

## **The Roles Cluster Supervisors in Improving Primary Education Curriculum in Arada Sub City of Addis Ababa**

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### **Abstract**

The primary purpose of the study was to assess and explore the roles of cluster supervision in improving primary education curriculum. For that reason the researcher investigate benefits teachers gained from cluster supervisory practices: professional preparation of cluster supervisors; role of supervisory, principals, regional curriculum officers and parents in curriculum improvement and challenges of cluster supervisions. To conduct the study explanatory sequential design was employed by using multi sampling techniques to select the sample wereda, cluster centers, teachers and principals. Based on the finding from the survey, an interview was also conducted to enrich the quantitative data. Consequently, the main findings emerged from this study were: benefits teachers gained from cluster supervisors practice was insignificant; cluster supervisors and principals are ineffective in creating favourable situations for teachers to get in-service education; school visits by cluster supervisors and principals were irregular. Finally its recommended to arrange short term refresher training and discussion forums; participate in decision- making process related to curriculum at all stages and the cluster supervisors should coordinate different groups of implementation and improvement of the curriculum.

**Keywords:** Cluster Supervision, Curriculum Improvement, Role, Primary school teachers

## **1. Introduction**

Improving the quality of education has given priority throughout the world. Since this day's most developing countries like Ethiopia using it to bring quality of education. When we talk about quality of education we have to talk about the quality in elementary schools because the grass root should be known well to talk about quality in higher level, we cannot bring quality of education unless we are not working on the ground. To monitor the quality of, the national authorities highly depends on the school supervision (De Grauwe,2001).Quality has different meanings depend on the kind of organization, according to Dittamar, Medelson and Ward(2002), is “the provision of good education by well prepared teachers.” However all teachers are not qualified enough and as a result they need support from supervisors (Giordano, 2008). A comprehensive definition of supervision of Tered by (Robert and Peter, 1959), as supervision is instructional leadership that relates perspectives to behavior, clarifies purpose, contributes to and support organizational actions, coordinates interactions, provides for maintenance and improvement of instructional program, and assesses goal achievement. As Dawson. (2002). describe the classroom performance of a teacher as implementing curriculum, planning. classroom management and instructional techniques, instructional supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance, to improve students' achievement. Having this. MOE, (2003), mentioned that the main focus of instructional supervision is providing support for teachers and enhances their role as key professional decision makers in practice of curriculum improvement

### **1.2. Statement of the problem**

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

Supervisors play a critical and undeniable role for the success of an organization (Certo, 2006:3). The research conducted on the practice of primary school cluster supervisors at national level indicated the ineffectiveness of primary school cluster supervisors in providing support to teachers (Gashaw, 2008). But MOE, (2002) mentioned that, the previous years, the woreda education experts who are assigned to supervision at school level are not able to solve school problems. Sometimes they will not go to school they do nothing except collecting information from the hands of school principals. Because of this, teachers did not gain support from supervisors for improvement of their instructional limitations. Because of unknown reasons, teachers did not gain support from supervisors for improvement of their instructional limitations. There is a feeling of disappointment, deep and bitter, among cluster supervisors with their inactive role. Their ability to make a significant contribution to curriculum improvement, ability based on experience and special training is disregarded; and, what is even more galling, their suggestions regarding curriculum improvement, suggestions based on intimate knowledge of the classroom situation and utterly ignored.

Besides, the current initiation for quality of education further rationalized the researcher to deal in the area under discussion, as cluster supervision was a quality monitoring tool. Indeed, these circumstances initiated the researcher to conduct study on the issue. However, studies conducted in the area indicated that, supervisors are not able to play an expected role because of many problems (De Gmtwe, 2001).

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

### **1.3. Research Questions**

- i. What are the criteria's of the regional educational bureau in assigning or recruiting cluster supervisor,
- ii. What were the actual functions of primary school cluster supervisors?
- iii. What are the contributions of principals, teachers and cluster supervisors as a whole for curriculum improvement?

- iv. To what extent do teachers gained instructional benefits from primary school cluster supervisory practice?
- v. What are the current roles of Cluster supervisors and teachers in curriculum improvement?
- vi. What are the factors that inhibit or promote the degree of primary school supervisors' activity in the involvement of curriculum improvement,

#### **1.4. Significance of the study**

The fundamental aim of this study was to identify the current contribution of cluster supervisors for improvement of the primary education curriculum in government elementary school students in Addis Ababa city. Thus, in this study an attempt was made to examine and assess whether or not Regional, Zonal and Woreda level developed curriculum was affected with cluster supervisors' participation. This study encompasses supervisors involvement in regional, zonal, woreda and especially at primary school level, which is the main site for maximum involvement of the innovation. On top of that the researcher has the assumption the study may increase awareness among the concerned education officials, problems of under-participation of supervisors in the process of curriculum improvement and to help examining the cluster supervision activity for the quality of education by improving curriculum.

## **2. Research Design and Methodology**

To achieve the purpose of the study with deep and wide range of data the researcher employed mixed explanatory sequential research design. The reason the researcher chose this design is because the study had a plan to conduct survey and according to the finding, the researcher chose few participants to dig deeper for more information and that makes this study easy to conclude and generalize. For that reason Woreda education officers, primary school cluster supervisors, primary school teachers and principals, and regional educational curriculum officers were the targeted group.

### **2.1. Sample Size and Sampling Technique**

Three successive multi-stage sampling techniques were used to select sample Woredas schools, cluster centers, principals and teachers. In the first stage, 10 (100%) Woredas or cluster centers) were taken as sample woredas by non-probability sampling which is through availability,

teachers and principals were chosen by random sampling from the sample schools. Therefore from the total of 220 primary school teachers and 30 school principals in Arada subcity the researcher chose 126 teachers and from the total of the researcher choose 26 principals respectively.

### 2.2. Data Gathering Tools

Since the research design allows the researcher to employ the questionnaire first, Questionnaire was dispatched for sample primary school teachers, principals and cluster supervisors but 4 teachers and 2 cluster supervisors did not give back the questionnaire so they were discarded from the study, after the analysis of the survey the study was supported by conducting interview with 5 teachers, 3 cluster supervisor and 1 educational curriculum officer. On top that, observation and document analysis were data gathering instruments. In addition, the researcher consulted relevant reference books, internet sources and supervision manuals to support the findings of the study.

### 3. Finding and Discussion

#### 3.1. Demographical Information of respondents

Table 1: Demographical Characteristics of respondents

No	Item		Respondents						Total	
			Teachers		Principals		Cluster Supervisors		No	%
			No	%	No	%	No	%		
	Working Experience	1-5 Years	12	10	-	0	-	0	22	14.3
		6-10 Years	35	29.2	5	19.2	-	0	40	26
		11-15	21	17.5	5	19.2	3	37.5	29	18.8

		years								
		16-20	19	15.8	3	1.6	4	50	26	16.9
		years								
		21-25	10	8.0	5	19.2	1	12.5	16	10.4
		years								
		26-30	7	5.8	4	15.3	-	0	11	0.7
		years								
		31 and above	6	13.7	4	15.3	-	0	10	0.6
		Total	120	100	26	100	8	100	154	100
	Educational background	Certificate	3	0.25	0	0	0	3	0	0.19
		Diploma	45	37.5	7	26.9	2	25	54	35.1
		Bachelor Degree	75	62.5	17	65.4	4	50	96	62.3
		Masters Degree and above	3	0.25	2	0.8	2	25	7	0.45
		Total	120	100	26	100	8	100	154	100

From the above table 1 analysis, its obvious that more than 90% of primary school teachers have diploma and bachelor degree, the same with principals but only 2 principals have masters degree and teachers who have masters degree are 3 but 2 principals have masters degree. Half of cluster supervisors in Arada subcity have bachelor degree and the four supervisors have diploma and masters. Regarding their experience, 50% or half of cluster supervisors have a year of experience between 16-20 years, also teachers and principals have wide variety of

experience from junior to senior staffs.

### 3.2.The Role of Cluster Supervisors

Table 2.Cluster Supervisors Regular Meetings

No	Items	Respondents					
		Teachers		Principals n(26)		Cluster Supervisors	
		No	%	No	%	No	%
1	Cluster supervisors make regular meetings						
	A. Yes	11	9.2	19	73.1	6	75
	B.No	109	90.8	7	26.9	2	25
	Total	120	100	26	100	8	100
2	If 'Yes' the purpose of meeting is to discuss on	-	-	3	15.8	1	16.7
	A. Facillitating Implementation	-	-	3	15.8-	1	16.7
	B. Facillitating Instructional Improvement	-	-	-	-	1	16.7
	C. Both	1	9.1	16-	84.2	4	66.7
	D. Other issues	10	90.9	-	--	-	-
	Total	11	100	19	100	6	100

One of the major role of cluster supervisor is to conduct regular meetings in order to decisions on matters of mutual interest or in order to forward recommendations to the organization that is

interested to do so (Callaghan et al., 1989 as cited by Haileselassie 1999). Thus, cluster supervisors are expected to make regular meetings to discuss on issues related to the implementation and improvement of the curriculum.

The finding from the above table reveals that more than 90% of teachers respond cluster supervisors do make a regular meeting with teachers to support them in different aspects, but in the other side majority of principals and cluster supervisors respond supervisors make regular meeting with teachers. Since these two findings contradict each other, the researcher supports these findings through interview and from the interview and document analysis, it was easy to understand that cluster supervisors regular discussion or meeting frequency and the interview with teachers revealed that the cluster supervisors are very busy with other paper works rather than supporting them, to prove that school document analysis was made and from the analysis it was clear to observe there was not any permanent and regular meeting with teachers since the minutes and school log book shows few days discussion between teachers and cluster supervisors.

Table 3 The frequency of classroom visit and its purpose

No	Items	Respondents					
		Teachers		Principals		Cluster Supervisors	
		No	%	No	%	No	%
1	Principals, departments heads and supervisors conduct classroom visit?						
	A. Yes	21	17.5	24	92.3	7	87.5
	B. No	99	82.5	2	7.7	1	12.5
	Total	120	100	26	100	8	100
2	If 'yes' the purpose of the visits is						



	A. Setting Conflicts	2	9.5	2	8.3	-	-
	B. Assisting the teaching curriculum in implementation	6	28.6	13	54.2	5	71.4
	C. Suggesting way of curriculum implementation	2	9.5	9	37.5	1	14.3
	D. For efficiency rating	11	52.4	-	-	1	14.3
	E. Others	-	-	-	-	-	-
	Total	21	100	24	100	7	100
3	Do they give feedback right away after the classroom visitation?						
	A. Yes	8	38.1	22	91.7	6	85.7
	B. No	13	61.9	2	8.3	1	14.3
	Total	21	100	24	100	7	100
4	How many times in a year Cluster supervisor and principal visit teachers classroom activities.						
	A. Once	41	34.2	4	15.3	-	-
	B. Two times	49	40.8	17	53.8	6	75
	C. Three times	6	5	-	-	2	25
	D. Four times	2	1.7	2	7.7	-	-
	F. Five times and above	3	2.5	3	11.5	-	-
	G. Not at all	19	15.8	-	-	-	-
	Total	120	100	26	100	-	-

From the responses regarding classroom visits and their purposes vary (see table 3).87.5% of the cluster supervisors and almost all of the principals (92.3%) confirmed that department heads or supervisors conduct classroom visits regularly. However, 82.5% of teachers argued that such educational personnel did not conduct classroom visits regularly by principals and cluster supervisors.

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

Responses regarding the purpose of the classroom visit by teachers, cluster supervisors of principals reveals most of the cluster supervisors 54.2 % and 71.4% of the principals wded that it was to assisting teachers in curriculum implementation. It was only 14.3% and 7.5% of cluster supervisors and principals respectively who indicated the visits had the rationale behind than to help teachers in curriculum implementation. In addition most of the teachers respond Yes on the first question 52.4% of them suggested that the main purpose of classroom visits was to fill teachers performance efficiency. On top of these The inference here could be that principals, department heads and supervisors might be preoccupied with routine administrative tasks and other works for teachers. it could also be out of negligence or boredom that they come to pay little attention to make repetitive classroom observation. It is possible to assume that the principals, department heads or supervisors concerning classroom visit most of them did not focus on the implementation and improvement of instruction.

### **3.3. Cluster Supervisors role in curriculum improvement**

The cluster supervisor is expected to actively play in regional based curriculum improvement efforts by conducting regular meetings and discuss on how to improve the curriculum, how to encourage teachers to undertake educational research, and by facilitates conditions for teachers to upgrade them. Successful curriculum implementation and improvement presupposed and requires rho teachers develop themselves professionally, that is teachers should acquire new

knowledge, skit and values for the constant improvement of the quality of their service.

Table.4. The role cluster supervisor in Curriculum implementation and improvement

No	Items	Respondents					
		Teachers n(120)		Principals n(26)		Cluster Supervisors n(8)	
		No	%	No	%	No	%
1	The extent cluster supervisors effort to get resource support for implementing the curriculum						
	A. Very high	5	4.17	11	42.3	5	62.5
	B. High	15	12.5	9	34.6	2	25
	C. Medium	22	18.3	5	19.2	1	12.5
	D. Low	78	65	1	3.8	-	0
	E. None at all	-	0	-	0	-	0
	Total	120	100	26	100	8	100
2	Did the cluster supervisor create an atmosphere for teachers to participate in decision-making process.						
	A. yes	25	20.8	19	73.1	7	87.5
	B. No	95	79.2	7	26.9	1	12.5
	Total	120	100	26	100	8	100
3	If 'Yes' In which issue teachers got involved						
	A. Curriculum Development	-	0	2	10.5	1	14.3
	B. Curriculum Implementation	19	76	3	15.7	1	14.3
	C. Curriculum Evaluation	5	20	1	5.3	1	14.3
	D. All stages of curriculum	1	4	13	68.4	4	57.2

	E. None	-	-	-	-	-	-
	Total	25	100	19	100	7	100
4	The Cluster supervisor facilitate things for teaching-learning process						
	A. Yes	27	22.5	21	80.7	8-	100
	B. No	93	77.5	5	19.2	-	-
	Total	120	100	26	100	8	100
5	If 'Yes' what is the most usually method used by the committee to do so?						
	A. Creating smooth relationship among staff	2	7.4	9	42.9	4	50
	B. Creating smooth relationship among parents	-	-	1	4.7	-	-
	C. Creating smooth relationship among educators	12	44.4	5	23.8	1	12.5
	D. Creating smooth relationship among all stalk holders	13	48.1	6	28.6	3	37.5
	E. Other	-	-	-	-	-	-
	Total	27	100	21	100	8	100
6	The cluster supervisors create enabling condition for teachers to get inservice training.						
	A. Yes	7	5.8	12	46.2	6	75
	B. No	113	94.2	14	53.8	2	25
	Total	120	100	26	100	8	100
7	The cluster supervisors encourage teachers and principals to implement the						

curriculum effectively							
A. Yes	41	34.2	18	69.2	8	100	
B. No	79	65.8	8	30.8	-	-	
Total	120	100	26	100	8	100	

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

Various responses were received regarding efforts made by the cluster supervisors facilitating conditions for teachers to participate in decision making process on matters related to curriculum. As can be seen from the responses of item 2, of table 4, 87.5% of the cluster supervisors and 73.1% of the principals assured that the school curriculum committee creates conditions that facilitate teachers to participate in decision making process related to curriculum. Conversely a significant number of respondents 95% of the teachers argued that the cluster supervisors did not create such conditions.

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

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 ch,gree of its acceptability among students and parents (Shiundo and Omulando, 1992).Moreover, these scholars pointed out that keeping away teacher from curriculum development until a later stage is a waste of valuable resources that a nation needs to build a useful curriculum for the school.

Questions under table 4 was to get information about the efforts made by the cluster supervisors

in creating smooth relationship with school community in order to facilitate the implementation of the curriculum. Accordingly, the responses of item four of table 4 indicated that most of the teachers, 77.5% have the opinion that the cluster supervisors did not create such conditions. On the contrary, 80.7% and 100% of the principals and cluster supervisors respectively responded that the supervisors did so.

In addition, a significant number of respondents (12.5%) of cluster supervisors also suggested that the supervisors did such things by creating smooth relationship with educators. Besides most of the teachers respondents, 48.1% of the teachers agreed that the cluster supervisors used methods such as creating smooth relationship with MI school community (i.e. with parents, students, teachers, educator).

Motivation is one of the important factors that have an impact on the role of the teachers in implementing and improving the curriculum. The motivation provided by school principals to teachers either moral or material plays a key role in curriculum work. Since people will not implement or improve a program unless there are appropriate rewards for doing so. Thus respondents were requested whether the school principals facilitate curriculum implementation by encouraging teachers and cluster supervisors or not (see table 8). Accordingly, most of the principals 69.2 % and all the cluster supervisors 100% replied that the school principals encourage those teachers and the school curriculum committee who implement the curriculum effectively. Conversely, a very low number of respondents 30.8% of the principals and 65.8% of teachers respondents are against the encouragement made by principals.

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

### 3.4. Cluster Supervisors role in Curriculum Implementation

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

Table 5: Respondents View on Professional Preparation of Cluster supervisors

No	Items	Reponses	Respondents		
			Teachers	Principals	Cluster Supervisors
1	Qualified enough to give the required service	$\Sigma$	281	72	47
		X	3.08	3.13	3.13
		S.D	0.95	0.814	1.767
2.	Are well experienced	$\Sigma$	248	52	36
		X	2.72	2.26	2.4
		S.D	1.238	0.81	0.828
3.	Have taken induction training	$\Sigma$	238	50	24
		X	2.61	2.17	1.6
		S.D	1.103	0.984	0.883
4.	In service induction has been arranged for supervisors	$\Sigma$	251	61	31
		X	2.75	2.65	2.06
		S.D	1.128	0.884	0.883
5	Support instruments (manual and guides)	$\Sigma$	237	51	33
		X	2.6	2.21	2.2
		S.D	1.153	0.795	0.941

6	Experience sharing sessions has been arranged for cluster supervisors	$\Sigma$	255	56	22
		X	2.8	2.43	1.46
		S.D	1.185	0.992	0.516

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

$\Sigma$ = Sum, X =Mean, S.D=Standard Deviation, As can be seen in item 1 of table 9, teachers, principals and cluster supervisors with ( $x =3.08$ ,  $S.D=.950$ ), ( $x =3.13$ ,  $S.D=.814$ ) and ( $x =3.13$ ,  $S.D=1.767$ ) mean scores respectively qualified enough to give the required service. Similarly, indicated that, cluster supervisors were as can be seen in the background information of the respondents, In item 2 of the same table, the respondents were asked whether cluster supervisors were wen everienced or not. The mean scores of teachers, principals and cluster supervisors, ( $x =2.72$ , $S.D=1.238$ ),( $X=2.26$ ,  $S.D=0.810$ ) and ( $x=2.4$ , $S.D=0.828$ ) respectively indicated that cluster supervisors were not wed experienced. Similarly, as can be seen in the background information of the respondents, cluster supervisors were relatively less experienced than both teachers and school principals.

It item 3 table 9, teachers, principals and cluster supervisors with ( $x =2.61$ ,  $S.D=1.103$ ), ( $X=2.07$ , $S.D=0.984$ ) and ( $X=1.6$ ,  $S.D=.883$ ) mean scores respectively indicated that, cluster supervisors had not taken induction training. Regarding the induction training, the informants during interview indicated that, cluster supervisors were recruited among teachers and school heads in formal way and -just told to go" to primary schools to do their job without any induction training.

Likewise, Addis Ababa Regional Education Bearou (2011) noted that, supervisors should have technical, conceptual and human skills and to get these skills supervisors should get training. Even though training is indicated important. UNESCO (2007) indicated that, only few developing countries provide induction trainings. Likewise, MOE (2010) pointed that, many staff not receive induction training and the demand remained high.

Teachers. principals and cluster supervisors with ( $x =2.6$ ,  $S.D=1.153$ ), ( $x S.D=.795$ ) and ( $x =2.2$ .  $S.D=.941$ ) mean scores respectively showed the, cluster supervisors had lack these instruments.



Similar with this, De Grauwe (2001; 2001) indicated that, manuals and guidelines are inadequate for supervisors and when available, not more than circulars and administrative forms. As a result supervisors lack important information. Carron and De Grauwe (1997) and (UNESCO, 2007) indicated that, support instruments such as manuals and guide lines are important for supervisors. They prepare themselves for school visits using these instruments. However, during interview the cluster supervisors informed that even though they repeatedly asked the WEO to arrange experience sharing, there is no any experience sharing. However, facilitating the experience sharing at Woreda, and regional level was written in the primary schools cluster organization document (AA REB, 2005).

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

### 3.5. The Availability of Resources

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

Table 6. Recourses Regarding Facilities

No	Facilities	Availability				Status
		Yes		No		
		No	%	No	%	
1	Office	2	25	6	75	Old

2	Office Furniture	1	12.5	7	87.5	Old
3	Computer	2	25	6	75	Old and shared
4	Printer	-	-	6	75	There is no
5	Stationery materials	1	12.5	7	87.5	Not sufficient
6	Filing Cabinet	2	25	6	75	Old
7	Telephone	-	-	8	100	There is no

As can be seen from table 6 above, the majority 6(75%) of the cluster supervisors had no office. Among those who had offices, three of them secured individually and the rest four shared with other staffs in the cluster center schools. The quality of the ahead office was observed poor. In line with this, De Grauwe (2001) indicated that, office is important for supervisors to carry out their functions. Regarding the office furniture such as chairs, tables, shelves, it is observed that, the majority 7(87.5%) had no office furniture, as they had no office at all. Only 1 had such an office furniture. Concerning the condition, as observed, this furniture was not more than a chair and a table. Shelves were observed rare and as a result files were seen on the tables in many offices.

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

During interview, most of the participants informed that the resources were inadequate. They indicated that, cluster supervisors were working without typist, computer and printer.

Even in most cases, they lacked stationery materials like paper and pen. The difficulties were

discussed by one of the cluster supervisor as follows:

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

### 3.6. Factors Affective Cluster Supervisors Practice

Table 7. Factors that affects the roles of cluster supervisors

No	Items	Respondents					
		Teachers		Principals		Cluster supervisors	
		No	%	No	%	No	%
1	Which factors affects the role of the curriculum improvement committee in the school						
	A.Lack of cluster supervisors understanding about the curriculum	74	61.7	13	50	3	37.5
	B.Lack of teachers cooperation	6	5	9	34.6	3	37.5
	C.Lack of budget	12	10	-	-	-	-
	D.Lack of time	11	9.2	-	-	-	-
	E.Workload	12	10	2	7.7	1	12.5
	F.Others	5	4.2	2	7.7	1	12.5

Total	120	100	26	100	8	100
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Table 7 is about factors that affect the roles of cluster supervisions for curriculum implementation and improvement. 61.7% of the teachers indicated that the lack of cluster supervisors understanding about curriculum as a major factors that impede the works of cluster supervisors. (34.6%) of the principals and 37.5% of the cluster superviso. claimed that lack of teachers corporation as the other factor that affect duities of the cluster supervisors in curriculum improvement. In addition few of 12.5% a cluster supervisors. 10% of teachers and 7.7 % of principals suggested that the workload is an impediment for the cluster supervisors practice.

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

- Lack of initiatives among teachers to implement and improve the curriculum
- Absence of teachers' participation during curriculum development process
- Teachers' lack of courage to iinpmve the curriculum
- Shortage of material resources for implementation and improvement
- Lack of understanding about the functions and responsibilities of the committee clearly by the committee members'

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

Therefore, almost all of the informants who participated in the interview express that having big workload is the major problem of school based supervision. One of the interviewee said that:  
*“Since most of cluster supervisors were having a teaching load more than periods a week, it is impossible to provide instructional supervision service to teachers. Besides, due to big workload of teachers the school forced to assign very small number of supervisors that are not adequate to provide supervisory service to all teachers.”*

As most cluster supervisors and curriculum officers mentioned in the time of interview its better the concerned body must give them attention whether the supervisors are achieving their roles, whether the get what they want like different trainings. resources. They need high follow up otherwise sitting the, office for the this year and filling the checklists so that they can pretend they are achieving their role well. On the other hand, almost all cluster supervisors found in this sub city mentioned during, interview, the upper bodies are giving them a lot of burdens which is totally not related to educational issues which is related to political issues, therefore as their response most of their working time is taken by this kind of works.

#### **4. Conclusion and Recommendation**

The quantitative data collected by using questionnaire was analysed and interpreted by using mean scores, Standard deviation and Percentage was used during the analysis of the background information of the respondents and the availability of observed materials and facilities and qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative finding to support it. The study also tried to answer the following basic research questions based on the analysis of data from questionnaire, interview and document analysis and literature review the findings of the study presented as follows:

- Cluster supervisors were relatively less experienced most teachers and school principals, but they are highly qualified.
- Cluster supervisors are nominated according to the qualification and experience they have.
- It was found that cluster supervisors were supporting teachers as expected. They were not: arranging induction training; conducting class observation: supporting the use of

appropriate instructional materials; solving various instructional problems, coordinating experience sharing; spreading new teaching methodologies; facilitating professional growth through training, workshops and seminars; and supporting the preparation of action researches, supportive materials and text book evaluations.

- It was discovered that the cluster supervisors and principals facilitate conditions for teachers to participate in decision-making process related to curriculum only at implementation and improvement stage slightly. And also supervisors conduct classroom visits mostly two times a year while.
- It was observed that, in Ethiopia context curriculum is being developed by college professors and subject matter experts. It was found that The major factors that affected the role of the cluster supervisors are lack of cluster supervisors understanding by the curriculum of, lack of budget, and workload. In addition to the by problems the following are also some other factors.
- Lack of initiatives among teachers to implement and improve the curriculum • Shortage of material resource for implementation and improvement of the curriculum, cluster supervisors lack of understanding about the function and responsibilities of the supervisory clearly, lack of initiation among the cluster supervisor and wasting their working time tasks which is not related to their roles but mandatory to do it.

#### **4.1. Conclusions**

The findings listed above all owes to conclude that, cluster supervisors in Arada sub city were not well prepared to give the required services. it is possible to conclude that, the actual functions. of cluster supervisors were not: inspecting the proper implementation of prescribed policy, rules and regulations; collecting statistical data; inspecting the general environments. of the school such as buildings, equipment and fence; coordinating cluster competition: supporting various committees and clubs in the school; and writing main comments in the schools' log book.

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

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

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

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

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

#### **4.2.Recommendations**

Based on the conclusion made by the researcher, the following recommendations had been adviced for stalkholders:-

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

level.

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

3. Obviously, for any education to be wholesome it has to have the contribution of all members of the community. This becomes real when the cluster supervisors coordinates different groups for curriculum works. Therefore, it is advisable that the cluster supervisors otigb tohs able to win the courage and good will of students, parents and community members to contribute for the improvement of the curriculum. It could do this tbr instance by making regular meeting with students, parents and other community members and by giving orientation and making them aware that curriculum improvement etTort is not only the responsibilities of the teachers but alsofor themselves.

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

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

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

Another possible way out could be for the cluster supervision and principals to gather relevant



books and periodicals that deal with curriculum implementation and improvement and having them to libraries to be read by teachers.

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

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

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

8. As the findings of the study indicated. cluster supervisors lacked basic facilities to effectively perform their activities. To improve the working conditions, its highly recommended to provide the cluster supervisors with an office, office equipment. computer. printer, and telephone and secretary typist.

9. Further investigations are needed to be carried out regarding the problems that impede cluster supervisors role in curriculum improvement.

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