



MADDA WALABU UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF CURRICULUM AND TEACHERS'

PROFESSIONAL DEVELOPMENT STUDIES

**PRACTICES AND CHALLENGES OF SCHOOL BASED
CLUSTER SUPERVISION IN SOME SELECTED PRIMARY
SCHOOLS OF GOBA WOREDA,BALE ZONE, OROMIA**

BY

ABDUSELAM EBRAHIM

MAY, 2019

BALE-ROBE/ETHIOPIA

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ABDUSELAM EBRAHIM

ADVISOR

BEZABIH WONDIMU (PHD)

**A THESIS PRESENTED IN PARTIAL FULLFILLMENT OF THE
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BALE-ROBE/ETHIOPIA

DECLARATION

I, undersigned hereby declare that, this thesis is my original work and has not been submitted partially, or in full, by any means of other person for an award of a degree in any other university/ institutions.

Name of Investigator:.....

Signature:.....

Date:

This thesis has been submitted for examination under my supervision and has been submitted for examination by my approval as a university regulation.

Name of Advisor:.....

Signature:.....

Date :.....

APPROVAL SHEET

I hereby certify that I have read and evaluated this thesis prepared under my guidance, by Abduselam Ibrahim entitled “practices and challenges of school based cluster supervision in some selected primary Schools of Goba Woreda, Bale Zone, Oromia”. I recommend that it be submitted as fulfilling the thesis requirement.

Prepared by:

Name	Signature	Date

Approved by Thesis Examining Board

Name of Examiner (External)	Signature	Date

Name of Examiner (Internal)	Signature	Date

Name of Chair Person	Signature	Date

Name of Advisor	Signature	Date

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TABLE OF CONTENTS

Contents	Page
DECLARATION	ii
APPROVAL SHEET	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	viii
ACRONYMS/ABBREVIATIONS	x
ABSTRACT	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1. Background of the study	1
1.2. Statement of the problem	5
1.3. Objectives of the study	6
1.3.1. General objective of the study	6
1.3.2. Specific objectives of the study	6
1.4. Research questions of the study	7
1.5. Significance of the study	7
1.6. Scope of the study	7
1.7. Limitation of the study	8
1.8. Theoretical and conceptual framework of the study	8
1.8.1. Theoretical framework of the study	8
1.8.2. Conceptual framework of the study	9
1.10. Organization of the study	11
CHAPTER TWO	12
2. REVIEW RELATED LITERATURE	12

2.1 Nature and concepts of Supervision.....	12
2.2. Historical development of supervision.....	13
2.3. Development of Educational Supervision in Ethiopia	14
2.4. The Current Practice of Educational Supervision in Ethiopia	15
2.4.1. The Roles of School Principal in Supervision	16
2.4.2. The Roles of Deputy Principals in Supervision	17
2.4.3. The Roles of Department Heads in Supervision	17
2.4.4. The Roles of Senior Teachers in Supervision	18
2.5. Educational Supervisory Practice in Oromia Region.....	18
2.6. Approaches to Educational Supervision	19
2.7. Principles of Educational Supervision	20
2.8. Qualities of Good Instructional Supervisor.....	21
2.9. Techniques of Instructional Supervision.....	22
2.10. Supervisory Leadership Skills	22
2.11. Factors that Affect Instructional Supervisory Practice in School.....	24
CHAPTER THREE	28
3. RESEARCH METHOD AND DESIGN	28
3.1. Description of the study area.....	28
3.2. Paradigm of the study.....	29
3.4. Research design.....	30
3.5. Population, samples and sampling techniques	30
3.6. Data sources	31
3.6.1. Primary sources of data.....	31
3.6.2. Secondary sources of data.....	31
3.7. Data collection instruments	31
3.7.1. Questionnaires.....	31

3.7.2. Interview	31
3.7.3. Observation	32
3.8. Procedures of data collections.....	32
3.9. Validity and reliability	32
3.9.1. Validity	33
3.9.2. Reliability.....	33
3.10. Methods of data analysis	34
3.11. Ethical consideration	34
CHAPTER FOUR.....	35
4.1. Background characteristics of the respondents	35
4.2 Main Data Analysis	39
CHAPTER FIVE	48
5.SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	48
5.1. Summary	48
5.2. Conclusions	51
5.3. Recommendations	53
REFERENCES	55
APPENDIX A.....	59
APPENDIX B	64
APPENDIX C	67

LIST OF TABLES

Table 1: Results of items test of reliability	34
Table 2: Sex, age and educational background of respondents in school based cluster supervision	36
Table 3: Practices related school based cluster supervision	39
Table 4: Challenges related school based cluster supervision	44

LIST OF FIGURES

Figure 1: Conceptual framework	9
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ACRONYMS/ABBREVIATIONS

CRC	Cluster Resource Center
CSA	Central of Statistical Agency
ESDP	Education Sector Development Program
EFA	Education for All
GEQIP	General Education Quality Improvement Program
MoE	Ministry of Education
NGO	Non-governmental Organization
UNESCO	United Nation Education Science and Cultural Organization
WEO	Woreda Education Office

ABSTRACT

The purpose of this study was to investigate the practices and challenges of school based cluster supervision in some selected primary schools of Goba Woreda, Bale Zone, Oromia. To realize the purpose of the study mixed research methods more specifically, concurrent parallel triangulation was used. They are 29 primary schools in Goba Woreda and cluster in to six CRC. The total populations of teachers were 420. From these, 114 teachers, ten principals, five vice principals', four school based cluster supervisors, and two Woreda education experts. To determine the sample size, a model and formula developed by Yamane 1967 used and the sample size used found out to be the individual samples were approached by simple random sampling techniques from a given population. Both primary and secondary sources of data were used. Questionnaire, interview, and observation were employed. Quantitative and qualitative methods of data analysis techniques were used. The findings of this study were teacher's professional support from school cluster based supervisors for teachers are insufficient and They do not support teachers to prepare different instructional materials for teaching learning effectiveness; do not assist teachers in the implementation and evaluation curriculum; do not contribute to enhance professional competence of teachers by providing orientation programs for new teachers; do not facilitate short term training to teachers continuously. Based on the findings of the study were teachers basically need and expect school cluster supervision to make proper arrangements for classroom observation procedures. Supervisors are required to arrange conferences before and after classroom observation for the improvement of instruction, and teachers basically need and expect school cluster supervision to make proper arrangements for classroom observation procedures. Supervisors are required to arrange conferences before and after classroom observation for the improvement of instruction.

Key terms: Practice, Challenges, School, Supervision, Cluster

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Education is life long process that helps to enhance the social and economic status of a given society (King, 2003).It has the power to transform human life (United Nations Educational, Scientific and Cultural Organization /UNESCO/, 2014). It is a vital instrument to fight backwardness and poverty of a country. Nowadays, many countries have been exerting their efforts for quality education.

School supervisors are responsible for creating and articulation of a vision of high standards for learning at schools that can be shared by the school and the surrounding community. In addition school supervisors must see schools as integral part of the larger community, and foster collaborative work and communication with families and the community at large as critical to effective learning. Improving teaching is a complex process in which many stakeholders should interact.

Teachers are in the center of this improvement process. Hence teachers' acceptance and interaction with the supervisory practice, therefore, the techniques, methods, models or processes used by supervisors at schools, provide the catalyst for any supervisory success.in the process education, the role of teachers cannot be underestimated (Glutton, 2003). In addition, improving teaching is a complex process in which many elements should interact. Teachers are in the center of this improvement process. Hence, teachers acceptance and interaction with the supervisory practice, therefore, the techniques, methods, models, or processes used by supervisors

at schools, provide the catalyst for any supervisory success. The way teachers gain professional support from instructional supervisors and the way teachers view the instructional supervision that they are undergoing and think about it is very important in the outcomes of the supervision process. Instructional supervision is an interactive process that depends on the source of supervision, the supervisor and the teacher (Abdulkareem, 2001).

Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession”(Bernard and Goodyear, 2000). Supervision has gone through many changes caused by the political, social, religious and industrial forces. Supervision as a field of educational practice emerged slowly, "did not fall from the sky fully formed” supervision). The definition of supervision is different with different literatures and different professional aspects. (Surya Govinda and Tapan, 1999:8) defined educational supervision as “all those services whose main function is to control and evaluate, and/or advice and support school heads and teachers”.

Education quality is depends on 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, 2008:11). To improve teachers’ instructional performance, the instructional supervisors should also work with teachers in flexible and collaborative style. Thus, in order to bring effective education through the improved teaching-learning process; instructional supervisors should be democratic and cooperative and should get serious attention in the school. Researches by Beach and Reinhartz, (2000) emphasized that the importance of the collaborative effort of all

participants involved in the supervisory process. This would help in improving the way this practice are introduced and avoid any potential conflict. In line with this, Education Sector Development Program IV [ESDP IV] by the Ministry of Education noted the importance of providing quality based instructional supervision to improve the quality of education with forming school clusters (MoE, 2010: 10).

The concept of instructional supervision differs from school inspection in the sense that the former focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process, whereas the latter gives emphasis on controlling and evaluating the improvement of schools based on stated standards set by external agents outside the school system. Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni and Starratt, 2007).

For about ten years, the field of instructional supervision has been suffering from unfriendly and unstable relations between teachers and supervisors. At school level, how supervisors should professionally support while working with teachers was the discussion about the field of instructional supervision and was a main derive for developing the different supervision models because; different models produced different practices. The aim was to increase for the best method by which supervisors could best improve the teachers' performance, provide them with the needed assistance, for the total school improvement and providing quality education for the learners. To achieve this aim supervisors usually employ several supervisory practices.

But MoE (2002) mentioned that, the Woreda education experts who are assigned to supervision at school level are not able to solve school problems. Sometimes they went 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. Alternatively, instructional supervision at school level; the focus of this research, has been conceived a better model for helping teachers; school leaders to expand their knowledge and expertise in many countries.

The classroom performance of a teacher as implementing curriculum, planning, classroom management and instructional techniques, school cluster center supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance and student achievement. Their liaison role is, however, not only vertical; increasingly supervisors are entrusted with horizontal relations and have a privileged role to play in identifying and spreading new ideas and good practices between schools. Particularly when ambitious reform programs are being launched, their role in disseminating the reform and in ensuring smooth implementation at the school level becomes important. Researches indicated that, instructional supervisors greatly responsible to link their schools with the community; NGOs and individuals to solve financial and material scarcities of the school with the aim of achieving the goal of stakeholder participations on the school improvement programs (Dawson, (2002). But currently in the context of Goba Woreda, Bale Zone primary school supervisory practices, they miss completely this function. School center Supervisors in educational organizations have individual goals for improvement

and believe that purpose of School cluster center supervision is to achieve those specified goals. It is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance.

1.2. Statement of the problem

Working for students' progress towards the established standards and facilitate the planning of various types of instruction are the main tasks of school cluster center supervisors. In line with this, supervisors should ensure that teachers are utilizing information from a variety of valid and appropriate sources before they begin planning teaching lessons. Teachers should use different techniques of teaching methodology considering students background, academic levels, and interests, as well as other data from student's records to a certain academic needs and to facilitate planning for appropriate initial learning. As different literatures indicated that, instructional supervisors play critical and undeniable role for the success of school organization (Certo, 2006: 3). The provision of Quality education needs cooperative and jointed efforts of different stakeholders and communities. It is the concurrent responsibility of federal, regional and Woreda governments; GEQIP Plan (MoE, 2008). At regional, zonal and Woreda level in community mobilization documents seminars and workshops repeatedly indicated that; primary school based center supervisors are not performing as expected (BGREB, 2005). However to the best knowledge of researcher. Few studies were conducted in the study area. Among those, Nugisse has conducted in Bale Zone preparatory school. He has focused on the evaluating the effectiveness of instructional supervision in preparatory schools of Bale Zone. His finding is instructional supervision is providing important professional assistance for teachers

and encourage teachers to evaluate text books and doing action research. This study was focused on the examining of the practices and challenges of school based cluster supervision in some selected primary schools of Goba Woreda, Bale Zone, Oromia region.

1.3. Objectives of the study

1.3.1. General objective of the study

The general objective of this study was to examining the practices and challenges of school based cluster supervision in some selected primary schools of Goba Woreda, Bale Zone, Oromia region.

1.3.2. Specific objectives of the study

1. To indicate the practices of School based cluster supervision in some selected primary schools of Goba Woreda Bale Zone, Oromia region. ,
2. To indicate the status of School based cluster supervision in some selected primary schools of Goba Woreda Bale Zone, Oromia region.
3. To identify factors affecting school based cluster supervision in some selected primary schools of Goba Woreda, Bale Zone, Oromia region.

1.4. Research questions of the study

The study would answer the following basic research questions.

1. What are the practices of school based cluster supervision in some selected primary schools of Goba Woreda Bale Zone, Oromia region. ,
2. What is the status of school based cluster supervision in some selected Primary schools of Goba Woreda, Bale zone, Oromia region?
3. What are the factors affecting the implementation of school based cluster supervision in some selected primary schools of Goba Woreda, Bale zone, Oromia region?

1.5. Significance of the study

The findings of this study would be significant to; Teachers, principals, supervisors, Woreda education experts and zone education office; proving important feedbacks about the existing the practices and challenges of school based cluster supervision of this findings could be significant to other researchers to conduct similar researches at a higher level.

1.6. Scope of the study

The study was delimited to the practices and challenges of school based cluster supervision in some selected primary schools of GobaWoreda, Bale zone, Oromia region. The study was delimited to ten primary schools of Gobaworeda. Namely:Shedam, Ilasa, Lilbaja, Kedu, MaddaAzira, Burkitu, GamaTaja,Dawe, Ashuta, and Misra Primary Schools content with the study delimited to practices like

teaching and learning process, safe and healthy environment, community participation, and school leadership and factors affecting the effective implementation of school based supervision like lack of teaching aids, lack of experience, shortage of community awareness. In addition, the status of school based supervision in primary schools of Goba Woreda, Bale zone are the focus of the study.

1.7. Limitation of the study

This research was limited at some Goba Woreda primary schools, since it does not cover the whole primary schools of Goba Woreda. There is acute shortage of books or lack of updated related literature in the area. In spite of these shortcomings, however, it was attempted to make the study as complete as possible by searching different materials in different universities and the researcher used more of the respondents extra time to get plenty of information.

1.8. Theoretical and conceptual framework of the study

1.8.1. Theoretical framework of the study

Social constructivism is based on specific assumptions about reality, knowledge, and learning. To understand and apply models of instruction that are rooted in the perspectives of social constructivists, it is important to know the premises that underlie them. Reality is social constructivists believe that reality is constructed through human activity. Members of a society together invent the properties of the world (Kukla, 2000). For the social constructivist, reality cannot be discovered: it does not exist prior to its social invention. Knowledge is to social constructivists, knowledge is also a human product, and is socially and culturally constructed (Ernest, 1999; Gredler, 1997; Prat&Floden, 1994). Individuals create meaning through their interactions with

each other and with the environment they live in. Learning is social constructivists view learning as a social process. It does not take place only within an individual, nor is it a passive development of behaviors that are shaped by external forces (McMahon, 1997). Meaningful learning occurs when individuals are engaged in social activities.

1.8.2. Conceptual framework of the study

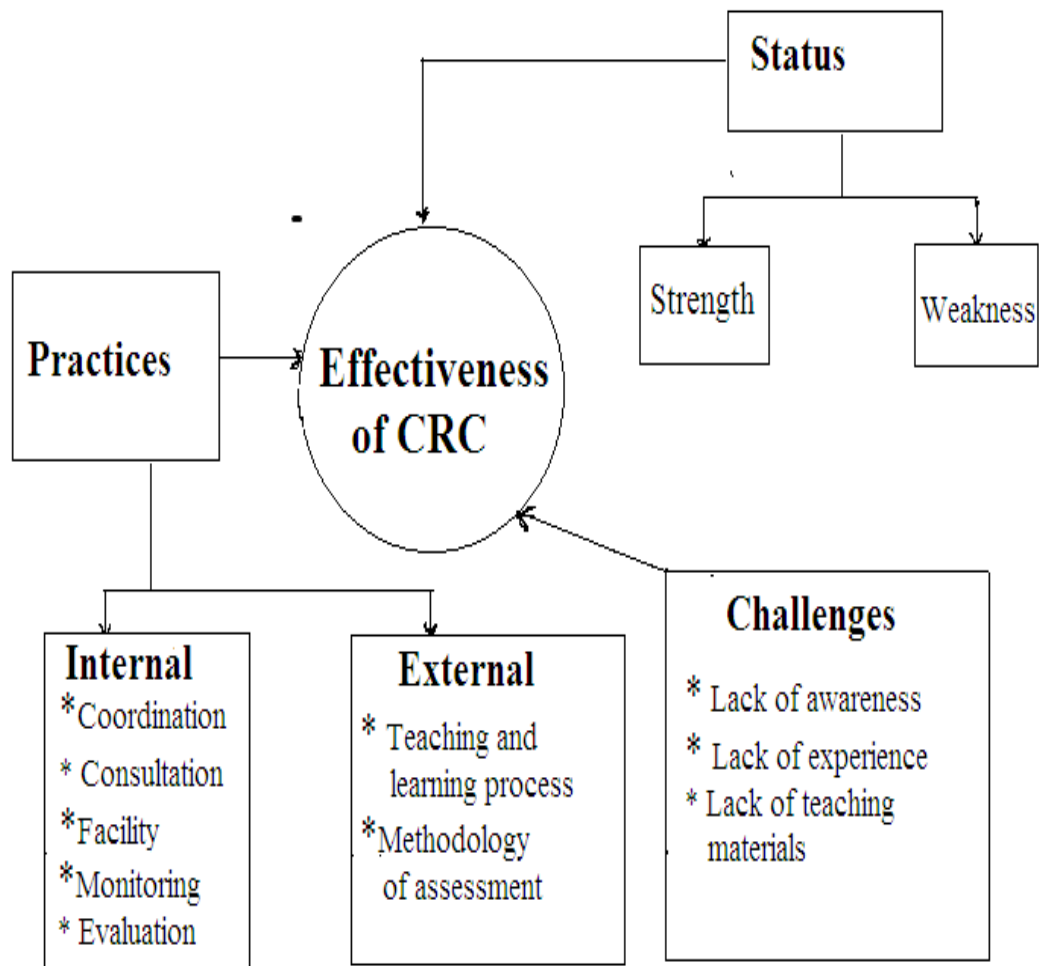


Figure 1: Conceptual framework

The above conceptual frame work has two variables such as independent and dependent variables. The independent variables are status (weakness and strength),

practices (external and internal supervisions), and challenges whereas the dependent variable is the effectiveness of CRC. Therefore, the dependent variable is influenced by independent variables. Without independent variable we didn't get dependent variable.

1.9. Definition of key terms

Challenges: Problems that affect the primary school instructional supervisors.

Practices: To do something repeatedly in order to improve performance through instructional supervision.

Primary School: Schools that provide primary education for eight years (1-8), which include primary first cycle (1-4) and primary second cycle (5-8) to prepare students for further general education and training.

Supervision: it's the process of managing and identifying their strength and weakness of the schools.

School cluster center: it's the center of grouping around the common area and sharing their experiences.

1.10. Organization of the study

The thesis was organized into five chapters. The first chapter reveals introduction part that includes background of the study, statement of the problem, objectives of the study, basic research questions, significance of the study, delimitation of the study, limitation of the study, theoretical framework of the study, conceptual framework of the study, definition of key terms and organization of the study. Chapter two provides a literature review of school cluster center. Chapter three describes the design and the methods used to guide this study which consists paradigm used for the study, research methods, design, population and sampling, data collection instrument, method of data analysis and ethical considerations. Chapter four deals in the data analysis and interpretation. Chapter five outlines summary of major findings, conclusion and recommendation of the study.

CHAPTER TWO

2. REVIEW RELATED LITERATURE

2.1 Nature and concepts of Supervision

The world supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession (Bernard and Goodyear, 2000). Previously different literatures define supervision and educational supervision in different ways, that supervision is the general term that includes all the others. But specifically, instructional supervision is designed to supervise, support and influence instructions of teachers in the classrooms instructional activities to develop students' performance.

Various scholars define Instructional supervision differently. To mention few, Sergiovanni and Starratt, (1998:10) define instructional supervision as a: "... set of activities and role specifications designed to influence instruction". Ben Harris (1998:11) as saying that "... supervision of instruction is directed towards both maintaining and improving the teaching learning processes of the school". Supervision is defined as the phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of the educational system. Thus, instructional supervision has become a key element in improving the quality of instruction at school. It involves ongoing academic support to teachers along with appraisals of the school's performance and progress. It is formative and interactive, as opposed to inspection which is summative, that is, appraising the situation at one point in time (Glickman, 1990).

Hence, the contribution of each and every responsible personnel of the school can make the educational endeavor worthwhile and productive for the successful achievement of educational objectives.

2.2. Historical development of supervision

Today, it is symptomatic that most countries do not publish any data or statistics on supervision and support services. Not only do they not publish them they are often simply not available. Even more serious is the fact that most ministries are not able to answer and apparently simple question such as: How much is being spent on the provision of supervision and support services? This is an important question if countries are interested in spotting critical and probably small investments that could have a proportionally important impact on school efficiency. Nevertheless, since the beginning of the 1990s, there has undoubtedly been renewed worldwide interest in issues of quality and therefore in quality monitoring and supervision. Some countries that had dismantled their supervision services earlier have re-established them such as the Philippines, while others that did not have them in the past have created them such as China and Sweden. More importantly, the number of countries that initiate a process of reorganizing and strengthening supervision services is increasing every year (Bernard and Goodyear, 2000).

In most countries, there is a feeling that the rapid expansion, if not mass production, of education has led to the deterioration of quality. Consequently, quality improvement has become a top priority of policy makers, which has in turn reinforced their preoccupation with quality control. This policy interest in quality improvement was

endorsed and amplified by the EFA world conferences of 1990 and 2000, At the same time, various studies have shown that one important determinant of the deterioration of the quality of schools precisely relates to the weakening of quality monitoring devices, including the professional supervision and support services. This explains why some countries that had dismantled their inspectorate services in the 1970s have reestablished them and also why the general interest in efficient supervision procedures has been increasing.

According to UNESCO, (2007;6), the work of inspectors, supervisors, advisors, councilors, coordinators, facilitators etc. that are located outside the school at local, regional or central level. The common characteristics of all these officers involved in the external supervision are: (i) explicitly responsible for control and/or support; (ii) located outside the school; and (iii) they regularly visit schools. The school supervision can be both summative and formative. It provide not only summary of the performance of school but also shows the developmental directions for school. Supervisors are indicated as managers that are responsible to oversee what is going on the organization (Certo, 2006:3). Therefore, MoE, (2012:3) indicated that, supervisors are responsible for monitoring, supporting, evaluating and linking schools, but not part of the line managers.

2.3. Development of Educational Supervision in Ethiopia

According to the educational supervision manual ,educational inspection for the first time started in Ethiopian in 1942 G.C. Headed by the British national named Lt. Command John Miller and assisted by two Ethiopians, Central Inspection Office was established in 1945 G.C to keep the record of the students, teachers, and classrooms

and to write report. When educational activities became complex and beyond the capacity of the former three inspectors because of the increasing number of students and the opening of new schools, training of inspectors was started in Addis Ababa training school in 1951G.C.

From 1942-1944G.C the school was able to train a total of 24 inspectors and assigned to inspect educational programs and financial accounts. In 1952 E.C the training program was reopened in KokebTsebha School because of the increasing number of schools. Training of both the school directors and inspectors continued for seven years and from 1952-1962G.C a total of 124 inspectors were graduated. In 1963G.C the inspection program was changed to supervision to improve the teaching-learning process and supporting of teachers. From 1970-1975G.C the trained supervisors were expected to serve in a regular education, sport, adult education and educational mass media program supervisors. In 1981G.C the socialist regime had shifted from supervision to inspection. As a result, the main goal of the program was monitoring and evaluation of the policy, directives, planned programs and strategies as the pre job description at each level of the education system. In 1994G.C the inspection was replaced by supervision and new offices have been established at federal, regional and Woreda level in 1995 (MoE, 1995G.C:3-6).

2.4. The Current Practice of Educational Supervision in Ethiopia

Education inspection was introduced into the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education into the country. Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth

(Haileselassie, 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed through four periods (Haileselassie, 2007).

According to Million, (2010:23), there are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of the intended objectives. These are, out of school supervision and school based supervision. Out of school supervision is given by the Ministry of Education, Regional Education Bureau, Woreda Education Office and Cluster Resource Centers. Further, Million indicated that, for each cluster center, the Woreda designated one supervisor who should report to Woreda education. As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MoE, 2002).

2.4.1. The Roles of School Principal in Supervision

The school principal in his/her capacity as instructional leader, his/her responsibilities would be; creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources, giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning

process and the outcome through initiation of active participation of staff members and local community at large; coordinating the staff members and other professional educators to review and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

2.4.2. The Roles of Deputy Principals in Supervision

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities: giving overall instructional leadership to staff members; evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and; ensuring that the curriculum of the school addresses the needs of the local community (MoE, 2002).

2.4.3. The Roles of Department Heads in Supervision

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom during teaching learning in the respective departments; identify the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action

research so as to improve and develop subjects they teach and methods of teaching such subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs; coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc, to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MoE, 2002).

2.4.4. The Roles of Senior Teachers in Supervision

According to the career structure developed by MOE, (2002) on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their department.

2.5. Educational Supervisory Practice in Oromia Region

Instructional supervision is service given for teachers, and it is the strategy that helps to implement and improve teaching learning process. In addition, it is an activity that is performed for the advantage of students learning achievement. Due to this, the instructional supervisors are expected to act as a coordinator, a consultant, a group leader and a facilitator in teaching learning activities (BGREB, 2010).. Similarly, the mission of the instructional supervisor is implementing and strengthening teaching learning process through providing professional support, and also creating conducive situation for the improvement of students' learning (Ibid, 2010).

2.6. Approaches to Educational Supervision

Different advocators identified six approaches for educational supervision. These are directive supervision, alternative supervision, collaborative supervision, and non-directive supervision, self-help-explorative and creative supervision (MoE, 1995:55-66). These models are discussed as follows: In directive supervision, the supervisor shows the teaching methodology for the teacher and then evaluate whether or not the teacher used this methodology in the classroom. The drawbacks of this model are, there is no evidence that the indicated methodology is best or not; teachers remain inactive; and teachers lack self-confidence. In alternative supervision, the supervisor conducts class observation. After class observation, the supervisor shows other alternatives for the teacher, considering the method use by the teacher as one alternative. Thus, the supervisor do not enforce the teacher to follow one best method, rather he/she motivate the teacher to consider other alternatives (Ibid, 1995:55-58).

In collaborative supervision, both the teacher and the supervisor actively participate and discusses together to solve the problem in the teaching learning process. In this approach, the willingness of the teacher to work together with the supervisor is very important. In non-directive supervision, the supervisor is expected to listen and respect the opinion of the teacher. The supervisor should explain ideas for the teacher and seek reasonable justification from the teacher. This model helps avoid self-defending by teachers. While using this method for inexperienced teachers, care should be taken (MoE, 1995:55-58). In self-help-explorative supervision, the teacher and supervisor continuously work together, until the supervisor believes that the teacher achieved the intended objective. This approach tries to narrow the gap between the supervisor and

the teacher. The creative supervision approach believes in creativeness and use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor); and using methods that are effective in other fields (Ibid, 1995: 55-58).

2.7. Principles of Educational Supervision

Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, educational supervision has the following principles: there should be short-term, medium-term and long-term planning for supervision. Supervision is a sub-system of school organization were, all teachers have a right and the need for supervision; supervision should be conducted regularly to meet the individual needs of the teachers and other personnel; supervision should help to clarify educational objectives and goals for the principal and the teachers; supervision should assist in the organization and implementation of curriculum programs for the learners; supervision from within and outside the school complement each other and are both necessary. In general, since supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers, it should be conducted frequently to maximize teachers' competency and also should be collaborative activity (MoE, 1995: 10-15).

The basic principles of educational supervision are:

- ❖ Supervision is cooperative, To create a better learning environment, supervisor is expected to work together with senior teachers, department heads,

unit leaders, vice directors and administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize the problems and simultaneously do jointly for the improvement of quality education provision. This is also a continuous process.

- ❖ Supervision is creative Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.
- ❖ Supervision should be democratic Freedom should be given for every member to try and give his or her ideas freely. The supervisor is expected to consider various factors while doing his/her activities.
- ❖ Supervision is attitudinal to create favorable environment, supervisor is expected not only to give advice but also accept comments from teachers. He/she is expected to be responsible and ready to accept change.
- ❖ Supervision is evaluative and planned activity. Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, school administrators and parents to get information and should observe situations in the school.

2.8. Qualities of Good Instructional Supervisor

A supervisor in his own capacity is regarded as an instructional leader. He is expected to perform functions and to full fill the expectations, aspirations, needs and demands of the society in which he/she operates. For a supervisor to be successful; he/she needs to possess certain qualities that will put him over those under his supervision; He/she must be true to his own ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him (Hammock & Robert 2005). In the same

vein, he/she must be strong willed, consistent and fair in his dealings with other people; He/she must be prepared for opposition but should handle opposition without malice; In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that would encourage, stimulate, and inspire people around him to work harmoniously. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Ibid, 2005).

2.9. Techniques of Instructional Supervision

Supervisors struggle to sort out those aspects of schooling that need to be kept more or less uniform and those aspects that call for diversity and supervisors should match appropriate supervisory approaches to teachers' level of development needs. Teachers can play key role in deciding which of the options make sense to them given their needs at the time.

2.10. Supervisory Leadership Skills

Like other professionals, instructional supervisor should apply some required skills in their field of work i.e. in the supervisory activities. As stated from different literatures. (Glickman, 2004) educational supervision requires necessary professional skills in helping and guiding teachers as ultimate end to increase opportunity and the capacity of schools to contribute more effectively students' academic success. Thus, according to them, the important skills that the educational supervisors should possess:

- 1. Human Relation /Interpersonal Skills:** these skills consist of the ability to understand the feeling of others and interact with them positively for harmonious and peaceful environment of the working area. Attention has to be given for such skills, because it results success if good relation of supervisor and teachers achieved and causes failure if bad relation is attained
- 2. Conceptual Skills:** A conceptual skill involves the formulation of ideas, Understand abstract relationship; develop ideas, and problem solving creativity. Meaning a supervisor has to be a resource person (Allen, 1998). He/she has to be a creative person to perform the task effectively and tackle problems to facilitate situations. Thus, supervisors in this respect need to have conceptual skills for effective practices of supervision. As, Betts cited in (Gashaw, 2008)' a supervisor needs reasonableness, judgment, and acute mind with plenty of common sense quick witted, able to distinguish between major and minor problems, apportioning sufficient item to deal with each problem and understand clearly the many and varied written and spoken instructions and be able to pass on information clearly to a number of different types of subordinates' (Ayalew, 1999).
- 3. Technical Skills:** This skill consist of understanding and being able to perform effectively the specific process, practices, or techniques required of specific jobs in an organization (Gashsw, 2008).

According to, (Bernard and Goodyear, 1998) stated that a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound update knowledge of the subject matter, a

good organizing skill, and ready to accept teachers idea and interest. Scholars, (Danielson and McGreal, 2000) cited limited supervisors experience and a lack of skills as being problems in teacher supervision. He also reported that supervisors did not have enough training in providing constructive feedback while maintaining relationships.

2.11. Factors that Affect Instructional Supervisory Practice in School

Instructional supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained. However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned (Lilian, 2007). Variety of factors can influence the effectiveness of supervisory practices. These factors may arise from different angle. Some of the problems encountered during the practice of instructional supervision may arise from teachers' perception of instructional supervision, working environment and the supervisors. With respect to teachers' perception, Miller (1944:356), state that "the leading test of success of supervision is found in the attitude of the teachers towards the supervisors.

Similarly, in a study of supervision and teacher satisfaction, Fraser in Mpfu (2007:17) state, "the improvement of the teaching-learning process was dependent upon teacher attitudes toward supervision." He says that unless teachers perceived supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. Moreover, Lucio and McNeil

(1976:28), state that the satisfaction of teacher with the school system has been found to depend upon the extent to which they perceive that the role of their supervisor meets their expectations. This indicate that teachers whose wants and needs are in agreement with their supervising principals expectation express significantly higher job satisfaction than teachers whose wants are in conflicting with the principals definitions of the teachers role. However, Harrison (1968:11) emphasis that what teachers expect of supervision does not always coincide with what need or with what they want. Unruh (in Lucio and McNell 1979:19) indicated that supervisors are sometimes perceived as lacking visibility in schools, being remote figures without realistic connections with the world of classroom engaging in teacher adversary rules and seeming unsure of how to work with facilities that are scornful of them. Consequently, supervisors have not always been appreciated, nor have their judgments been respected by teachers Harrison (1968:11).

Beside, Thompson and et al (1982:395) in their study concluded that teachers are continued to perceive supervision as being used solely for rating and they perceive that the assistance component is absent from the supervision practice. Other writers like Gold hammer, Anderson, and Krajewski (1980:14), concluded "teachers dislike being subject of supervision". They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of a threat. Therefore, the perception of teachers toward instructional supervision is one major factor that determines the effectiveness of supervisory practices. There are also problems emanated from the supervisors that impede the successful practice of supervision. According to Glickman (2004:12), for those in supervisory role, the

challenge to improving students learning is to apply certain knowledge interpersonal skills and technical skills to the tasks of instructional supervision that will enable teachers to teach in collective and purposeful manner.

The educational supervisors are expected to be leaders in developing and improving the school program, providing a stimulating environment and pleasant surroundings, and creating a working atmosphere of security and wellbeing for the teacher and students Harrison (1968:2). Thus, for the successful effectiveness of supervision practice, supervisors are required to be equipped with adequate educational and interpersonal knowledge and technical skills. Writers like Humerand Mittal (in Arefayne 2010:32), indicated that factors like personal ability to human relations skills as guiding the work force, instructing and inspiring them for better performance; The effectiveness of supervision practices can also highly affected by working environments.

The geographical feature of the school in terms of availability of transport facilities, availability of quality equipment materials, quality staff, the distance between schools and the distance between supervisor home and school can impede the effectiveness of supervisory practices. The manual of the inspection department of the ministry of education (1984:6-7), on his part explains the problems related with supervision practices to our country context as follows: shortage of time, ineffective transport system, in effective fund and lack of supervisory personnel or shortage of equalized human power who are eligible in facilitating the teaching learning process.

Researchers like Amberber, 1975, Fekadu, 1992 and Zawdneh 1987 (in Haile, 2010:29) pinpointed the following problems that Ethiopia supervision practices faces. Some of the problems are: teachers have negative attitude toward the supervisory program, supervisor do not apply the principles and techniques they learned, supervisor lack skills in human relationships while working with teacher, and lack of necessary facilities for supervisors. Therefore, in order to solve all these gaps and ensure the effectiveness of supervisory practices all the stakeholders of the school should work together cooperatively.

CHAPTER THREE

3. RESEARCH METHOD AND DESIGN

3.1. Description of the study area

Goba is one of Woreda in Bale Zone, Oromia regional state, Ethiopia. As a part of the Bale Zone. Goba woreda was located approximately 446km southeast of Addis Ababa; this Woreda has a latitude and longitude of $7^{\circ}0'39''59''E$ / $7.000^{\circ}N$ and an elevation of 2,743m above sea level. Goba is bordered on the south by HarenaBuluk, on the west by West Arsi zone, on the north by the Mena river which separates it from SinanaDinsho, and on the southeast by Berbere (Goba Woreda Administration office; 2018).

As reported by CSA, (2009) a total population of Goba Woreda is 54,010 of whom 27,132 were men and 2,878 were women; 4,797 (6.13%) and 27,228 (93.87%) of its population were urban and rural dwellers respectively. The majority of the inhabitants said they practiced Ethiopia Orthodox Christianity, with 69.84% of the population reporting they observed this belief, while 23.12% of the population was Muslim, 5.84% were Protestant and 1.2% was wakeffata.

The Woreda town is known for its Wednesday market and for honey, basketry and cotton shawl making; Bale National park is 10km to the southwest. Few kilometers outside of Goba are the remains of an old rock church. Goba shares Robe Airport with neighboring Robe. Since, September 2014, Ethiopian Airlines has a scheduled flight four times a week connecting Goba to the capital Addis Ababa and to the southern

city Arbaminch. In this Woreda they have different mountains such as Tulu Dimtu, Hoboro, Batu, Dachaso, Togona, and Mica. A telephone line connected Goba to Addis Ababa at least as early as 1936. There are 29 primary schools and one secondary school in Goba Woreda (Source; Goba Woreda Administration office; 2018).

3.2. Paradigm of the study

Pragmatism was employed as philosophical paradigm used to guide this study. This is because, for pragmatism, both specific beliefs and general methods of inquiry should be judged by their consequences, by their usefulness in achieving human goals. Although pragmatists stress the role of knowledge in guiding action and solving practical problems, it is an error to see pragmatism as claiming that the direction of research, or choices between rival theories, should be guided substantially by practical or commercial demands (Brandom, R. 2010).

3.3 Research methods

This study was employed mixed research method. Mixed research method helps the researcher to see the issue under study both from qualitative and quantitative perspectives. Furthermore, mixed method is used to complement the weakness of one method by the strength of the other method. Quantitative research method helps to analyze a data which is quantitative in nature whereas, qualitative research is used to analyze those data which are not quantitative in nature (Burke and Christensen, 2004).

3.4. Research design

In order to achieve this objective, concurrent triangulation research design was employed. Concurrent or parallel triangulation design was used, for it is an appropriate research design used for obtaining thick description of a complex issue in its context (Kumar, 2006).

3.5. Population, samples and sampling techniques

The study was conducted in Goba Woreda. They are 29 primary schools in Goba Woreda and cluster in to six CRC. The total populations of teacher's are 420. From this 155(37%) were female and 265(63) were male. These are: Shedam CRC, Ilasa CRC, Wacho CRC, Alloshe CRC, Burkitu CRC, and Misra CRC. Among these, the study sites are: Shedam CRC, IlasaCRC, Misra CRC, and Burkitu CRC. From these four CRC ten primary schools will be selected as a sample of the study. Namely; Shedam, Ilasa, Lilibaja, Kedu, MaddaAzira, Burkitu, Gama Taja, Ashuta, Misra and Dawe. These ten schools has 140 teachers, 10 principals, five vice principals, four supervisors and two Woreda education expert. The researcher was selected 114 respondents for this study.

The researcher adopted simple mathematical formula suggested by Yamane (1967) for

$$\text{determining sample size} = \frac{N}{1+N(e)^2} \quad n = \frac{161}{1+161(0.05)^2} = 114$$

Both probability and non- probability sampling techniques were used to select samples from a given population. Simple random techniques and purposive non probability sampling techniques were employed. Simple random technique was used to select

teachers and purposive sampling techniques were used to select school principals, vice principals, school based supervisors and Woreda education office supervisor.

3.6. Data sources

Data for this research was collected from both primary and secondary sources.

3.6.1. Primary sources of data

Primary sources of data are principals, vice-principals, teachers, supervisors, and Woreda education office experts.

3.6.2. Secondary sources of data

The secondary sources of data are school internal supervision recorded documents, action researches, feedbacks and reports.

3.7. Data collection instruments

Questionnaire, interview, and observation were used as data gathering instruments.

3.7.1. Questionnaires

Questionnaires were used to collect data from teachers. A questionnaire was believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost (Best, 2004).

3.7.2. Interview

The interview was conducted in local language to make communication easier. Semi-structured interview will be designed to gather data from principals, vice principal,

Woreda education office expert, and supervisors. Interview is one of the commonly used instruments for collecting data (Kothari, 2004).

3.7.3. Observation

Observation entails gathering data through visions as its main source. The information was obtained under this method relates to what is currently or happening without being complicated by the past behavior or future intention or attitude (Kothri, 2004).

3.8. Procedures of data collections

First, the researcher held discussion with the schools principals and representatives of the education offices to get permission by explaining the importance's of this research. In the meantime, the researcher finalized the questionnaire and conducted an interview and observation. The researcher being with principals and school based cluster supervisor gave the necessary orientation about the objectives of data collection tools and set to conduct one interview and questionnaire. The researcher then distributed the questionnaire for teachers and collected the respondents' papers. Lastly, the researcher conducted an interview with Woreda education experts. Moreover, to provide insight about the issue under inquiry, the researcher observed the school finance documents.

3.9. Validity and reliability

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (YalewEndawok, 1998, and Daniel M., 2004).

3.9.1. Validity

Instrument Validity was established through content and face validity, and the instrument were standardized on the response of a teachers and students. The validity of the instrument was examined with respect to its face validity and content validity. Regarding face validity, two colleagues graduated in MA degree in Educational Development Planning and Management and one of them graduated in Teaching English as Foreign Language and in Afan Oromo MA degree were invited to check its validity. In addition to this, the researcher was given the draft questionnaire for advisors and senior postgraduate students in the field for further suggestions. Based on the inputs obtained from them, items that were found to be vague were either left or rephrased. As to the content validity, the clarity of each item and its comprehensiveness was checked by discussing with the advisor and pilot study respondents. By doing all these, validity of the instrument was established. Then, the questionnaire was prepared in final form.

3.9.2. Reliability

Reliability of the instrument was determined through a pilot study. The reliability was calculated by Cronba alpha. Consequently, the reliability statistics was 0.813 for 14items used to address the basic research. This alpha value clearly indicates the instruments used are reliable for about 81.3%

Table 1: Results of items test of reliability

No	Items	No.Items	Alpha
1	Practice	4	0.79
2	Challenges	7	0.83
3	Status	3	0.82
Total		14	0.813

3.10. Methods of data analysis

On the basis and types of data gathered and the instrument used, both quantitative and qualitative techniques of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion, and then was classified and tailed by the researcher himself. The characteristics of respondents were analyzed by frequency and percentage; whereas the main quantitative data was analyzed by using frequency distribution, percentage, mean scores and standard deviation. In the other hand, qualitative data was analyzed by transcription, translation, paraphrasing, direct quotation, description and narration of the response of the respondents.

3.11. Ethical consideration

The purpose of the study was explained to the participants and their permission to answer questions in the questionnaires or interview guide was asked. The participants were informed that the information they provided was used study purpose. Taking this reality in mind, any communication with the concerned bodies were accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, confidentiality was ensured.

CHAPTER FOUR

4. PRESENTATION, INTERPRETATION AND DATA ANALYSIS

The purpose of this study was to examine investigating the practices and challenges of school cluster based supervision in some selected primary schools of Goba Woreda, Bale Zone, Oromia region. This chapter deals with presentation, interpretation and analysis of the data. These includes background characteristics of respondents, conditions for implementation of the school cluster supervision, status of school cluster supervision, and challenges that affect implementation of school cluster supervision

4.1. Background characteristics of the respondents

The response rate was highly commendable with 80(70.17%) questionnaires returned out of the total 114teachers, 10(100%) school principals returned out of the total 10(100%), 5(100%) vice principal were returned, 4(100%) school based supervisors were returned. while two (100%) Woreda education office experts were returned. This represented 94.03% response rate that enhanced the credibility of data collected for inference. The main sources of data included for the study were teachers, school principal, vice principal, school based supervisor, and Woreda education office experts. The background of character of respondents includes age, sex; and educational background was treated in separate tables.

Table 2: Sex, age and educational background of respondents in school based cluster supervision

No	Variables	Categories	Participants											
			Teachers		Vice principals		Principals		Supervisors		WEO		Grand Total	
			F	%	f	%	F	%	f	%	f	%	f	%
1	Sex	Male	55	68.75	3	60	10	100	4	100	1	50	64	63.3
		Female	25	31.25	2	40	-	-	-	-	1	50	37	36.63
		Total	80	100	5	100	10	100	4	100	2	100	101	100
2	Age	15-20	-	-	-	-	-	-	-	-	-	-	-	-
		21-25	-	-	-	-	-	-	-	-	-	-	-	-
		26-30	41	51.25	2	60	-	-	-	-	-	-	43	42.57
		31-35	30	37.5	3	40	1	50	5	50	2	50	41	40.59
		36-40	7	8.75	-	-	1	50	4	40	2	50	14	13.86
		Above 40	2	2.5	-	-	-	-	1	10	-	-	3	2.97
		Total	80	100	5	100	2	100	10	100	4	100	101	100
3	Level of Education	Diploma	15	18.75	-	-	-	-	-	-	-	-	15	18.75
		BA/BSc	65	81.25	4	100	5	100	2	100	10	100	86	81.25
		MA/MSc	-	-	-	-	-	-	-	-	-	-	-	-

Source: Field survey 2019

As presented in Table 2, on item1, out of the total respondents, 64 (63.37%) were male respondents, while the remaining37 (36.63%) were female. Specifically, 55 (68.75%) of teachers were male and 25 (31.25%) them were female, 3(60%) of vice principal were male and 2 (40%) them were female, 4 (100%) of school based supervisor were male, 10 (100%) of school principals were male. With respect to Woreda education office experts all were male. From this, the researcher concludes that the majority of the respondents were male. As the sex matrixes shows, the participation of respondents in the practices of school cluster supervision was dominated by males. This may alarm to the government and concerned bodies to work to empower females in the CRC supervisor positions.

In item 2, Show age of the respondents. Accordingly, 41(51.25%) and 2(60%) of the teachers and vice principal were in the range of 26-30 respectively, 30(37.5%), 3(40%), 1(50%), 5(50%) ,2(50%) of teachers, vice principal, principal, school based supervisor and Woreda education office experts were in the range of 31-35, 7(8.75%), 1(50%), 4(40%),2(50%) of teachers, principal, school based supervisor and Woreda education office experts were in the range of 36-40, the remaining 2 (2.5%), and 1(10%) of the teachers, principal were in the age range of above 40 years old. From the data, it is possible to conclude that majority of the respondents were in the age range of 26-30 years old. As depicted in the above data the majority of the respondents are enough matured to reveal unbiased data and to improve their profession in general and the school based cluster supervision practices of their schools in particular.

On item3, concerning the educational qualification the education level of teachers 15(18.75%) and 65 (81.25%) were diploma and first degree holders respectively, 4(100%), 5(100%), 2(100%), and 10(100%) of vice principal, principal, school based supervisor, and WEO were first degree holders. This shows that there was no problem to understand and respond to the items in the questionnaire since the questionnaires were prepared in English and all the respondents can read and write in these languages. Furthermore, as their educational background reveals most of educational officials and Woreda /regional educational experts do have academic status that can meet their position and it is believed as they can give reliable information about school cluster supervision.

Therefore, it is necessary to improve their educational qualification since they involve in the whole process of the school as a front player. Similarly, ESDP IV (MoE, 2010) considered improvement in school management as one of the tools for improving education decision making, in which they are taken as a key education intervention areas.

4.2 Main Data Analysis

Table 3: Practices related school based cluster supervision

s.no	Items or practices	Scales									
		S.A (5)		A (4)		UD (3)		D (2)		S.D (1)	
		F	%	F	%	f	%	f	%	f	%
1	School supervisor have work planning	0	0	0	0	24	30	11	13.7	45	56.25
2	Your school supervisor give training for teachers	0	0	0	0	25	31.25	55	68.75	0	0
3	School based supervisor has implementation program and reflect for his/her employee	0	0	60	75	20	25	0	0	0	0
4	School based supervisor often visits the classroom to ensure classroom instruction aligns with school goals	0	0	0	0	10	12.5	50	62.5	20	25
5	After supervision feedback give for teachers	0	0	0	0	0	0	30	37.5	60	62.5
6	School based supervisor has meeting program within all school communities	0	0	0	0	0	0	63	78.75	17	21.25
7	Supervision is a means for controlling Teachers	0	0	0	0	0	0	60	75	20	25

Source: Field survey 2019

Regarding the practices of school cluster supervision as it is shown in item 1 on table 3 the respondents were asked to respond whether school supervisors have work plan or not. Accordingly from the total respondents 45(56.25%) of them replied strongly disagree and 11(13.75%) of them disagreed. Therefore, school supervision in schools was practiced without preparing a sound plan. In line with this one of the interviewed school principal revealed that *“the practices of cluster supervision in schools was a sudden practice that is usually accomplished when some problems were arise in schools or when the supreme officials order them to do so. Even some times the supervisors assume alien to the school community since they come up with unfamiliar ideas and checklists.”*

Similarly, results of the observation clearly depicted that the cluster supervisors have not adequate supervision plan. In some schools, although there is a supervision plan it was not effectively communicated to the school community. Thus, it was handicapped due to feller in creating a clear understanding about why to supervise when to supervise and how to supervise.

Regarding the practices of school cluster supervision as it is shown in item 2 on table 3 the respondents were asked to respond whether school supervisors have given training for teachers or not. Accordingly from the total respondents 55(68.75%) of them replied disagree and 25(31.25%) of Undecided. as the results of the table indicated, most of the teachers staffs confirmed, as school supervisor was not effectively give training for teachers. The school documents like training files from three cluster center schools also supported the table result. Not only this, one of *the interviewed that was conducted with school principals and vice principals also reveals disagree with the*

statements. Based on the above responses, researcher can be concluded that, giving training in supervisor was not effective in the government elementary schools of GobaWoreda. However, according to Carron (1998) educational system relies on educational supervision to improve learning teaching process.

As it can be understood from Table 3 item 3, the respondents were asked to respond whether School based supervisor has implementation program and reflect for his/her employee. Most of the respondents, 60(75%) of the teachers answered that agree. *Based on this response in the Goba Woreda all supervisors have implementation program for improving learning and teaching process in the primary schools. In addition, one of the Woreda education office experts said that'' in our Woreda education office supervisors' have implementation program''.*

As shown in item 4 of table 3 one of the questions raised to respondents was to give their level of agreement on the School based supervisor often visits the classroom to ensure classroom instruction aligns with school goals. Accordingly, 50(62.5%) of the teachers responded disagree. Based on this, researcher concludes that in Goba Woreda some school based supervisor visits class to ensure class room teaching and learning process aligns within school goal is low. Additionally, one of school principal says'' *most of the Woreda supervisors have interest of visiting school to ensure the school goal was existed on the low status''*

Regarding the practices of school cluster supervision as it is shown in item 6 on table 3 the respondents were asked to respond whether school based supervisor has meeting program within all school communities. Accordingly from the total respondents

63(78.75%) of them replied disagree and 17 (21.25%) of strongly Disagree. On this item, we conclude that in the Goba Woreda School based cluster supervisors were not meeting program within all school communities such as students, teachers, school administrative staffs, school principal and students' families.

Regarding the practices of school cluster supervision as it is shown in item 6 on table 3 the respondents were asked to respond whether s After supervision feedback give for teachers or not. Accordingly from the total respondents 60(62.5%) of them replied strongly disagree and 30(37.5%) of them replied Disagree. On this item, we conclude that all school based supervisors have conducted internal supervision and after supervision they were not give feedback for teachers in the primary schools.

In addition, one of the school principal said " most of time school supervisors were not give feedback after supervision".

Finally, Table 3 item 7, result indicated that, 60(75%) of teachers them replied disagree and 20(25%).of teachers them replied strongly disagree the observation documents like teachers action research, school guide lines and teachers CPD analyzed from three schools also indicated that, Supervision was not a means for controlling teachers, rather, a means of improving teachers limitation in the teaching learning process. However, most of the time, school instructional leaders used instructional supervision for controlling teachers. But, according to Glickman (2001), said supervisors must work with teachers, in a non- threatening way, to move instruction from what it is in effective to what it should be effective.

In line with the above analysis, Acheson and Gall (2005) have asserted that if supervisors lack adequate knowledge of supervision, then will establish an unproductive working relationship with teachers.

In a similar vein, John (1999) has noted that teachers' frustration emerges from unreliable and imposed supervisory systems from higher authorities. In addition, Sergiovanni and Starratt (2001) have also revealed that when the school based supervisor cannot fulfill the needs of the teacher, the entire instructional process may not be as effective as it is expected.

Table 4: Challenges related school based cluster supervision

S.no	Items or challenges	Scale									
		S.A (5)		A (4)		UD (3)		D (2)		S.D(1)	
		f	%	f	%	f	%	f	%	f	%
1	School based supervision effective in your school	0	0	0	0	9	11.25	71	88.75	0	0
2	School based supervisor has identified weakness and strength	0	0	0	0	78	97.5	2	2.5	0	0
3	School based supervisors are democratic	0	0	0	0	12	15	68	85	0	0
4	Lack of acceptance by teachers	0	0	23	28.75	31	38.78	26	32.5	0	0
5	Lack of transparent communication between supervisors and teachers for providing feedback	0	0	20	25	20	25	0	0	0	0
6	Inadequate budget allocation	80	100	0	0	0	0	0	0	0	0
7	Face shortage of time for supervision activities	0	0	0	0	0	0	10	12.5	17	21.25

Source: Field survey 2019

Regarding the challenges of school cluster supervision as it is shown in item 1 on table 4 the respondents were asked to respond whether school based center supervision effective in your school or not. Accordingly from the total respondents 71(88.75%) of them replied disagree and of 9(11.25%) them undecided. This evidence revealed that, there was not effective instructional supervision done in their schools. According to, Kapfunde (1990) stated that teachers usually associate instructional supervision rating, and controlling them.

As shown in item 2 of table 4 one of the questions raised to respondents was to give their level of agreement on the School based supervisor has identified weakness and strength. Accordingly, 78(97.5%) of the teachers responded undecided and 2(2.5%) Disagree. From this result, the researcher can be concluded that, school based supervisors were not always identified.

Regarding weakness and strength. significance of feedback, Hunsanker and Hunsaker (2009), assert that providing structured feedback through formal performance appraisal process can increase productivity and morale, decrease absenteeism and staff turnover in organization, Cited in Netsanet Kassahun (2014).

Regarding the challenges of school cluster supervision as it is shown in item 3 on table 4 the respondents were asked to respond whether School based supervisors are democratic or not. Accordingly from the total respondents 68(85%) of them replied disagree and of 12(15%) them undecided. From this, in the study area supervisors were not democratic, that means they use different kinds of leadership style.

During interview session one of the school principal *replied'' in our woreda school based supervisors were used different kinds of leadership style such as democratic, dictator, and free rain government''*.

Regarding the challenges of school cluster supervision as it is shown in item 4 on table 4 the respondents were asked to respond whether Lack of acceptance by teachers Accordingly from the total respondents 68(85%) of them replied disagree and 12(15%) of them undecided. Based on this, the researcher concluded that organizing training programs at school level for the teachers were important, specially, about the school based supervision. Because of, lack of training teachers had not positive attitudes and sufficient awareness towards school based supervision. In case, instructional supervision was not effective in the schools. However, as Fraser cited in Lillian (2007), noted the improvement of the teaching and learning process is dependent up on teacher attitude towards supervision.

Regarding the challenges of school cluster supervision as it is shown in item 5 on table 4 the respondents were asked to respond whether Lack of transparent communication between supervisors and teachers for providing feedback Accordingly from the total respondents 20(25%) of them replied agree and 20(25%) of them undecided. Based on this, the researcher concluded that the school based supervisors sometimes there is a lack of transparent communication between and teachers for providing feedback.

Regarding the challenges of school cluster supervision as it is shown in item 6 on table 4 the respondents were asked to respond whether inadequate budget allocation Accordingly from the total respondents 80(100%) of them replied strongly agree .This

indicated that, inadequate budget allocation. Based on the respond we conclude that in Goba Woreda there is no sufficient budget allocation for school based supervisor.

Regarding the challenges of school cluster supervision as it is shown in item 7 on table 4 the respondents were asked to respond whether Face shortage of time for supervision activities Accordingly from the total respondents 17(21.25%) of them replied strongly agree and 10(12.5%)of them replied disagree. Based on this, the Woreda school based supervisor has no sufficient time for implement school class supervision is one of the challenges of school based cluster supervision in Goba Woreda

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the study consists of the major findings of the study, conclusions drawn from the major findings and possible recommendations and suggested.

5.1. Summary

The general objective of this thesis was to investigate the practices and challenges of school based cluster supervision in some selected primary schools of Goba Woreda, Bale Zone, Oromia region.

As a consequence, the specific objective of this study was:

1. To indicate the practices of school based cluster supervision in some selected primary schools of Goba Woreda Bale Zone, Oromia region. ,
2. To indicate the status of school based cluster supervision in some selected primary schools of Goba Woreda Bale Zone, Oromia region.
3. To identify factors affecting school based cluster supervision in some selected primary schools of Goba Woreda, Bale Zone, Oromia region.

Consequently, the purpose of examining the practices and challenges of school based cluster supervision in some selected primary schools of Goba Woreda, Bale Zone, Oromia region. To realize objective of the study, the study was conducted in ten primary schools. The subjects of the study were principals, vice-principals, teachers, supervisors, and Woreda education office experts. The data was gathered from these groups through questionnaire, interview and observation. The data gathered were

analyzed using frequency, and percentage. To supplement the findings qualitative data was also used. Based on the results of data and analysis, the following important findings were identified.

- ❖ Concerning sex, 64 (63.37%) of the respondents were male. As the sex matrixes shows, the participation of respondents in the practices of school based cluster supervision was dominated by males.
- ❖ 45(56.25%) of the respondent indicate that school based supervision in schools was practiced without preparing a sound plan.
- ❖ 55(68.75%) most of the teachers staffs confirmed, as school supervisor was not effectively give training for teachers.
- ❖ 50(62.5%)of the respondent mentioned only some school based supervisor visits class to ensure class room teaching and learning process aligns within school goal is low.
- ❖ from the total respondents 63(78.75%) of mentioned that School based supervisors were not meeting program within all school communities such as students, teachers, school administrative staffs, school principal and students' families.
- ❖ Concerning school based cluster supervisor was always provide feedback for teachers 60(62.5%) of them, conclude that school based supervisors have conducted internal supervision and after supervision they were not give feedback for teachers in the primary schools.

- ❖ 60(75%) of the respondent indicate Supervision was not a means for controlling teachers, rather, a means of improving teachers limitation in the teaching learning process.
- ❖ The findings identified major challenges which accordingly from the total respondents 71(88.75%) of them revealed that, there was not effective instructional supervision done in their schools.
- ❖ 68(85%) of them mentioned that organizing training programs at school level for the teachers were important, specially, about the school based supervision.
- ❖ 80(100%) of them indicated that, inadequate budget allocation conclude that in Goba Woreda there is no sufficient budget allocation for school based supervisor.

The primary school based cluster supervisors were less success full in mobilizing the community as frequent as expected to bring change in the school .Concerning the major problems related with the practice of supervision, major problems identified related with supervisors are lack of adequate educational, experience, lack of interpersonal or human relation skills, lack of technical skills, inadequate training provision for supervisors, lack of commitment, willingness, and interest on the side of supervisors, giving less emphases for supervision and not considering supervision as instrument for instructional improvement; problems related with teachers attitudes such as perceiving supervision as fault finding, viewing supervision as instrument of controlling their activity, viewing supervision as simple observation merely for appraising classroom performance of teachers and fulfilling formality, and lack of interest on the side of teachers to be supervised.

5.2. Conclusions

Based on the findings of the study the following conclusions were drawn:

- ❖ One of the roles of CRC supervisor is linking schools and teachers with other schools and Woreda Education offices (WEO), but in our experience our supervisors fail to do this. May be this comes from the problem with the transportation facilities, the supervisors skills and other factors. Thus, it is difficult to be a good linking manager. interview with school principals, curriculum officers and CRC supervisors, it is possible to conclude that the primary school CRC supervisors were less successful in mobilizing the community as frequent as expected to bring changes in the schools.
- ❖ Based on the findings of the study, teachers gained professional support from school cluster supervisors in order to improve their instructional skills are insufficient. They do not assist teachers in the implementation and evaluation curriculum; do not contribute to enhance professional competence of teachers by providing orientation programs for new teachers; do not facilitate short term training to teachers continuously. From the above findings, one may conclude that, teachers did not gain proper professional support from supervisors in order to improve their instructional skills and so teachers’ instructional skills remain unchanged.
- ❖ The finding reveals that the majority of teachers were viewed classroom observation for the purpose of appraising teachers’ performance and formality. This situation might not benefit teachers sufficiently. Furthermore, it could not enable teachers to clearly understand the purpose of classroom observation.

Because of this, teachers develop sense of insecurity, tension, frustration and negative feeling towards classroom observation. As a result it is difficult to say that the practice really served its purpose rather it seems simply a matter of appraising teachers and fulfilling the formality. Hence, the necessary cooperation between school cluster supervision and teachers has been diminished.

- ❖ In the implementation of school cluster supervision there are steps that supervisors should follow before, during and after classroom observation. When the supervisor wants to supervise teachers, there should be mutual understanding between teachers and supervisors. In addition, supervisors should provide necessary feedback based on the actual observation for future improvement. Besides, Supervisors should give professional support to teachers on a continuous basis. Giving educational support once a semester could not enable school cluster supervision to accomplish their duties and responsibilities.
- ❖ It is believed that school cluster supervision can be effectively and efficiently implemented if a sufficient number of competent supervisors are available, adequate budget is allocated, and the negative attitude of teachers to supervisors is reduced. However, the findings of the study revealed that the supervisory practice has suffered from problems related with lack of adequate supervisory experiences, lack of available transport facilities, shortage of time for supervision activities, inadequacy of budget, teachers' perception as fault finding, and lack of constructive feedback. Therefore, school cluster supervision practices are impeded by these major problems in government primary school of GobaWoreda.

5.3. Recommendations

Based on the findings of the study and the conclusions drawn from analysis the researcher presents the following recommendations.

- Teachers basically need and expect school cluster supervision to make proper arrangements for classroom observation procedures. Supervisors are required to arrange conferences before and after classroom observation for the improvement of instruction.
- School based cluster supervisors focus only on limitation of teachers, they used supervision for controlling teachers, they didn't organize training programs at school and CRC levels for the sake of teachers, it is recommended that, school based cluster supervisors should be focus on pedagogical issues by making professional development and organize training programs at school level.
- The study, however, revealed that school cluster supervision were not found arranging the pre-observation and post observation conference programs during their classroom observation. Moreover, classroom observation is conducted in unplanned manner.
- To this end, it is suggested that supervisors in collaboration with teachers, principals vice principals and department heads would facilitate and organize an opportunities in school by inviting guest trainers of school cluster supervision to discuss and decide on the purpose and procedures on each phase of classroom observation prior to the actual classroom observation.

- As evidenced by the study, the effectiveness of school cluster supervision program in the study area is affected by major problems like lack of adequate supervisory experiences, lack of available transport facilities, shortage of time for supervision activities, inadequacy of budget, teachers' perception as fault finding, viewing supervision as merely for appraising classroom performance of teachers and fulfilling formality and lack of constructive feedback. Therefore, to alleviate these problems, it is recommended that the a) Woreda education office could Select school cluster supervision from experienced and senior teachers by their merits. b) Bale zone education department and Goba Woreda education office in collaboration with world vision Ethiopia
- In conclusion, the researcher recommends a more detail and comprehensive studies in the same area to investigate and further strengthen the practices and challenges of implementing school based cluster supervision under the study area.

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APPENDIX A

MADDA WALABU UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES

DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL

DEVELOPMENT STUDIES

Questionnaire to be filled by teachers

Dear respondent

My name is **Abduselam**. I am post graduate students at Madda Walabu University in the department of curriculum and teachers professional development studies. I am under taking thesis on the entitled” **practices and challenges of implementing of school cluster supervision in some selected primary schools of Goba Woreda, Bale zone, Oromia**”. Because your response is an important and useful for achievements of this study. Then your response is also kept confidential. Please try to give attention for these questions. The below stated questionnaires has two parts. The first one is open ended questionnaire and the second is closed ended questionnaires.

General information

- ❖ No need of writing your name
- ❖ Put (X) on the box

Dear respondent

❖ Yes (continue your questionnaire)

❖ No (thank you and end your questionnaire)

PART I: Back ground of the respondents

1. Sex :Male Female

2. Educational status

Certificate

Diploma

First degree

Second degree

Others

3. Age :

15-20

21-25

26-30

31-35

36 -40

Above 40

Table 1. Practices related to supervision in school based cluster

PART II: main data

**Key: 5=Strongly Agree, 4=Agree (A), 3=Undecided (UD) 2=Disagree (D)
1=Strongly Disagree (SD).**

s.no	Items or practices	S.A(5)	A(4)	UD(3)	D(2)	S.D1)
1	School supervisor have work planning					
2	Your school supervisor give training for teachers					
3	School based supervisor has implementation program and reflect for his/her employee					
4	School based supervisor your supervise teaching and learning process in the classroom					
5	After supervision feedback give for teachers					
6	School based supervisor has meeting program within all school communities					
7	Supervision is a means for controlling teachers					

Thank you for your cooperation!!!

General information

- ❖ No need of writing your name
- ❖ Put (X) on the box

Dear respondent

- ❖ Yes (continue your questionnaire)
- ❖ No (thank you and end your questionnaire)

PART I: Back ground of the respondents

4. Sex :Male Female

5. Educational status

Certificate

Diploma

First degree

Second degree

Others

6. Age :

15-20

21-25

26-30

31-35

36 -4

Above 40

Table 2. Challenges related to supervision in school based cluster

s.no	Items or challenges	S.A(5)	A(4)	UD(3)	D(2)	S.D1
1	School based center supervision effective in your school)))
2	School based supervisor has identified weakness and strength					
3	School based supervisors are democratic					
4	Lack of acceptance by teachers					
5	Lack of transparent communication between supervisors and teachers for providing feedback					
6	inadequate budget allocation					
7	Face shortage of time for supervision activities					

Thank you for your cooperation!!!

APPENDIX B

MADDA WALABU UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES

**DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES**

Interview to be employed by school principal, vice principal, school based supervisor and woreda education office experts.

Dear respondent

My name is **Abduselam**. I am post graduate students at Madda Walabu University in the department of curriculum and teachers professional development studies. I am under taking thesis on the entitled” **practices and challenges of implementing of school cluster supervision in some selected primary schools of Goba Woreda, Bale zone, Oromia**”. Because your response is an important and useful for achievements of this study. Then your response is also kept confidential. Please try to give attention for these questions. The below stated questionnaires has two parts. The first one is open ended questionnaire and the second is closed ended questionnaires.

General information

Region

Zone

Woreda

School

Your current position.....

1. What are the statuses (level) of school cluster supervision in your school/ Woreda?

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.....
.....

2. What are the factors affecting effective supervisor in your school/Woreda?

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.....

3. What are the roles of supervisor in your school/ Woreda?

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4. How supervisors evaluate the effectiveness of school cluster supervision in the classroom?

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.....

5. What are the effects of internal and external supervision in your school/woreda?

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.....

6. What is your perception about the practices of school cluster supervision in your Woreda/ school?

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.....
.....
.....

Thank you for your cooperation!!!

APPENDIX C

MADDA WALABU UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES

DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL

DEVELOPMENT STUDIES

OBSERVATION CHECKLIST

Region.....

Zone

Woreda

School

Class Date of observation

Never = 1

Sometimes= 2

Always= 3

S. no	Items	Scales		
		Never (1)	Sometimes (2)	Always (3)
1	Supervisor has prepared plan.			
2	School cluster supervisor has prepared internal and external supervision checklist			
3	Supervisor his/her school support by program			
4	After internal or external supervision supervisor gives feedback			
5	School cluster supervisor has meeting program within school community			
6	Supervisor identified problems each by each school.			
7	School cluster supervisor gives training.			
8	Supervisor identified problems solved by doing action research			
9	School cluster supervisor prepared sharing experience plan			
10	School cluster supervisor has documented file in the schools center			
11	School cluster supervisor prepared plan for questions and answer program.			
12	Summative evaluation prepared as a cluster center schools.			
13	School cluster supervisor identified teacher, top principal and vice principal.			

Thank you for your cooperation!!!