to keep supervisors and supervisee mutual report, healthy instructional supervisor would tend to avoid issues which create ill feeling them. So providing feedback in a supportive manner can build great friendship.

The second item in Table 5 displayed what the planned and actual enactment of the lesson observation principals rated 4(44.44%), 2(22.2%) and 1(11.11%) accordingly disagree, undecided and strongly disagree on the issue. On the other hand, teachers rated 40(44.44%), 23(25.5%),

10(11.11%) respectively replied disagree, undecided and strongly disagree. Whereas 14(15.55%) of them replied that agree to examine the consistencies and discrepancies between the lesson observed. As Ness (1980:406) depicted that professional discussion are participatory, diagnostic, and cooperative and based on a mutual commitment to improve and growth by cluster supervisors and supervisees. Holding on this idea, Lucio and MCNeil (1979:265) reported that post observation conference is the phase at which thus teacher who taught the lesson and the supervisors look at the results obtained by the pupil in the light of the intended instructional objectives.

The third item tried to hold post CRO focuses on a weak points and little or nothing on strong side of the teacher as shown that 4(44.4%),3(33.3%) and 2(22.2%) principals respectively replied by rating strongly agree, agree, and undecided on the issues. Furthermore, the teachers respond indicated 35(38.88%), 20(22.2%), 20 (22.2) put by rating undecided, strongly agree and agree respectively focus on weak side (points discussion). Strengthening The above idea, Szilagui,(1981:569) revealed that some instructional supervisors may hold post CRO but since they lack relevant training and do not analyze, synthesize and evaluate in advance the performance data they might have gathered, they simply focus too much on weakness and little or no strength of teacher. In light of this, Aggrawal (1993:193) on his part, revealed that the true role of a supervisor should be the problems and views of teachers comprehensively in the context of educational objectives, to formulate suggestions for improvement and help teachers to carryout his/her advice. Therefore, the response of the interview helped with WES, FGD with cluster supervisors and from open ended questions it is possible to conclude the planning conference sets the stages for effective classroom observation. Constructive feedback is necessary, the planned and the actual enactment must follow.

4.2.2. Challenges of Supervisory Practice

Table 6: The contribution of Cluster supervisors to promote SIP

No	Item	Respondents	Responses											
			S. agree		Agree		Undecided		Disagree		S.disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Facilitate and organize the school community for the success of SIP.	Principals	---	---	---	---	4	44.4	4	44.4	1	11.1	9	100%
		Teachers	---	---	11	12.2	36	40	39	43.3	4	4.44	90	100%
		Total	---	---	11	11.11	40	40.40	43	43.43	5	5.05	99	100%
2	Encourage the stakeholders to involve in decision making.	Principals	1	11.11	1	11.11	3	33.33	4	44.4	-----	---	9	100%
		Teachers	14	15.55	22	24.44	28	31.11	26	28.88	---	---	90	100%
		Total	15	15.15	23	23.23	31	31.31	30	30.30	---	---	99	100%
3	Initiate and motivate the community in fund raising activities.	Principals	---	---	2	22.22	5	55.5	2	22.22	---	---	9	100%
		Teachers	---	---	17	18.88	31	34.44	40	44.4	2	2.22	90	100%
		Total	---	---	19	19.19	36	36.36	42	42.42	2	2.02	99	100%
4	Invite the school community to discuss on the students achievement and discipline.	Principals	1	11.11	1	11.11	2	22.2	5	55.5	-----	---	9	100%
		Teachers	4	4.44	13	14.4	29	32.2	43	47.7	1	1.11	90	100%
		Total	5	5.05	14	14.14	31	31.31	48	48.48	1	1.01	99	100%
5	committed to discharge responsibilities in SIP	Principals	---	---	3	33.3	4	44.4	2	22.2	---	---	9	100%
		Teachers	---	---	27	30	32	35.5	20	22.2	11	12.2	90	100%
		Total	---	---	30	30.30	36	36.3	22	22.2	11	11.11	99	100%
6	Organize all necessary material and facilitate that adequately available for teaching learning process.	Principals	---	---	3	33.3	2	22.2	4	44.4	---	---	9	100%
		Teachers	---	---	29	32.2	34	37.7	25	27.7	2	2.22	90	100%
		Total	---	---	32	32.32	36	36.36	29	29.29	2	2.02	99	100%
7	Assist principals to set clear goals, vision and mission in light of SI Plan.	Principals	---	---	2	22.2	2	22.2	5	55.5	---	---	9	100%
		Teachers	15	16.6	28	31.11	20	22.2	20	22.2	7	7.77	90	100%
		Total	15	15.15	30	30.3	22	22.2	25	25.25	7	7.07	99	100%
8	Help SIC members of the school in preparing SI plan.	Principals	---	---	1	11.11	3	33.3	4	44.4	1	11.11	9	100%
		Teachers	6	6.66	21	23.3	28	31.1	30	33.3	5	5.55	90	100%
		Total	6	6.05	22	22.2	31	31.31	34	34.34	6	6.06	99	100%
9	Facilitate and organize training program for school community to engage in planning monitoring and evaluating.	Principals	---	---	---	---	2	22.2	5	55.5	2	22.2	9	100%
		Teachers	9	10	16	17.7	25	27.7	38	42.2	2	2.22	90	100%
		Total	9	9.09	16	16.16	27	27.2	43	43.4	4	4.04	99	100%

The main focus of SIP is student learning outcomes. Schools need to identify the strength and weak sides and priorities with respect to the SIP domains. The document also underlined that school communities and other stakeholders need to involve in and work together to increase the learning outcomes of students MoE (2011:3)

The first question concerned about facilitating the school community for the success of SIP that accordingly 4(44.4%), 4(44.4%) and 1(11.11) respondents replied their answers on school community for success of SIP by rating disagree, undecided, and strongly disagree. On the other hand, teachers responded again imply the same to the principals accordingly 39(43.33%) and 36(40%) 4 (4.44%) by rating disagree, undecided and disagree. According to the explanation of the World Bank (2008), there are factors that facilitate the success of SI. First there should be committed leaders (cluster supervisors) to run SI process. Second SIP by its nature demands collaborative efforts that call for active participation on stakeholders in planning and implementation of plan. In addition to this, Hopkins (1987) warned that it is difficult to change education even in a single class room, without changing the school organization, cooperation of fellow teachers and the endorsement of school leaders. So, SIP requires coordination of all stakeholders to promote goals.

The second question deals with how can encourage the stakeholders to involve in decision making. Accordingly 4(44.4%), 3(33.3%) replied the issue by rating disagree and undecided respectively raised by principals. Hence 28(31.11%), 26(28.88%) of the teachers answered undecided and disagree to involve in decision making by encouraging the stakeholders.

Successful implementation of any decision is largely dependent on the extent to which the community has some sense of ownership of control and responsibility. As the result, of participation, decisions become well understand and implement to facilitate activities. Mbamba (1992), therefore, the responsibility of stakeholders to create a conducive environment for active participation of the community in the decision making process of the school. According to MOE (2002).The community can participate in different areas of decision making like approving the school yearly budget, disciplinary problems, solving immediate and urgent problems.

In general, the community participate in different areas that need decisions particularly on issues like construction of classroom, supervision of school resources and contribution of material, funds and labor.

The third question tries to investigate to what extent cluster supervisors initiate and motivate the community in fund raising. Accordingly 5(55.5%), 2(22.2%) from principals and 40(44.4%), 31(34.4%) teachers responses respectively showed undecided and disagree the above issues. In

contrast, 2(22.2%) from principals 17(18.88%) teachers responses indicated that cluster supervisors can indicate and motivate the community to contribute in fund said., but the interviews held with WES & FGD with primarily school cluster supervisors described in different ways. In some schools contribute more whereas in such schools they couldn't participate.

Community participation in contributing money, material and labor were found at medium level and their participation in school management & decision making were at low level. As UNESCO (1985:24) reported that community support in finance, materials, labor and administrative areas such as solving students disciplinary problems and academic support of parents at home in children's learning was at low level. However, to run schools effectively participation of community in cash and kind is very important. Covering all cost of education is beyond the government capacity.

The fourth question aims at cluster supervisors can invite the school community to discuss on the students achievement and discipline cases. Majority of the principals 5(55.5%) and 2(22.2%) respectively rating disagree and undecided but only 1(11.1%) replied that they can invite the community to discuss on the issues. Furthermore, most of the teachers 43(47.77%) and 29(32.2%) answered the question by disagreement and undecided on the issue and the interviews and FGD stated that the community hold meeting at the beginning of the academic year only.

As illustrated in item five displayed that principals and teachers respectively rated that 4(44.4%) and 32(35.5%) and 2(22.2%), 20(22.22) accordingly replied rated disagree in the issue means they are not committed to discharge their responsibilities. Likewise, researchers and educators have long advanced the position that involvement of stakeholders and other family members and the community in children's education announced with good school programs improved school quality and higher levels of academic achievement (Joseph, 2007).

With regard to item six, the two groups of respondents that 4(44.4%) principals and 34(37.7%) teachers cluster supervisors can organize all necessary materials adequately available for teachers by rating disagree and undecided respectively facilitating the school teaching and learning process was the mandate of cluster supervisors but not performed well.

The cluster supervisors create an environment sustainable for the community to participate in the school activities. Cluster supervisors initiate the community to participate and appreciate their

contribution when members of the community or their representatives are welcomed and get respected in their participation. They would be more motivated and exert more and better effort (Reid 2000).

Supporting this idea, Swift Morgan (2006) noted that school staff and education officials need to respect parents and community members and expand their roles in school governance. In addition welcoming the participation of the community schools to have to adjust appropriate time and place for members of community to participate on different school activities. Therefore, the school principals, teachers, cluster supervisors and other stakeholders should create conducive school environment that invite the communities to participate in different school programs.

The ninth question aims at facilitating cluster supervises training program for school community to engage in planning, monitoring and evaluation that accordingly 5(55.5%), 2(22.2) principals on the other hand 38(42.2%) 25(27.7%) teachers replied by rating disagree, undecided and strongly disagree on the issues. Furthermore the responses of the interview held with WES and FGD with cluster supervisors expressed and enhanced the above data.

By giving orientation and training to community representatives may attend meeting passively without adding input, this could be due to lack of confidence or knowledge and skills. It is essential to give orientation and training for building their capacity which could enable them to understand their rights, play expected roles, and discharge responsibilities accordingly. UNESCO: (2002). In agreement with this idea the World Bank (1997) states that if communities or their representatives get training, they will maximize their effort and participate actively in SIP community participation can be facilitated if members of school board and PTA get some orientation and rudimentary training in budgeting, planning, implementation, monitoring and evaluation. So, cluster supervisors should help to principals and teachers, SIC members and other stakeholders in preparing SI plan to enhance and facilitate training program.

Types of supervisor leadership skills

Table 7: Views on problems of conceptual skill of cluster supervision

No	Item	Respondents	Responses											
			Very high		high		medium		low		Very low		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Helping to participate in activities and decisions which determine to SIP.	Principals	---	---	1	11.11	3	33.3	4	44.4	1	11.11	9	100%
		Teachers	9	10	12	13.13	31	34.34	34	37.7	4	4.44	90	100%
		Total	9	9.09	13	13.13	34	34.34	38	38.38	5	5.05	99	100%
			---	---	2	22.2	2	22.2	5	55.5	---	---	9	100%
2	Encourage to the school community to participate in the formulation of the school level policies plan and regulation for the overall to SIP.	Principals	---	---	2	22.2	2	22.2	5	55.5	---	---	9	100%
		Teachers	8	8.88	22	24.44	37	41.11	23	25.55	---	---	90	100%
		Total	8	8.08	24	24.24	39	39.39	28	28.28	---	---	99	100%
			---	-	2	22.2	3	33.3	4	44.4	---	---	9	100%
3	Providing conducive environment for instructional process and SIP	Principals	---	-	2	22.2	3	33.3	4	44.4	---	---	9	100%
		Teachers	13	14.4	18	20	29	32.2	30	33.33	---	---	90	100%
		Total	13	13.13	20	20.20	32	32.32	34	34.34	---	---	99	100%

As shown in item 1 of the table cluster supervisors help to participate and decided determining to SIP that principals respectively replied 4(44.4%)3(.33. 3), 1(11.11%) by rating low, medium and very low. On the other hand, teachers answered 34(37.7%), 31(34.4%) and 4(4.44%) by rating low, medium and very low accordingly.

So from the above data, the research can conclude cluster supervisors can't help to participate and decide at all activities as respondents replied.

As illustrated in item 3 of the table indicated accordingly 4(44.4%), 3(33.3%) by principals replied. Besides, teachers replied 30(33.3%), 29(32.2%) by rating respectively low, medium to provide conducive environment for instructional process and SIP.

As Reid (2000) portrayed that the school has to participate in its activities. It must initiate the community and appreciate its contribution. When members of the community or their representatives are welcomed and get respect in their participation they would be more motivated and exert more and better effort. As table 6 item 6 mentioned before.

Table 8: Views on problems of Human relation skill of cluster supervision

Item	Respondents	Responses											
		Very high		High		Medium		Low		Very low		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Clusters supervisors:													
Contribute to develop the ability of work and to build cooperative effort.	Principals	1	11.11	1	11.11	3	33.3	2	22.2	2	22.22	9	100%
	Teachers	19	21.11	12	13.13	30	33.33	27	30	2	2.22	90	100%
	Total	20	20.20	13	13.13	33	33.33	29	29.29	4	4.04	99	100%
Facilitate and organize the success of SIP.	Principals	---	---	2	22.2	2	22.2	4	44.4	1	11.1	9	100%
	Teachers	5	5.55	17	18.88	34	37.7	34	37.7	---	---	90	100%
	Total	5	5.05	19	19.19	36	36.36	38	38.38	1	1.01	99	100%
Motivate the school community by considering their sense of responsibilities, opinions and interests.	Principals	---	---	2	22.2	4	44.4	3	33.34	---	---	9	100%
	Teachers	4	4.44	11	12.2	35	38.88	38	42.2	2	2.2	90	100%
	Total	4	4.04	13	13.13	39	39.39	43	43.43	2	2.02	99	100%

The first item in table 8 posed a question cluster supervisors contribute to develop the abilities of work and build cooperative effort said principals replied accordingly 3(33.3%),2.(22.2%) and 2(22.2%) by rating medium ,low and very low respectively. beside this, teachers replied accordingly 30(33.3%), 27(30%) and 2(2.22%) by rating medium, low and very low. The interview held with WES and FGD with cluster supervisors described them the same idea with above data expressed.

As Jason (1967:479-486) asserted that the creation of effective communication or positive interpersonal relationship between the employees and the supervisor helps to know about the employee and vice versa or understand each other and win cooperation; so the cluster supervisors can make the organization effective and efficient. Holding this, Acheson & Gall (1980:114) depicted that if the supervisor lacks adequate knowledge of supervision and doesn't know how to meet the needs of teachers then it will establish unproductive working relationship. So, cluster supervisors should motivate for all stakeholders in order to bring ability of work and feel interest of working together for prosperity of the program

Table 9: Views on problems that technical skills of cluster supervision

No	Item	Respondents	Responses											
			S.agree		Agree		Undecided		Disagree		S.disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Cluster supervisor:													
	Give assistance to the school community continuously based on the growth of the Learner's achievement.	Principals	---	---	2	22.2	2	22.2	5	55.5	---	---	9	100%
		Teachers	3	3.33	18	20	38	42.2	27	30	3	3.33	90	100%
		Total	3	3.03	20	20.2	40	40.4	32	32.32	3	3.03	99	100%
2	Facilitate and organize to use different methods of teaching.	Principals	2	12.2	---	---	3	33.3	4	44.4	---	---	9	100%
		Teachers	4	4.44	5	5.55	32	35.5	34	37.7	15	16.66	90	100%
		Total	6	6.06	5	5.05	35	35.35	38	38.38	15	15.15	99	100%
3	Contribute their roles by helping others to prepare daily and annual plan.	Principals	1	11.11	2	22.2	---	---	4	44.4	2	22.2	9	100%
		Teachers	7	7.77	15	16.6	24	26.6	38	42.2	6	6.66	90	100%
		Total	8	8.08	17	17.17	24	24.24	42	42.42	8	8.08	99	100%

Cluster supervisors giving assistance to the school community in order to grow of the learners' achievement as shown in the item one. Majority of principals 5(55.5%) 2(22.2) replied disagree and undecided on the issue. On the other hand 27(30%) and 38(42 %) of the teachers responded respectively by rating disagree and undecided on the issues. But 18(20%) and 3(3.33%) of the teachers replied agree and strongly agree on the issues. The study believed as Starges (1979:587) asserted that in most cases teachers or supervisors observe supervision in administrative activities and not in improving teaching learning activities, which teachers seek from instructional supervisors.

With regard to item two cluster supervisors facilitate and organizing to use different methods of teaching that majority of the teachers replied that accordingly 34(37.7%), 32(35.5%) and 15(16.6%) by rating disagree, undecided and strongly disagree on the issues principals again added 4(44.4%),and 3(33.3%) accordingly rated disagree and undecided on the issue. As Szilangyi (1981:28) stated that techniques or approaches in a specialized manner. In light on the

idea Jacobson and others (1973:140) asserted that effective instructional supervisors mostly used staff meeting to deal with curricular issues than administrative affairs. Methodological aspects, evaluating problems, test constructive producers, redefinition of school goals, educational policy issues and like are some issues that effective supervisors /leaders deal with staff meeting/.Furthermore, from open ended questions obtained that latest method of teaching serves to achieve learner's outcomes.

Table 10: Benefits Gained From Cluster Supervisors

No	Item	Respondents	Responses											
			S. agree		Agree		Undecided		Disagree		S.disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Improved teaching and learning process.	Principals	1	11.11	3	33.3	2	22.2	3	33.3	---	---	9	100%
		Teachers	18	20	29	32.2	30	33.3	13	14.4	---	---	90	100%
		Total	19	19.19	32	32.32	32	32.32	16	16.16	---	---	99	100%
2	Instructional problems addressed.	Principals	1	11.11	2	22.2	2	22.2	4	44.4	---	---	9	100%
		Teachers	11	12.2	25	27.7	28	31.11	26	28.8	---	---	90	100%
		Total	12	12.12	27	27.27	30	30.3	30	30.3	---	---	99	100%
3	Promoted professional growth of teachers /principals/	Principals	1	11.11	2	22.2	4	44.4	2	22.2	---	---	9	100%
		Teachers	14	15.5	23	25.5	21	23.3	30	33.3	2	2.22	90	100%
		Total	15	15.15	25	25.25	25	25.25	32	32.32	2	2.02	99	100%
4	Improved curriculum.	Principals	---	---	2	22.2	3	33.3	4	44.4	---	---	9	100%
		Teachers	---	---	15	16.6	39	43.3	32	35.5	4	4.44	90	100%
		Total	---	---	17	17.17	42	42.42	36	36.36	4	4.04	99	100%
5	Facilitate the work of others.	Principals	---	---	2	22.2	3	33.3	4	44.4	---	---	9	100%
		Teachers	2	2.22	21	23.3	24	26.6	37	41.11	6	6.66	90	100%
		Total	2	2.02	23	23.23	27	27.27	41	41.41	6	6.06	99	100%
6	Helped to Obtain resources from the community.	Principals	2	22.2	1	11.11	3	33.3	3	33.3	---	---	9	100%
		Teachers	5	5.55	24	26.6	29	32.2	32	35.5	---	---	90	100%
		Total	7	7.07	25	25.25	32	32.32	35	35.35	---	---	99	100%

As illustrated item one cluster supervisors help to improve teaching learning process, accordingly principals replied 3(33.3%), 2(22.2%) they couldn't help continuously to improve teaching practices. Similarly, teachers replied accordingly 30(33.3%), 13(14.4%) answered respectively by rating undecided and disagree with the issues. Whereas 3(33.3%) and 1(11.11) principles replied agree and strongly agree on the issue. The researcher believed that based on the result cluster supervisors can't encourage improving teaching and learning process because they have inadequate knowledge on the issues and they have not worked on their profession. They have no

more experience. As Adams and Dicky (1986:119) point out that supervisors are concerned with facilitating appropriate instructional materials and stimulating teachers to improve instruction.

In item 2 of the above table displayed that most of the principals and teachers replied accordingly 4(44.4%), 2(22.2%) and 26(28.8%) 28 (31.1%) respectively by rating disagree and undecided. Whereas 2(22.2 %), 1(11.11%) and 25(27.7%), 11(12.2%) respectively by rating agree and strongly agree on solving instructional problems.

As the researcher obtained data from the interview and FGD explained item that benefit gained from cluster supervision solving or alleviate instructional problems which is clear that educational conferences meeting may be organized when the teachers and supervisors cooperatively discuss on various problems confronting them and find solutions for instructional improvement but they haven't done properly.

As shown in item 3 of the Table 10 majority of the principals and teachers respectively listed as follows 4(44.4%), 2(22.2%) and 30(33.3%), 21(23.3%), 2(2.22%) replied cluster supervisors can't build professional growth. Nevertheless, 2(22.2%), 1(11.11%) and 23(25.5%), 14(15.5%) of principals and teacher replied agree and strongly agree on the above issues. As various scholars indicated the importance of professional development as Fylder in Wosenu (2001:58) revealed that the properly conducted supervisory system enables to enhance the quality of education by improving teachers moral and satisfaction. Holding the same idea, Smith et al (1961:168) asserted that the professional development can be affected by inadequate and unqualified supervision. Professional library when available to the staff in service program and participation in the curriculum development helps the profession grow.

Question number four in the table which says cluster supervisors gained benefits adopting or improved the curriculum. The respondents which teachers and principals accordingly lists 39(43.3%), 32(35.5%) and 4(4.44%) and 4(44.4%) 3(33.3%) respectively by rating undecided, disagree, strongly disagree replied on the issues. Regarding supervisors endeavor to assist teachers as Azeb (1971:28) portrayed that supervisors must have sufficient knowledge of content and purpose of school curriculum to help teachers.

The last item in Table 10 posed a question how cluster supervisors obtaining the community resources that the respondents were asked to suggest that 3(33.3%), 3(33.3%) from the principals,

32(35.5%); 29(32.2%) from the teachers respectively replied disagree and undecided by rating accordingly. However, 1(11.11%), 2(22.2%) from principals and 24(26.66%), 5(5.55%) replied respectively agree and strongly agree rated. In contrast, the interviews and FGD stated the following improvements or impacts showed. Community participation in contributing money, materials and labor were found at medium level decision making and helping their children at academic wise were at low level. Similarly, one of the WES responded that, during the interview conducted with the researcher. Cluster supervisors and school principals played significant role for the promoting SIP who commented as follows.

“Cluster supervisors shouldn’t have played significant role for promotion of SIP. Hence they don’t have well experienced and enough awareness on the program. The awareness of principals on this program is so nice. However, some of them they couldn’t lead as intended. Perhaps this displayed the matter of perception of school administrators. The SIP brought four school domains from which the involvement of community support in finance, materials, and labor contributing at medium level whereas their participation in school management and decision-making and involvement in their children’s education help at home is very low. (Respondent C. April 15, 2013)”

4.2.3. Major functions of supervision

Many scholars like Harris (1985) and others have listed down tasks or functions of instructional supervision. They have identified three main tasks of supervision, instructional development, professional development and curriculum development.

Table 11: Views on the endeavor of cluster supervisors to bring curriculum development

No	Item	Respondents	Responses											
			S. agree		Agree		Undecided		Disagree		S. disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
	Cluster supervisors													
1	Help to identify the students and the community to improve	Principals	-	-	2	22.2	7	77.7	-	-	-	-	9	100%
		Teachers	8	8.88	24	26.6	40	44.4	18	20	-	-	90	100%
		Total	8	8.08	26	26.26	47	47.47	18	18.18	-	-	99	100%
2	Provide latest instructional technology to utilize teachers	Principals	-	-	2	22.2	5	55.5	2	22.2	-	-	9	100%
		Teachers	8	8.88	17	18.8	25	27.7	38	42.2	2	22.2	90	100%
		Total	8	8.08	19	19.19	30	30.30	40	40.4	2	2.02	99	100%
3	Facilitate in the organize the existing to evaluate ,take immediate corrective measures and send feedback to specialists	Principals	-	-	2	22.2	2	22.2	4	44.4	1	11.11	9	100%
		Teachers	4	4.44	16	17.7	37	41.1	23	25.5	10	11.11	90	100%
		Total	4	4.04	18	18.18	39	39.39	27	27.27	11	11.11	99	100%

As illustrated in item one of the Table 11 the two group of respondents rated 7(77.7%) and 2(22.2%) were different. The majority of the principals said cluster supervisors identity the needs of the students and the community so as to improve curriculum. Beside this, 40 (44.4%), 18(20%) replied undecided and disagree with the above issues. Nevertheless 24(26.6%) and 8(8.88%) of the teachers replied agree and strongly agree respectively on the issues.

With regard to item two displayed that cluster supervisors provide latest, new instructional technology utilizing teachers said school managers 5(55.5%) and 2(22.2%) by rating undecided and disagree respectively. Furthermore school teachers replied by rating disagree, undecided and strongly disagree accordingly 38(42.2%), 25(27.7%) and 2(2.22%) on the above issues. As Belete (1967) cited in Chanyalew (2005:32) noted that the instructional supervisors should have potential for individuals in curriculum improvement. They provide recent and relevant information, practically in the above idea McNeil (1979:299-321) and Dull (1981:27) suggested the major responsibilities of supervisors in curriculum development process.

- i. Assist individual teachers in determining more appropriate instructional objectives for the pupils in a specific class room so as to improve the curriculum.
- ii. Plan and implement in a well established in service training program.
- iii. Work closely with administrators to establish roles that expected of consultant in the school. The study believed using the latest approach of teaching methods can change the learners out come.

Table 12: Views on the endeavor of cluster supervisors to bring-professional development

No	Item	Respondents	Responses											
			S. agree		Agree		Undecided		Disagree		S. disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Facilitate and provide in service training workshops, seminars and symposium at cluster level.	Principals	1	11.11	3	33.3	4	44.4	1	11.1	---	---	9	100%
		Teachers	15	16.6	25	27.7	38	42.2	12	13.3	---	---	90	100%
		Total												
			16	16.16	28	28.28	42	42.42	13	13.13	---	---	99	100%
2	Help teachers to promote self reliance and self respect.	Principals	---		2	22.2	3	33.3	4	44.4	---	---	9	100%
		Teachers	9	10	17	18.88	34	37.7	30	33.3	---	---	90	100%
		Total	9	9.09	19	19.19	37	37.37	34	34.34	---	---	99	100%
3	Enhancing competence of teachers by providing the latest information on teaching learning process.	Principals	1	11.1	2	22	3	33.3	3	33.3	---	---	9	100%
		Teachers	10	11.11	18	20	29	32.2	30	33.3	3	3.33	90	100%
		Total												
			11	11.11	20	20.20	32	32.32	33	33.33	3	3.03	99	100%

As indicated in Table 12 the response of two groups of respondents cluster supervisors providing in service training at cluster level said both principal and teachers response accordingly 4(44%), 1(11.11%) and 38(42.2%), 12(13.%) by rating undecided and disagree respectively. However, 3(33.3%), 1(11.11%) from principals and 25(27.7%), 15(16.6%) from teachers respectively expressed cluster supervisors can facilitate in service training by rating agree and strongly agree accordingly put the ideas on the issues. Dates obtained from interview and FGD, it could suggest to conclude in service training is given but it is no continuously. Respondent B claimed that teachers had chance of getting induction or mentoring service while they were beginner or new of the schools. They are assign to teach. This might depict us that due to the new CPD program

started. Therefore it impossible to conclude that recently there is an attempt serve new and beginner teachers to develop their self confidence so as to fulfill their duties and responsibilities.

In supporting of this idea, MCBrdge(1996: 15) argue that mentoring or induction in aimed of helping new deployed teachers to develop self-confidence and to avoiding unnecessary tension and future malfunction.

As illustrated in item two of the table, the respondents were asked to suggest cluster supervisors help teachers to promote self-reliance and self-respect. Hence, principals replied 4(44.4%), 3(33.3%) and similarly teachers answered 34(37.7%), 30(33.3%) respectively ensured by rating disagree and undecided on the issues. In contrast the two groups response vary from the previous data with regard to principals, 2(22.2%) replied agree on the issue & 17(18.8%), 9(10%) from teachers by rating agree and strongly agree to the issue.

So, cluster supervisors should help teachers to promote self reliance and self-respect. Using different mechanisms to enhance professional competence of teachers can serve to provide the latest information. Hence it is possible to conclude that the role of supervisors to enhance professional competence of teachers is not at most implemented sufficiently. In light on this idea Million (2011) cited in moon et al(2006:151) asserted that professional developments as planned process which enhances the quality of pupil learning by identifying, clarifying and meeting the individual needs of staff with in a context of the institution as a whole. It can be achieved through variety means of training such as conferences, workshops, seminars, study group, research and projects, visitations to each other school and classroom when a teaching staff competent through the practices the overall objective will be achieved. Data obtained from respondent D, it could suggest that using different approaches of supervision crucial but they maintain only peer supervision.

Table 13: Views on the endeavor of cluster supervisors to bring instructional improvement

No	Item	Respondents	Responses											
			S. agree		Agree		Undecided		Disagree		S. disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Cluster supervisors:													
	Encourage to organize meeting for teachers to solve common instructional problems.	Principals	---	--	2	22.2	3	33.3	4	44.4	--	--	9	100%
		Teachers	15	16.66	28	31.1	32	35.5	15	16.66	--	--	90	100%
		Total	15	15.15	30	30.30	35	35.35	19	19.19	--	--	99	100%
2	Help teachers and principals in arranging and promoting situation conducive to them.	Principals	--	--	2	22.2	2	22.2	4	44.4	1	11.11	9	100%
		Teachers	7	7.77	17	18.88	28	31.11	31	34.4	7	7.77	90	100%
		Total	7	7.07	19	19.19	30	30.30	35	35.35	8	8.08	99	100%
3	Assist teachers in facilitating materials and stimulate them to improve instruction.	Principals	--	--	2	22.2	3	33.3	3	33.3	1	11.11	9	100%
		Teachers	8	8.88	17	18.18	25	27.7	34	37.7	6	6.66	90	100%
		Total	8	8.08	19	19.19	28	28.28	37	37.37	7	7.07	99	100%

With regard to instructional improvement, most of the principals in the sample schools replied cluster supervisors can't encourage to organize meeting in order to solve common instructional problems. Hence 4(44.4%), 3(3.33%) accordingly by rating disagree and undecided responses. Similarly 32(35.5%, 15(16.66%) of the teachers again replied the above rated. Likewise, 2(22.2%) of principals and 28(31.1%), 15(16.66%) of the teachers vary on the issues. Based on the result the study can suggest cluster supervisors regularly do not attempt to solve common clustered problems. As Dickay (1986:119) pointed out that the supervisor is concerned with facilitating and stimulating teachers to improve instruction. This educational service is in fact concerned with the improvement of all activities of the school. Holding on this, Frase (1997:394) in his part reveals that improvement of teaching learning is fundamental to school reform and, thus supervisors and feedback of current picture is pivotal in helping teachers.

As shown in item one Mohanty (1990:195) confirms that arrangement meeting is a vital part of supervisors without this supervision shouldn't be complete. The supervisors discuss different problems and issues felt in course of his supervision. Through such meetings the supervisors help solving the problem of the school and extend necessary guidance to teachers. Similarly, Adams

(1998:129) asserted that conference with the teacher is important for suggesting remedial measures to them. It also important for recognizing and thinking together mutual problems and then seek important solutions of them.

As illustrated in item three of the table 13 respondents were replied how cluster supervisors assist teachers in facilitating and stimulating item to improve instruction they said that accordingly 3(33.3%),3(33.3%) and 1(11.11%) of the principals respectively expressed undecided, disagree and strongly disagree. In addition, 25(27.7%), 34(37.7%) and 6(6.66%) of the teachers responded that by rating undecided, disagree and strongly disagree believed on the issues. Furthermore on the open ended questions, the interview and FGD stated all elaborate to the above ideas. In order to bring instructional improvement and to increase student's achievement supervisors should have responsible to arrange and create conducive environment. As Canberra (2004) cited in Tigustu (2012) asserted that the main purpose of the school is student learning and achievement. This requires making all school activities contribute for raising student broad outcomes. The broad outcomes of learning encompass academic, social, emotional and cultural environment. The school capacity determines the provision of quality learning for all students

Challenges of supervisory practice

According to Ogunniy (1984) Cluster supervisors cannot be able to carry out instructional evaluation efficiently if he/she is not well qualified and trained in techniques of evaluation A sound up-to date knowledge of the subject matter is a good organizer and ready to accept teachers' ideas and interests and other obstacles challenge the activities.

Table 14: Views on the competence of cluster supervisors

No	Item	Respondents	Responses											
			S. agree		Agree		Undecided		Disagree		S. disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Cluster supervisor facilitate and organize induction program for new teachers.													
		Principals	--	---	2	22.2	3	33.3	4	44.4	--	--	9	100%
		Teachers	--	---	18	20	27	30	29	32.2	16	17.7	90	100%
		Total	---	--	20	20.20	30	30.30	33	33.33	16	16.16	99	100%
2	Facilitate CPD and monitoring program for teachers	Principals	2	22.2	2	22.2	4	44.4	1	11.1	----	--	9	100%
		Teachers	18	20	12	13.3	35	38.8	25	27.27	----	--	90	100%
		Total	20	20.20	14	14.14	39	39.39	26	26.26	---	--	99	100%
3	Provide in service training in order to upgrade their levels and work efficiently	Principals	1	11.1	2	22.2	3	33.3	3	33.3	---	--	9	100%
		Teachers	6	6.66	18	20	29	32.2	34	37.7	3	3.33	90	100%
		Total	7	7.07	20	20.20	32	32.32	37	37.37	3	3.03	99	100%

As illustrated in item one Table 14 the question raise how cluster supervisors competing by facilitating induction program for the majority of principals replied accordingly 4(44.4%),3(33.3%) by rating disagree and undecided. Beside this most of the teachers answered similarly with the above data 29(32.2%), 27(30%) and 16(17.7%) respectively listed disagree, undecided and strongly disagree said whereas only 2(22.2%) of the principal replied agree and 18(20%) of the teachers again answered agree on the above issues. In contrast the respondents replied such scholars argue as follows.

Benton (1972:175) depicted that mentoring induction program help new/beginner teachers as starting point by creating positive impression, co-operative spirit and sense of belongingness among the staff members. Supporting the above idea Glanz and Sullivan (2000) asserted that mentoring is a process that facilitates instructional improvement where an experienced educator agrees to provide assistances and recommendation to other staff members. The mentor can work with less experienced teacher collaborate and judgmentally, where all the interactions and recommendation between the mentor and mentee are confidential.

The second item in table 14 posed a question as cluster supervisors facilitate CPD program for teachers that majority of the principals and teachers replied that accordingly lists as follows 4(44.4%), 1(11.11%) and 35(38.88%), 25(27.7%) respectively by rating undecided, disagree whereas a few of them accordingly answered 2(22.2%), 2(22.2%) and 18(20%), 12(13.33%) agree and strongly agree on the issues. As data obtained from interview held with WES and FGD with cluster supervisors, all teachers participate in the CPD program but no one can express its purpose and advantages clearly. Hence their portfolios & documents are a lot. As the manual expresses teacher experience a variety of professional problems that can be solved in one to one conferences and without CRO. Once a relationship of openness, trust and rapport has been established, supervision can assist a teacher through a problem process involving identification of the problem, generating and weighting of alternate actions, selection of most appropriate action and planning follow up to assess the result of chosen actions. Therefore, supervisors have to keep themselves up-to-date in order to provide proper guidance and counseling to their subordinates.

4.2.4 Cluster supervisors communication relate skill

Supervisors don't create smooth relation among teachers and between themselves. But cluster supervisors are expected to exert their effort to create smooth relation between the supervisors and supervisees. Pajak (1989) painted out that teachers develop anxiety and frustration which stem from inadequate communication skill of supervisors

Table 15: Views on lack of communication skill of cluster supervisors

No	Item	Respondents	Responses											
			S. agree		Agree		Undecided		Disagree		S.disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Develop anxiety and frustration which stem from inadequate communication skill.	Principals	-	-	3	33.3	3	33.3	3	33.3	-	-	9	100%
		Teachers												
		Total	15	16.66	28	31.11	32	35.55	15	16.6	-	-	90	100%
2	cluster supervisors help teachers to feel free, to express problem of concerning to them	Principals	-	-	3	33.3	35	35.35	18	18.18	-	-	99	100%
		Teachers	6	6.66	21	23.3	4	44.4	2	22.2	-	-	9	100%
		Total	6	6.06	24	24.24	40	40.40	27	30	-	-	90	100%
3	Cluster supervisor's contributing to create relationship among teachers and school leaders to improve instruction.	Principals	2	22.2	2	22.2	4	44.4	1	11.1	-	-	9	100%
		Teachers	18	20	20	22.2	37	41.1	15	16.6	-	-	90	100%
		Total	20	20.20	22	22.2	41	41.41	16	16.16	-	-	99	100%

As illustrated in table 15, it shows inadequate communication anxiety hence 3(33.3%), 3(33.3%) replied by principals and 32(35.5%), 15(16.6%) by teachers answered respectively rating undecided and disagree on the above issues. Nevertheless, 3(33.3%) and 28(31.1%) replied by the two respondents respectively agree on the developing anxiety and frustration lack of communication skill. Factors that affect cluster supervision one of them is shortage of communication skill. To this idea strengthen, Wills in Barr and Barton (1961:185) asserted that teaching and learning a group activity and group productiveness that affect by the quality of their human relations and the supervisors must work constantly for improvement of group cohesiveness. Many researchers have revealed that good communication is related to good moral of teachers and free exchange of information helps to create good planning. To improve communication, the cluster supervisors should increase their skill as discussion leaders to provide the physical facilitates and facilitate communication and improve the group process. So, in order to feel free and to express their ideas of concerning to them smooth communication is necessary.

As indicated item 3 of the above table 15 the aim of the third question was cluster supervisors contribute to create smooth relationship among teachers, school leaders and the community to improve instruction accordingly by both respondents listed here 4(44.4%), 1(11.11%) and 37(41.11%), 15(16.66%) respectively by rating undecided and disagree. However, principals and teachers respectively by rating agree and strongly agree replied 2(22.2%), 2(22.2%) and 20(22.2%), 18(20%) on the above issues. Based on the result and data obtained from interview and FGD held, the researcher can possible to conclude that the presence or absence of communication between school and community can influence the performance of students in particular and schools in general. According to Bagin (2001) communication between the school and community have purpose of promoting a positive and challenging school climate in which student achievement and staff productivity are fostered. It also encourages maximum invents of parents, at home and in school, in their children's educational development. Beside thus, supervisors are expected to exert their effort to create smooth relation between the supervisors and supervisee and among teachers.

In light on this, Pajack (1989:112) pointed that the best mechanism by which supervisor nurture this norm of collective responsibility for the improvement of instruction by making smooth relationship. Strengthening, similar idea, Alfenson and Goldsebery (1982:95-96) depicted that the nature of schools and the nature of supervisory process within them not only make possible but also require the active collaboration of researches in the process of instructional improvement. In addition to this, John (1980:158) has noted that teacher's anxiety and frustration almost emanated from supervisor system which regard as unreliable and imposed on them from higher authorities.

In general, developing public relations as one of the supervisor's task and portrayed that a supervisor should provide a free flow of information on the matters of instruction to and community should involve in different school program. The school must arrange communication plan for school community relations but lack of communication between school and community affect the school community partnership.

Table 16:-Views on problems that arise from teacher's perception of cluster supervision

No	Item	Respondents	Responses											
			S.agree		Agree		Undecided		Disagree		S.disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Teachers perceive supervision as a fault finding than helping endeavor.	Principals	3	33.3	4	44.4	2	22.2	-	-	-	-	9	100%
		Teachers	28	31.1	38	42.2	-	-	24	26.6	-	-	90	100%
		Total												
			31	31.31	42	42.42	2	2.02	24	24.24	-	-	99	100%
2	Instructional supervision is the only used for performance appraisal.	Principals	4	44.4	4	44.4	1	11.1	-	-	-	-	9	100%
		Teachers	30	33.3	39	43.3	7	7.77	14	15.55	-	-	90	100%
		Total												
			34	34.34	43	43.43	8	8.08	14	14.14	-	-	99	100%
3	Teacher's perception is negative to the contribution of cluster supervisors in professional development.	Principals	4	44.4	3	33.3	2	22.2	-	-	-	-	9	100%
		Teachers	24	26.66	38	42.2	24	26.6	4	4.44	-	-	90	100%
		Total												
			28	28.28	41	41.41	26	26.26	4	4.04	-	-	99	100%
4	Teachers are not satisfied with supervisory support rendered.	Principals	5	55.5	4	44.4	-	-	-	-	-	-	9	100%
		Teachers	35	38.8	42	46.6	13	14.44	-	-	-	-	90	100%
		Total												
			40	40.40	46	46.46	13	13.13	-	-	-	-	99	100%

As illustrated Table 16 item one displayed that teachers perceive supervision as fault finders. Both the respondents respectively said 3(33.3), 4(44.4%) and 28(31.1%), 38(42.2%) by rating strongly agree and agree on the above issues. Whereas, only 2(22.2%) principals and only 24(26.6%) of teachers replied the above issue disagree and undecided respectively. Based on the open ended questions answers and data gathered in interviews held with WES and FGD held with cluster supervisors showed That supervision in general expects as fault finder rather than helping endeavor. As Starges (1979:587) on his part noted that teachers believed and expected from their supervisors to support and improve the teaching learning activities. But their duties imply the opposite and even if Supervisors are not directly related to the improvement of instruction and hence teachers' hate the operation. Similarly, Pajak (1998:3) noted that lack of satisfaction

conception of supervisory role seems to have affected teachers satisfaction in the supervisory role rendered.

As shown in item two of Table 16 the question raised instructional supervision is the only used for performance appraisal which indicated by both respondents respectively 4(44.4%), 4(44.4%) and 39(43.3%),30(33.3%) replied by rating agree and strongly agree accordingly on the above issues. Nevertheless, only one principal and 21 teachers responded the issue disagrees. So the study can conclude based on the data, class observation is expected as fault finder and serve as the final used for performance appraisal, hence teachers' perception is negative.

Teachers, principals and others who deserve supervisory services would respond positively to supervisory services only when they are conceived that supervisors are ready to communicate to them genuinely with commitments. If the supervisors do not perform their expected roles, the supervisees might contact conversely negative attitudes. That is, satisfaction of teachers with school system have been found to depend up on the extent to which perceive that roles of their supervisors meet their expectations.

Lucio and MCNeil(1979:79) regarding to instructional supervision is only used for performance appraisal that Willes (1963:259) points out that observation as a phase of rating is a procedure that restricts the improvement of teaching. Therefore, the unwise use of this technique aggravates the negative attitude of the educational personnel towards the program. The purpose of supervision is to help teachers diagnose the cause of some teaching problems and supervision into assist teachers and make the learning process effectively.

With regard to item four of Table 16, the respondents were asked to suggest teachers are not satisfied supervisory support rendered. Accordingly, 5(55.5%), 4(44.4%) and 35 (38.8%) 42(46.6%) almost all respondents agree with the above issues by rating strongly agree and agree respectively replied the two up to group respondents. The open ended questioner data enhanced the previous respondents.

As Wheeler (1980:54) on his part stated that supervision required repeatedly visit and observe to see status and effectiveness of teaching learning goals. In supporting this Manatt (1987:2) stated that the classroom visit which is development in purpose involves a continuous professional coaching and counseling process. Having same idea, web. et al (1987:50) revealed that for

improvement of instruction classroom observation should take place as frequently as possible, because for teachers to improve their performance, they need frequent performance feedback based on valid and reliable performance. Factors affect supervision is a lot some them mentioned as Mbamba (1992:107) on his part asserted supervision in a complex process which demands high educational and professional qualification. But less competence of supervisors, less communication skill, negative attitude of teachers can contribute to failure of its mission.

4.2.5 Area of Community Participation

Area of community participation, requires financing education, participating in school based research promoting quality of education, participating in primary school curriculum design and text books preparation or revision, increasing involvement of girl students in school, up raising school-community relation supporting teachers and school management.(MOE 2002:45-53). In this study the researcher gives more emphasis to cluster supervisors encourage the community participation in school management, contributions in resources(finance, materials and labor) supporting students, learning at school and at home and promoting quality of education to improve students' performance.

Table 17: Views on community relations and support

No	Item	Respon dents	Responses											
			Always		Mostly		Sometime		Rarely		Not at all		Total	
			N	%	N	%	N	%	N	%	N	%	N	Total
1	Participation in parent teacher conference	SIC members	2	5.55	18	50	10	27.7	6	16.6	-	-	36	
2	Consultation with teachers about the progress and weakness of children		1	2.77	5	13.88	9	25	21	58.33	-	-	36	100%
3	Visiting children in school while learning		2	5.55	16	44.4	12	33.3	6	16.6	-	-	36	100%
	Item		Responses											
		Respon dents	V/hi gh	High		Medium		Low		V/low		Total		
4	Financial	SIC members	N	%	N	%	N	%	N	%	N	%	N	%
			-	-	-	-	15	41.6	21	58.3	-	-	36	100%
5	Material		6	16.6	14	38.8	6	16.6	10	27.7	-	-	36	100%
6	Physical lab our		-	-	15	41.6	20	55.5	1	2.7	-	-	36	100
7	Administrative wise such as solving problems related to student discipline		-	-	-	-	18	50	12	33.3	6	16.6	36	100%
8	Academic wise such as parents help their children at house		-	-	-	-	4	11.1	23	63.8	9	25	36	100%

As indicates in table 17 the aim at area of interaction PAT the SIC members (respondents) replied accordingly, 18(50%), 10(27.7%), 6(16.6%) and 2(5.55%) rated mostly, sometimes, rarely and always respectively agreed on the issues. As the data obtained from the interview and FGD held with cluster supervisors the participation in parent teacher conference. The community involvement was limited to participate in the meeting the school was arranging at the beginning and at the end of each academic year. The participation of this committee was limited to decision making on disciplinary problems on the call of the school principals. However, the school

arranged some discussion for school in parent teacher conference. The community on student's achievement and student's discipline

The second item of the above table from the respondents of the questionnaire the majority of them that 21(58.33%) 9(25%) respectively rated rarely and some times of the committee replied consultation with teachers about the progress and weakness of the children however some of the members replied 5(13.88%) and 1(2.77%) respectively replied mostly and always can consultant with teachers about the change of the pupils out comes besides the interview and FGD stated the following impacts in some schools the involvement of community is medium and they attempt to follow up the students' achievement rarely.

Similarly, FGD held with cluster supervisors of participant 1 on March 20/2013 from 9:00-10:00 A.m. the improvement of parents and local community in promoting SIP replied as follows

Community involvement was limited to participate in the meeting on supporting resources but the school was arranging at the beginning and at the end of each academic year. The participation of SIC is limited to decision making on disciplinary problems or the students show unwanted behavior in the school on call of the school principals. Beside this, the school arranged some discussion for school community on students achievement, dropout and students discipline. On the other hand, the community support in finance, material, labor and administrative areas was limited because cluster supervisors didn't encourage as expected from our responsibilities to contribute all stakeholders as their interested. So to run schools effectively participation of the community is very important. Cluster supervisors are not doing our best efforts to bring the community as intended.

Item 4-8 summarizes issues related to area of community support. The aim of the first question was to identify in which activities the community participate more that accordingly from item 4-8 the respondents replied highly involve in material, physical labor, cash, helping by administrative cases, and the last the community support to their children by academic wise at home of the respondents are most of the parents are illiterate, the parent have less awareness who helps their children by academic wise at home.

The open ended questions refer that the reason of the respondents are most of the parents are illiterate, the parent have less awareness who helps their children at home, most of the parents income is very low. So they can't hire additional teachers. The interview and FGD agrees the above data. Hence the community participation in decision making which involve in solving problems related to student discipline, students low achievement, student dropout, and low level

stakeholders involvement. Besides this, academic wise support of parents at home again too low. So try to heal the problems.

Table 18: Views on problems school leadership activities

No	Activities	Respon dents	Responses											
			Always		Mostly		Sometime		Rarely		Not at all		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Inviting the community to participate in d/t school activities	SIC members	4	11.1	9	25	19	52.74	4	11.11	-	-	36	100%
2	Establish regulate school community meeting		2	5.55	5	13.8	18	50	11	30.5	-	-	36	100%
3	Orienting the roles of the community regarding to SIP		2	5.55	12	33.3	19	52.7	3	8.33	-	-	36	100%
4	Initiating you to mobilize the stake holders to involve		4	11.11	5	13.8	18	50	9	25	-	-	36	100%
		Total	12	8.3	31	21.5	74	51.3	27	18.75	-	-	144	100%

The first item in Table 18 posed as inviting the community to participate in different school activities. Accordingly, 16(44.4%), 9(5%), 4(11.1%) and 4(11.1) the SIC members replied by rating sometimes, mostly, rarely, and always performed the issues. Based on the result and the interview held with WES and FGD with cluster supervisors showed in all efforts of the SIP, all stakeholders including teachers, parents and other community members and students are expected to be involved.

This is because as emphasized by the MOE (2007b) collaboration and partnership between the school staff and other stakeholders like parents, communities and other organizations are

essential to improve schools and enhancing learning. The community support in different school activities such as financial, material, physical labor, by administrative wise like solving problems related to student discipline and academic wise such as parents to help their children at home. Schools arranged some discussions for school community participants to contribute in financial, material and physical labor to build additional class rooms.

As illustrated in item three of the table, orienting the roles of the community regarding to SIP which said that majority of the respondents replied sometimes they have done. Accordingly 19(52.7%), 12(33.3%), 3(8.33%) and 2(5.55%) respectively rated sometimes, mostly, rarely and always they have done on the issues. The interview and FGD data displayed again almost no has given orientation by the cluster supervisors.

Giving orientation and training to community representatives may attend meeting passively without adding input. This could be due to lack of confidence or knowledge and skills. It is essential to give orientation and training for building their capacity which could enable them to understand their rights, play expected roles and discharge responsibilities accordingly (UNESCO, 2002)

In agreement with the idea, the World Bank (1997) states that if communities or their representatives get training, they will maximize their effort and participate actively in school improvement program. Community participation can be facilitated if members of school board and PTA get some orientation and rudimentary training in budgeting, planning, implementation, monitoring and evaluation.

With regard to SIC members, the fourth item shows that 18(50), 9(25%), 5(13.8%) and 4(11.11%) of the respondents replied their answers on initiating them to mobilize the stakeholders to involve that rated respectively sometimes, rarely, mostly and always.

As data gathered from interview and FGD noted that cluster supervisors as well as Woreda education expertise can't initiate the community eager to involve and contribute their resources. The community support in finance, materials, labor, administrative areas such solving students disciplinary problems and academic support of parents at home in children's learning was at low level. However, to run schools effectively participation of the community in cash, kind, labor is very important. (UNESCO, 1985)

Table 19: Views on problems the Involvement of stakeholders in planning SI

	Item	Respondents	S agree		Agree		Undecided		Disagree		Strongly disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	The SIC has contributed a lot in preparing	SIC members	-	-	-	-	13	36.1	20	55.5	3	8.33	36	100%
2	SI plan was well communicated to school community		-	-	-	-	5	13.88	21	58.3	10	27.7	36	100%
3	Participation self evaluation at the end of each academic year		-	-	16	44.4	4	11.11	16	44.4	-	-	36	100%
		Total	-	-	16	14.3	22	20.3	57	52.7	13	12	108	100%

As illustrated in item one of the Table. The question raises SIC contribute more in preparing SI. The respondents replied accordingly 20(55.5%), 13(36.1%) and 3(8.33%) by rating disagree, undecided and strongly disagree.

Based on the data mentioned and from the interview gathered the researcher could conclude as follows. The SIC can participate in school activities in different level of positions. They participate as committee members where as they could not set clear goal, mission, to the plan. They could not follow the school, and evaluate and monitor.

Successful SI is linked to systematically planned and excused monitoring and evaluating process and outcomes. One of the tasks of the SIC is to evaluate the performance of school against its plan. The process of evaluation the SIC must examine the extent to which the plan is implemented, what remains and what problems are faced (UNESCO 1985)

Question number two in the Table 19 which says SI plan was well communicated to school community. The SIC members respond as follows accordingly 21(58.3%), 10(21.7%) and 5(13.8%) by rating disagree, strongly disagree and undecided respectively replied on the issue. Based on the result the presence of communication between school and community can influence

the performance of the pupils' in particular and SIP in general. Communication between the school and the community can be communicate through meeting, parent-teacher conference, print materials such as report card, newsletters or bulletin, letters to parents and through internet(Bagin 2001).

Holding on this, Johonso (1995:13-14) maintaining regular communication between school and community members through parent orientation meeting parent teacher conference and telephone conversation and other activities can enhance the performances of schools. The community should communicate with one of the means of communication styles of in order to enhance upils achievement.

Table 20: Views on problems that hinder cluster supervision to promote school community

No	Item	Respo ndent s	Responses											
			S. agree		Agree		Undecide d		Disagree		S.disagr ee		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Stimulate to acquaint teachers principals and public with work progress of the school	SIC memb ers	-	-	12	33.3	8	22.2	16	44.4	-	-		100%
2	Make aware about the importance of reporting students performance to the community		2	5.55	13	36.11	8	22.2	13	36.11	-	-		100%
3	Stimulate to gain public opinion and utilize it for decision making process		-	-	9	25	11	30.5	14	38.8	2	5.5		100%
Total			2	1.85	34	31.4	27	25	43	39.8	2	1.85	108	100%

As showed in Table 20 of item one respondents were asked the contribution of cluster supervisors to stimulate acquaint teachers, principals and the community with work progress of

the school. Accordingly 16(44.4%), 12(33.3%) and 8(22.2%) replied respectively by rating disagree, agree and undecided on the above issues. Similarly, data were obtained from the interview and FGD stated the following impacts to improve the quality of education first of all require commitment of all stakeholders to perform well. Participation of community, school leaders, parents, teachers, students and others are vital components to enhance work progress. The well committed cluster supervisors create cooperative fellow leaders, active participate of stakeholders, good organizations and school staff.

With regarding to item two of the above table accordingly 13(36.1%), 13(36.1%), 8(22.2%)& 2(5.55%) which replied the question stands for about the cluster supervisors make a ware to the community about the important of reporting students performance hence the above data displayed by rating disagree, agree undecided and strongly agree respectively replied by the SIC members. As the responses of the interview held with Woreda education expertise (WES) and FGD held with the cluster supervisors indicated that one of the factors hinders the promotion of SIP is lack of helping their children at home through academic issues. Maintain regular meeting, parent's teacher's conferences and telephone conversation and report card shows strong relationship and communication between the school and the community.

Held meeting arrangement in schools to discuss about learner's out comes and the student's discipline at the beginning of academic year and at the end of the year. As Hopkins (1994:126) asserted that effective schools put evidence that success is associated with involvement that extends beyond the teaching staff. There is a positive and convincing relationship and create awareness between family involvement and benefits for students outcome including like enhancement academic performance and fewer discipline problems higher staff moral and improved use of resources. In general, all stakeholders discuss on the issue and try to put available solution.

As it has been illustrated in table 20 item three was aimed at eliciting to gain public opinion and utilize it for decision making process. SIC members replied accordingly 14(38.8%) 11(30.5%) 9(25%) and 2(5.55%) respectively answered rated disagree, undecided, agree and strongly disagree respectively on the issue. data obtained from interview and FGD held with cluster supervisor indicated that most of the cluster supervisors can't stimulate to use their decision

making process perfectly. Hence majority of them have inadequate trained on their professional development and they are less experienced to enhance teaching learning activities.

As Mbamba (1992) decision making has the responsibility of stakeholders to create a conducive environment for active participation of the community in decision making process of school, holding on this, According to MoE (2002) the community participate in different area of decision making like approving the school yearly budget, discipline problems, solving immediate and urgent problems eager to contribute resource like material, funds and labor.

Table 21: Factors that impede the promotion of SIP

No	Item	Resp onden ts	Responses											
			Never at all		Slightly		Moderate		Severely		Strong severely		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Lack of encourage to organize school administrates and cluster supervisors	SIC mem bers	-	-	12	33.3	18	50	6	16.6	-	-	36	100
2	Lack of material and finance resource on the part of community		-	-	8	22.2	13	36.1 1	15	41.6	-	-	36	100
3	Lack of awareness on roles and responsibility regarding to sip		-	-	4	11.11	9	25	13	36.1	10	27.7	36	100
4	Lack of interest and low involvement of stake holders		-	-	11	30.55	17	47.2	8	22.2	-	-	36	100
5	Lack of follow up and supervision on the promotion of sip		4	11.11	8	22.2	8	22.2	16	44.4	-	-	36	100
6	Failed of teachers resistance to the program		-	-	9	25	12	33.3	14	38.8	1	2.77	36	100
7	The limitation of professional support from WEO		-	-	6	16.6	11	30.5	19	52.7	-	-	36	100
8	Lack of informed training for stakeholders		-	-	3	8.33	15	41.6	18	50	-	-	36	100
	TOTAL		4	1.38	61	21.1	103	35.7	109	37.8	11	3.8	288	100

As shown in item one of the Table 21 indicated the question raises shortage of encouraging school administrators and cluster supervisors which said accordingly 18(50%) 12(33.3%)and

6(16.6%) respectively replied by the respondents that rated half of them answered moderately and the remaining ,slightly and severely had happened the activity.

Furthermore the response of the interview held with WES and FGD with cluster supervisors the study can suggest the problems face due to lack of expertise, lack of available training WES carried out their duties and responsibilities supervisory service. In Ethiopian schools the different studies conducted supervisory practice carried out woreda education curriculum experts WEO and the like are limited to evaluate teachers not to support and initiate for school administrates and cluster supervisors to enhance supervisory roles and functions so as to improve promotion of teachers and achievement of learners as Ataklt (2008) revealed. Similarly Abebe (2010) revealed that the majority of WESs are not professional in the position they hold currently and work on administrative matters than supportive supervisory leadership.

With regard to item two in Table 21 the question aimed at shortage of involvement resources part of the community the SIC members replied accordingly 15(41.6%) 13(36.11%) 8(22.2%) respectively rated severely, moderately and slightly contributed to participate their resources.

Based on the result of the above and data's obtained from participant 3 held with cluster supervisor which displayed that community participant in contributing money, material and labor were found at medium level. The participation of school management and decision making including involvement in helping their children at home academic matters were at low level.

The question tries to investigate lack of awareness on roles and responsibilities regarding to SIP that respondents for item three in the same table indicated accordingly 13(36.11%) 10(27.7%) 9(25%) 4(11.11%) replied by SIC members respectively by rating severally , very severely moderately and slightly answered on the above issues. Based on the respondents result and data's gathered from interviews the researcher can conclude that giving regular orientation and training to community are vital component regarding to SIP. To make aware the community they should take available orientations and train in order to build their capacity which could enable them to understand their right play expected roles discharge their responsibility perfectly. WES and other stakeholders should play significant role to the community in general. Beside this the World Bank (1997) portrayed that if the communities or their representative get training they will maximize their effort and participates actively in SIP.

As illustrated in item five of the table lack of follow up and supervision affects the promotion of SIP which stands for and SIC members replied as follows 16(44.4%) 8(22.2%) 8(22.2%) 4(11.11%) respectively rated severally, modernly, slightly and never at all answered on the above issue. this implies as Grawe and Carrion (2007) stated supervisors should practice a form of advice given to teachers and head teacher during supervision which cover both administrated and pedagogical issues. other modalities of support showed also considered as tutoring, demonstration lessens, in service training program and organization of peer learning. Likewise the problem faced due to lack of regular fellow up and giving constructive feedback.

As shown in Table 21 of item six, respondents were asked failure of teachers resistance in the SIP that SIC members answered accordingly, 14(38.8%) 12(33.3%) 9(25%) 1(2.77%) respectively rated severely ,modernly slightly and very severely replied on the issue. As the result of the respondents implies and respondents of interview as well as FGD held with WES showed teachers fail to resist the program because they put different reasons such as teachers have less commitment felt negative attitude, lack of incentive and the like.

Holding on this, Pajaki (1998:3) noted that lack of a satisfactory conception of the supervisory role seems to have affected teachers satisfaction in the supervisory role rendered. On the other hand Sergiovani and Starrat (2002:55) asserted that miss treatment of teachers by their supervisors could result negative attitude of teachers towards on their works.

As illustrated in item 8 of the table 21, SIC members were asked their view on whether or not informed training for stakeholders. That they replied half of them replied severely informed training, 15(41.6%) said moderate and only 3(8.33%) of them answered slightly on the issue. The result showed majority of them could not take training the respondents of interview and FGD members replied similarly with the questions .for every stakeholders should arrange training to upgrade their advisory status and build their capacity giving orientation and training enable them to discharge their responsibilities.

4.2.6. Possible Solutions to Solve Problems that have affect the Promotion of SIP

In addition to the open ended questions included in questionnaires, FGD and interview were employed to collect data on the possible solutions to alleviate problems of cluster supervision in promotion SIP. Accordingly, respondents were asked to suggest ways of improving in their

schools the program. As a result the following points were enumerated as the major solutions suggested by majorities of respondents to promote the observed problems on SIP in primary schools of eastern zone of Tigray region under investigation.

- Providing training for all stakeholders so as to help them understand the purpose, objectives, and their responsibilities in promoting SIP.
- Cluster supervisors encourage and give opportunity for all stakeholders to involve in planning for SI.
- Evaluating the outcomes the implementation of the program and forwarding possible recovery for the observed challenges.
- Arrange continuous discussion with all stakeholders for the progress of SIP.
- Assign competent and creative cluster supervisors and other stakeholders.
- Cluster supervisors should reach mutual consensus with teachers at CRO.
- Parents should be hire additional teachers in order to achieve their children in learning outcome.
- The Government should be given incentive to motivate competence teachers and cluster supervisors.
- The supervision guidance should be improved and applied effectively to achieve academic quality rather than protocol oriented.
- Cluster supervisors should play great roles in teachers' performance appraisal rather than fault finding.

Chapter Five: Summary, Conclusions and Recommendations

This part of thesis deals with summary of the main findings and recommendations forwarded based on the conclusion.

5.1 Summaries

The topic of the study was contributions and challenges of primary school cluster supervision in promoting school improvement program in Eastern Zone of Tigray Region. The study was designed with the following objectives.

- To assess the roles and functions of supervisory activities in SIP.
- To investigate the contribution of cluster supervision in promoting SIP.
- To investigate the challenges encountered cluster supervision to fulfill their duties of SIP.

Based on the objectives the following five basic questions were developed.

1. How cluster supervision is organized the involvement of all stakeholders to promote SIP?
2. What roles cluster supervision plays to improve SIP.
3. What are the views of teachers regarding the cluster supervision in promoting SIP?
4. What are the major challenges of cluster supervision in promoting SIP?
5. What are the possible solutions to solve the challenges that affect the promotion of SIP in the primary schools?

In dealing with these research problems, quantitative research mainly dominated and supplemented by qualitative method and relevant literature was also reviewed. As far as the sample population for study is concerned a total of 153 respondents 90 teachers, nine principals, 12 cluster supervisors, six Woreda education supervisors (WES), 36 SIC members, participated as respondents. In the study simple random sampling techniques have been used for teachers and SIC members while purposive sampling used to selected principals and cluster supervisors,

whereas available sampling was used to WES. The data was collected by means of liker-5 scale questionnaires, interview and focus group discussion held by WES and cluster supervisors respectively. The questionnaire was administrated to 135 respondents of the two parts, on the first part of the questionnaire participated principals and teachers who held with them and the second part prepared for the school improvement committee members (SIC) Only. 99 respondents were participated in the first type questionnaire.

However, 36 committee members were involved in the second type questionnaire among the administrated 135 were correctly filled and returned.

To minimize the weakness and bias data from questionnaire, interview and FGD were conducted with WES and cluster supervisors respectively. The information obtained through these data gathering tools were analyzed using frequency, percentage distribution and descriptive statements. Based on the above results the following main findings were forwarded.

- Involvement of community for SIP was important that is the awareness of SIC members about value of community participation in school improvement activities was medium. According to the respondents view in SIP their participation was medium. They confirmed themselves by contributing in financially, kind and material resources rather their decision making is at low level.
- The majority of respondents confirmed SIC members, school principals and teacher should encourage and support the participation of stakeholders in planning, decision making to promote SIP and therefore it was below level. The contribution of SIC members in teaching learning process, their effort to encourage community participation in increasing enrollment was medium which needed more significant improvement made but they strive to minimize the dropout and repetition of student that is not observable efforts made to reduce educational wastage. In addition to this, SIC members of the community discuss on the students' achievement and discipline at the end of the year but they couldn't report frequently.
- Majority of the respondents indicated that procedure in CRO, the actual CRO and post CRO were not properly performed. Nevertheless, to some extent carried out through post CRO activities considering the supervisory practice in facilitating professional

development of teachers through mentoring programs and collegial supervision, majority of the respondents agreed that the practice was unsatisfactory. Furthermore, the respondents reported that supervisors were not using different mechanisms to enhance professional competencies of teachers by providing best information and sharing experience programs on local cluster level. Other supervisory approaches rarely practiced.

- Findings of the study showed that arranging programs to solve instructional problems that cluster supervisors were not arranging and promoting conducive to instructional improvement. So the effectiveness of cluster supervisors is to be efficient in identifying and solving instructional problems to enhance students learning and bring instructional improvement.
- As the findings of the study displayed, cluster supervisors failed to support teachers in promoting the curriculum and evaluating the existence so as to take corrective measure. Teachers had the change of getting supervisory support to become competent in their profession. However, most of the respondents portrayed that cluster supervisors helping mainly focused on administrative issues rather than instructional issues.
- Training programs organized at cluster level were found less effective regarding with continuous professional growth of teachers, Beside this, cluster supervisors are less experienced and they are poor in competence and ignorant to act. On the other hand, there was not supervisory plan, which they gained the skill during in-service training program.
- Regarding the major challenges encountered cluster supervision contribute in promoting SIP all respondents depicted lack of participatory approach of supervision, lack of provision of training and incentives, unavailability of skilled supervisory personnel in Woreda educational office and cluster supervisors, absence of experience sharing and availability of some teachers who had negative perception towards supervisory service, lack of adequate support and adequate communication skills. Lack of awareness about the SIP among the school community, absence of collaboration among stakeholders, low stakeholders involvement in the program promotion SI in primary school had faced.
- New teachers did not have the opportunity to some sort of induction or mentoring program while they were beginner or new to the schools. Cluster supervisors should

facilitate communication between the school and community to have the purpose of promoting a positive and challenging school climate in which student achievement and staff productivity are not fostered.

5.2 Conclusion

Based on the above findings the following conclusions were drawn

The training so far arranged and has given for stakeholders was not in a position to help them to have adequate awareness on the SIP. Consequently, stakeholders have not acquired adequate awareness on the purpose of SIP and their responsibilities in promoting the program. CRO was carried out unplanned manner and without ensuring mutual understanding or agreement.

The involvement of parents, local community and Non Governmental organizations in SIP was found medium. This shows that the cluster supervisors made less effort to enhance their participation, and undermined their contributions in achieving the desired objectives of SIP. The effort of cluster supervisors to involve the community invite promoting SIP was inadequate, community participation in contributing resources (financial, material and labor) and other forms of assistance such as academic help and maintenance of decision-making was at low level.

In the absence of educational leaders who are experienced and qualified in the required field of study, it is difficult to expect effective and efficient management in promoting SIP. Thus, inabilities of cluster supervisors, Woreda curriculum expertise or WES, school principals to manage the effectiveness of SIP reveals negatively affect the program. The majority of cluster supervisors appear less qualified, inexperienced, uncertified and unspecialized to conduct supervisory practices properly and efficiently. Thus the supervisory activities are suffering from lack of expertise (cluster supervisors).

Effective cluster supervisors should have the necessary conceptual and technical skills to perform their functions properly MOE and TREB tried to introduce different supervisory strategies such as induction, mentoring, peer coaching and promoting in service training in schools, and the like showed rarely practiced. These approaches maintained to improve teachers professional development. However, cluster supervisors failed to play their role in creating conducive environment to bring professional competence of teachers. Cluster supervision or supervisory

position without sufficient supervisory training and experience the system would have failed to contribute a lot to the system of instruction and students growth. Cluster supervisors recommended facilitating supervision at school level. They had no enough performance to the supervisory techniques and knowledge. So teachers lose confidence on their culture supervision.

Cluster supervisors should recommend possessing the necessary knowledge to guide, support, assist, share idea and coordinate efforts in the job. WEO and TREB had not provided sound professional support for cluster supervisors to facilitate the promotion of SIP. They were not frequently supervised and evaluate the progress of the program. This implies that local educational managers didn't demonstrate their responsibilities in monitoring the program as expected of them. As the findings of the study indicated cluster supervisors have not been effectively supported due to supervisory practice serviced negatively, lack of provision of training, seminars and workshops. Lack of participatory approach for supervision, shortage of supervisory inputs and incentives, absence of effective experience sharing and inadequate communication skill, lack of awareness on roles and responsibilities regarding SIP on the part of community, lack of interest and low involvement of stakeholders.

The role of cluster supervisors aimed at stimulating, coordinating and guiding the efforts of teachers and creating conducive environment to bring professional development, curriculum development and instructional improvement. However, cluster supervisors are not in a position to shoulder these responsibilities. As a result, teachers do not regard supervision as potentially valuable to improve their performance and teaching learning process. Teachers have perceived supervisory roles, they expect cluster supervisors don't meet their expectations. As a result, cluster supervisors are found to fail in giving the expected supervisory support in schools. Consequently, teachers' expectations from supervisor support aggravate the negative attitude and they assume as finding faults.

5.3. Recommendations

Considering the preceding findings and conclusions, the researcher of this study would like to forward the following recommendations.

1. Effective cluster supervisors should have the necessary conceptual and technical skills to perform their function properly. Cluster supervisors and other stakeholders should be highly qualified and experienced in order to achieve the desired learning outcomes. Qualified cluster supervisors are expected to encourage and persuade teachers by seeking solution for their problems. Hence teachers regard them as potentially valuable to the improvement of instruction.

Appropriate and continuous training should be designed and implemented to school administrators, teachers and cluster supervisors and the community representative members in SIC and PTA create conducive environment in school to involve the stakeholders in promoting to SIP Cluster supervision should made strong effort to improve the practice of in-service training such as induction or mentoring programs and collegial supervision to facilitate the teachers' profession. Furthermore, WEO should facilitate and allow formal schedule forums for experience sharing among the stakeholders

2. Cluster supervisors' effort is required to contact with teachers and to make them more involved in their supervisory activities. They should be further strengthen through mutual agreement, good communication, smooth relationship and regular CRO. The interaction between supervisors and supervisee should be scheduled and continuous because good relationship helps the teachers to build self-confidence. Cluster supervisors should create closely interaction among stakeholders for better understanding and cooperation. If contributes get to higher achievement of students and improvement of school climate and activities that sound and constructive school community's relationship should be achieved through a process of exchanging information, ideas, and views. Therefore, cluster supervisors have responsibilities to furnish the community with complete and accurate information regarding SIP. So, they should provide sufficient information about SIP through meeting, conference and workshops.

3. Cluster supervisors and school staff should enlighten parents and other community members on their role to improve their children's learning through active participation in school. This

could be done through parent teacher conference; parents' forums etc. Cluster supervisors should facilitate schools to design so as to get ample and valid data for SI plan and to enhance their participation in the implementation of the program and structure which provide different option for the community to contribute resources according to their interests and financial capacity. Moreover, cluster supervisors /principals/ should give chance for the community or its representative to participate actively in decision making process. Cluster supervisors need to supervise the integration of curriculum with co-curricular activities in promoting SIP in order to expand the scope of curriculum to local community. Moreover, all stakeholders should continuously evaluate and monitor the schools maintain properly regarding teaching learning process and learner's achievement enlighten this, to make fruitful cluster supervisors duties, they should facilitate to contribute resources on the nice manner. Holding on this, all stakeholders should try to progress the SIP. Hence, active involvement of them needs often.

4. Cluster supervisors should create an opportunity to discuss to modify the criteria of CRO guideline. According to findings CRO was ensuring mutual understanding. Hence, creating awareness has to be a critical first step for the accomplishment of the objectives of CRO. Therefore, cluster supervisors should expect to give adequate emphasis to create awareness through continuous discussion with teachers that CRO in helping endeavor and not a final appraisal. On the other hand, they should give valuable professional support for schools to improve quality of education through SIP.

5. WEO and other officials at various levels with NGO's should prepare different seminar, workshop, conference and in servicing training. Furthermore, the ultimate goal of the SIP awareness raising is to achieve higher degree of understanding and motivation. On the other hand, the perception of teachers on the supervisory principles and practices to change the negative attitude of teachers towards supervision should work day and night. Holding on this, they should be put clearly and identify the roles and functions of the cluster supervisors as well as teachers. To this end, supervisor skill needs to offer a long and short term training to equip them with appropriate knowledge and skill of instructional supervision. Besides, they focus on the teaching learning profession.

6. The competence of supervisors to carry out the supervisory tasks in the sample needs great improvement. In addition to this, schools require enough budgets in order to make instructional supervision effectively and efficiently to serve to the intended purposes. The Government should provide motivation and incentives for both the teachers and supervisors to enhance activities properly and work confidentially. Therefore, they pay attention for allocating adequate budget, facilitating necessary materials, motivating teachers, and rewarding good attempt with incentives.

Finally, the researcher would like to recommend that further researchers need to be conducted on the promotion of SIP in light of meeting the needs of stakeholders to come up with wide scale and more detailed investigation.

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APPENDIX A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

A questionnaire to be filled by principals and teachers,

Purpose:

The main purpose of this questionnaire is to investigate issue related to contribution and challenges of school cluster supervision in promoting school improvement program in eastern zone of Tigray. Based on the findings possible solutions will be forwarded to a better implementation of the set up.

- All your responses will be kept confidential.
- All the responses will be used for academic purpose.

So you are kindly requested to complete all the questions in the questionnaire carefully and honesty before you return them. It is only your kind cooperation and honesty that makes the study reliable.

Since the success of this study depends up on your responses, please read all the instruction before attempting to answer the questions.

Thank you in advance.

Procedures in Conducting CRO

No	Item	RESP ONDA NTS	RESPONSES											
			S.agre e		Agree		Undecid ed		Disagree		S.disagre e		Total	
	Cluster supervisors		N	%	N	%	N	%	N	%	N	%	N	%
1	Hold Principals observation conference by making mutual Agreement on the place and time of observation.	Prin												
		Teac												
		Tot												
2	Make agreement Teachers on the objectives and methods of Presentation of the lesson.	Prin												
		Teac												
		Tot												
3	Create awareness that CRO is a helping endeavor and not part of the final appraisal of performance.	Prin												
		Teac												
		Tot												
1	I. Classroom observation Cluster Supervisors Take enough time for observing the teacher teaching behaviors during CRO.	Prin												
2	Help teachers to better understand the students they teach.	Teac												
3	Collect the techniques as an evidence both weakness and strength which can serve as point of discussion during Post CRO.													
	II. Post class room conference Cluster supervisors Provide feedback to teachers in supportive manner. How do you conduct CRO at your school?	Tot												
2	Examine the consistencies and discrepancies between the planned and actual enactments of the lesson observed.													
3	Hold post CRO focuses more on weak points and little or nothing on strong side of the teacher.													

III. Pre-observation conferences activities

How do you conduct CRO at your school?

The Contribution of Cluster Supervisors to Promote SIP

No	Item	5	4	3	2	1
	Cluster Supervisors:-					
1	Facilitate and organize the school community for the success of SIP.					
2	Encourage the stakeholders to involve indecision making.					
3	Initiate and motivate the community in fund raising activities.					
4	Invite the school community to discuss on the students achievement and discipline.					
5	Are committed to discharge their responsibilities in planning					
6	Organize all necessary material and facilitate that adequately available for teaching learning process.					
7	Assist principals to set clear goals vision and mission in light of SIP.					
	Help SIC members of the school in preparing SI plan.					
8	Facilitate and organize training program for school					
9	community to engage in planning monitoring and evaluating.					

Types of Supervisory Leadership Skills

Conceptual Skill

No	Item	5	4	3	2	1
	Cluster supervisors					
1	H helping to participate in activities and decisions which determine to SIP.					
2	Encourage to the school community to participate in the formulation of the school level policies plan and regulation for the overall to SIP.					
	Providing conducive environment for instructional process and SIP					
No	Item	5	4	3	2	1
	Human relationship skill					
	Cluster supervisors					
1	Contribute to develop the ability of work and to build cooperative effort.					
	Facilitate and organize the success of SIP.					
2	Motivate the school community by considering their sense of responsibilities, opinions and interests.					
3						
No	Item	5	4	3	2	1
	Technical skill					
	Cluster supervisors					
1	Give assistance to the school community continuously based on the growth of the Lerner's achievement.					
2	Facilitate and organize to use different methods of teaching.					
	Contribute their roles by helping others to prepare daily and annual plan.					
No	Item	5	4	3	2	1
	Benefits gained from cluster supervision					
1	Improving teaching and learning process.					
2	Solving /alleviating/instructional problems.					
3	Bringing professional growth of teachers /principals/					
4	Adapting /adopting the curriculum.					
5	Facilitating and organizing the work of others.					
6	Obtaining the community resources.					

7 . Can you list other benefits gained from cluster supervisors? _____

Roles and Functions of Supervision

No	Item	5	4	3	2	1
	I. The contribution of cluster supervisors to curriculum development Cluster Supervisors					
1	Help to identify the students and the community needs to improve. Can you mention other roles and functions of cluster supervisors?					
2	Provide latest instructional technology to utilize teachers.					
3	Facilitate and organize the existing to evaluate, take immediate corrective measures and send feedback to special lists.					
	II. The contribution of cluster supervisors to the professional improvement Cluster supervisors:-					
1	Facilitate and provide in service training workshops, seminars and symposium at cluster level.					
2	Help teachers and principals in arranging and promoting situation conducive to them.					
3	Enhancing competence of teachers by providing the latest information on teaching learning process.					
	III. The contribution of cluster supervisor to promote instructional improvement Cluster supervisor:-					
1	Encourage to organize meeting for teachers to solve common instructional problems.					
2	Help teachers and principals in arranging and promoting situation conducive to them.					
3	Assist teachers in facilitating materials and stimulate them to improve instruction.					

Challenges That Affect supervisory Activities

I. Competence of cluster supervisors

No	Item	5	4	3	2	1
	Cluster supervisors					
1	Facilitate and organize induction program for new teachers. What are the major challenges that cluster supervisors face during implementing SIP?					
2	Facilitate CPD and monitoring program for teachers.					
3	Provide in service training in order to upgrade their levels and work efficiently.					
	II. Lack of communication skill					
1	Teachers develop anxiety and frustration which stem from inadequate communication skill of supervision cluster supervisors help teachers to feel free, to					
2	Express problem of concerning to them. Cluster supervisors contribute to create smooth.					
3	Relationship among teachers and school leaders to improve instruction.					
	III. Teachers' Perception					
1	Teachers Perceive supervision as a fault finding than helping endeavor. Instructional supervision is the only used for performance appraisal.					
2	Teachers perception is negative to the contribution of cluster supervisors in professional development.					
3	Teachers are not satisfied supervisory support rendered.					
4						

What are the major challenges that cluster supervisors face during implementing of SIP?

APPENDIX B

For SIC Members Questionnaire

Part 1: general information

Direction write the required information or encircle the letter of your response

1. Name of the school _____
2. Sex A. Male B. Female
3. Age _____
4. Educational qualification
 - A. Illiterate
 - B. Primary school complete
 - C. Secondary school complete
 - D. Certificate
 - E. Diploma
 - F. BA/BSC/ BFE
 - G. Above first degree
5. Occupation _____

Table: 1

Part 2: School- community relations

Direction: The following items are related to school- community interaction. Kindly read each of the items carefully and give your response by using "√" mark in the box.

Always= 5 Mostly = 4 Sometime =3 rarely= 2 not at all=1

No.	I. Area of interaction	Respondants	Responses											
			V.High		High		Medium		Low		V.Low		Total	
1	Participation in parent teacher conference	SIC Members	N	%	N	%	N	%	N	%	N	%	N	%
2	Consultation with teachers about the progress and weakness of children													
3	Visiting children in school while learning													

Key: Very high = 5 high = 4 medium = 3 low = 2 V/low = 1

Table: 2 School leadership practices/ activities/

No.	II. School leadership practices/ activities/	Responde nts	Responses											
			V.High		High		Medium		Low		V.Low		Total	
1	Inviting the community to participate in different school activities	SIC Member s	N	%	N	%	N	%	N	%	N	%	N	%
2	Establish regular school community meeting													
3	Orienting the roles of the community regarding to SIP													
4	Initiating you to mobilize the stakeholders to involve													

Table3 II. School leadership practices/ activities/

No.	III. Area of community support	Responde nts	Responses											
			V.High		High		Medium		Low		V.Low		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Financial	SIC Members												
2	Material													
3	Physical labor													
4	Administrative wise such as solving problems related to student discipline													
5	Academic wise such as parents help their children at home													

5. If your response to Q1- 5 is low or very low what is your reason

Q 1: _____

Q 2: _____

Q 3: _____

Q 4: _____

Q 5: _____

Table 6: Factors impeding the promotion of SIP

No.	Activities (Item)	Respo ndents	Responses											
			Never at all		Slightly		Moderat ely		Sever ally		Very severally		Total	
No.	III. Area of community support	SIC Memb ers	N	%	N	%	N	%	N	%	N	%	N	%
1	Lack of encourage to organize school administrates and cluster supervisors													
2	Lack of material and finance resource on the part of community													
3	Lack of awareness on roles and responsibilities' regarding to SIP on the part of the community.													
4	Lack of interest and low involvement of stakeholders													
5	Lack of follow up and supervision on the promotion of SIP.													
6	Failure of teachers resistance to the program													
7	The limitation of professional support from WEO													
8	Lack of informed training for stakeholders													

9. If you have additional idea about the factors that affect the promotion of SIP please put here _____

APPENDIX C

Addis Ababa University

College Of Education and Behavioral Studies

Department of Educational Planning and Management

An interview presented for Woreda education supervisors. The purpose of this interview is to investigate issues related to contribution and challenges of schools cluster supervision in promoting school improvement program inestern zone of Tigray. The information obtained from the respondents will help to suggest solutions to the problems encountered during the promotion of cluster supervisory service in the schools.

Thank you in advance for your cooperation.

Interview Questions for Woreda Education Supervisors (WES)

1. Back ground information
 - 1.1 Name of the Woreda _____
 - 1.2 SEX _____
 - 1.3 Age _____
 - 1.4 Year of experience as WES/school principal/ _____
 - 1.5 Qualification _____
 - 1.6 Area of specialization _____
2. Have you got training on SIP? In your opinion what are objects of SIP? Who is responsible to attain the objectives in the schools?
3. What supports were given to the primary schools from Woreda education office (WEO) to facilitate the promotion of SIP? Explain?
4. Do you think the cluster supervisors played significant role for the promoting SIP? How?
5. Do you think that school grant properly managed and used for the intended purpose in school? What was its contribution in improving the school?
6. Did you observe that primary school principals have put adequate efforts to promote SIP/Have the adequate awareness on the promotion of the SIP?
7. How do you facilitate and organize the students achievement after the SIP has been introduced in to the school?
8. What progress (success) the SIP brought to the schools with respect to the school domains? What are not achieved?
9. In your opinion, what are the major factors that are hampered for cluster supervisors to promote of the SIP in the primary schools?
10. What do you suggest to reduce or eliminate these factors you mentioned above so as improve the promotion of the SIP in the schools?
11. What supervisory procedures did cluster supervisors follow in conducting CRO?
12. Can you employ different supervisory strategies /approaches/ like inquiry base supervisor, collegial supervisors clinical and others in your Woreda.

Appendix D

Focus Group Discussion with Cluster Supervisors.

1. Back ground information

- 1.1 Name of the Woreda_____
- 1.2 Sex_____
- 1.3 Age_____
- 1.4 Year of experience as cluster supervisor_____
- 1.5 Qualification _____
- 1.6 Area of Specialization _____

- 2. Do you facilitate useful professional materials and resources for teacher's /schools/?
- 3. What kind of progress should bring SIP to the primary schools wilk respect to the school domains? What are not achieved /remains/?
- 4. How do you evaluate student's achievement after the SIP has introduced in to primary schools? Have you discussed with teachers, school leaders and will all stalk holders? How?
- 5. Do you believe that school principal's teachers, parents and local community and other stake holders have discharged their responsibilities in planning and implementing of SIP? How? Explain?
- 6. Do you work cooperating with staff for solving problems and make particeparalory decisions?
- 7. Do you motivate teachers for best performance?
- 8. Do you visit the classroom to ensure classroom instructional align wilk the school goals?
- 9. What major challenges that hampered the promotion of the program?
- 10. In your opinion, what would be done on the side of stake holders to promote SIP?