



Cluster Supervision in Improving Primary Education Curriculum: In the Case of Addis Ababa

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Abstract

A mixed research design is employed to assess the roles of cluster supervision in improving primary education curriculum. To conduct the study survey design was employed by taking sample wereda, cluster centers, teachers and principals randomly and interview was conducted to support the quantitative data findings. Hence, the main findings emerged from this study were: benefits teachers gained from cluster supervisors practice was insignificant; cluster supervisors and principals are ineffective in creating favorable situations for teachers to get in-service education; school visits by cluster supervisors and principals were irregular. 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, Moreover, the regional education offices, the zone education department or the school .should give orientation about the role and responsibilities of the cluster supervisors and allocates budget for school cluster supervision.

Key Words: Primary school, Cluster Supervision, Curriculum Improvement

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1. Introduction

1.1. Introduce the problem

At present, it becomes clear that curriculum decisions are collaborative work. All stallholders, which would be affected by the results of the curriculum, should actively participate in its decisions. Particularly supervisors which are assigned in the different geographical locations of schools are the central persons in this decision since they observe how teachers: implementing the curriculum because they are information bridges 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 vital role in the success of an organization (Certo, 2006). The research conducted on the practice of primary school cluster supervisors at the national level indicated that primary school cluster supervisors are providing less support and

development for teachers (Gashaw, 2008). Likewise, MOE, (2002) mentioned that in the previous years, the woreda or district educational officers assigned to supervise school were not able to solve make any significant improvement in school outcomes. 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 get any assistance from supervisors to the improvement of their instructional problems and these give teachers a feeling of disappointment, ignored, deep and bitter, among cluster supervisors with their dormant behavior. 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 an intimate knowledge of the classroom situation and utterly ignored.

Besides, (De Grauwe, 2001) mentioned that the current motto for promoting the quality of education further rationalized the researcher to focus in the area under discussion, However, studies conducted in the area indicated that, supervisors are not able to play an expected role because of many problems which are needed to be investigated and addressed. For that reason, the study aimed to examine the extent of supervisors in executing their role to improve the curriculum by involving teachers and principals and to identify the challenges of cluster supervision in Addis Ababa. In doing so, the researcher has raised the following basic research questions:

1. To what extent principals, teachers, and cluster supervisors involved in curriculum improvement?
2. To what level cluster supervisors support and facilitate teachers to improve their instructional process.
3. What are the factors that hinder or foster primary school supervisors' in the involvement of curriculum improvement

2. Method

Since the study was a mixed design that integrates both quantitative and qualitative design was to study the problem. This was because it can provide sufficient information concerning the roles and challenges of prima, school cluster supervisors. Also, it helps draw valid generalization and conclusions (Yalew, 2004 E.C:23). This approach has also been recommended by scholars in the field for such kinds of catch (Koul, 1996, Best and Kahn, 1999) because a mixed study enables the study to obtain a wide range of data from a variety of participants and in-depth understanding of the phenomena.

2.1. Participant (subject) characteristics

Since the study investigated the task of cluster supervision in working with teachers and principals to improve the existed curriculum, the study had to take, public primary school teachers, principals, and cluster supervisors were the main participants of the study.

2.2. Sampling procedures

Therefore, based on the targeted participants for the study, 24 public primary schools were taken randomly out of 64 schools in Addis Ababa city. Following that a lottery had to be done to get sample teachers, principals from sample schools to give equal chance for each school, so 130 teachers, 30 principals were taken and concerning cluster supervisors, all available cluster supervisors who are in duty took as the participants of the study.

2.3. Measures and covariates

After the study located the sample participants, questionnaires, semi-structured interviews, and observation were used as a primary data instrument and school document analysis was also used as a secondary data source to achieve the objective of the study. The questionnaire was designed to measure to investigate supervisors' contributions in supporting teachers' instruction delivery, classroom management, curriculum implementation, and improvement, and also advocate principals' leadership capability in managing the school to achieve the school goals. Then, the interview was conducted with teachers, principals and regional educational officers to find out the root cause for supervisors weak performance in doing their responsibilities, following that the checklist was used to get information about cluster supervisors' resource availability in implementing his/her responsibilities and finally sample school documents were analyzed to find out the cluster supervisor visit of teachers classroom, meeting minutes with teachers and principals to triangulate the data.

2.4. Research design

The study adopts an embedded mixed research design, so the study conducts both quantitative and qualitative research design simultaneously by conducting the survey, interview, and observation at the same time. Because this design will able the study to triangulate the findings from each instrument or design and get comprehensive findings.

3. Results and Discussion

3.1. Role of Cluster Supervision

No	Items	Respondents					
		Teachers n(126)		Principals n(26)		Cluster Supervisors n(8)	
		No	%	No	%	No	%
1	Cluster supervisors do regular meetings						
	A. Yes	11	9.2	19	73.1	6	75
	B. No	109	90.8	7	26.9	2	25
	Total	120	100	26	100	8	100
2	If 'Yes' the purpose of the meeting is to discuss on	-	-	3	15.8	1	16.7

	A. Facilitating Implementation	-	-	3	15.8-	1	16.7
	B. Facilitating 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 characteristics of a school committee is to conduct regular meetings to decisions on matters of mutual interest or 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 the issues related to the implementation and improvement of the curriculum.

The finding reveals that the majority of the cluster supervisors and the school principals responded that the cluster supervisors conduct regular meetings. On the contrary, the teachers replied that the supervisors did not hold successive meetings. Most of them reported that they used to discuss issues such as the setting of exam periods, arranging exam schedules, checking the implementation of promotion policies and so on. However, the cluster supervisor did not Leos on how to facilitate and coordinate curriculum implementation and improvement, which is assumed to be the main duties of the supervisors. This indicates that the cluster supervisors leave aside its duties and focused on administrative affairs because from the analysis the cluster supervisors are not focusing on pedagogic issues

3.2. Respondents View on Professional Preparation of Cluster supervisors

No	Items	Reponses	Respondents		
			Teachers n(120)	Principals n(26)	Cluster Supervisors n(8)
1	Qualified enough to give the required service.	Σ	281	72	47
		X	3.08	3.13	3.13
		S.D	0.95	0.814	1.767
2.	Are well experienced	Σ	248	52	36
		X	2.72	2.26	2.4
		S.D	1.238	0.81	0.828
3.	Have taken induction training	Σ	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	Σ	251	61	31
		X	2.75	2.65	2.06
		S.D	1.128	0.884	0.883
5	Support instruments (manual and guides)	Σ	237	51	33
		X	2.6	2.21	2.2

		S.D	1.153	0.795	0.941
6	Experience sharing sessions have been arranged for cluster supervisors	Σ	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)

Σ = Sum, X =Mean, S.D=Standard Deviation, As can see teachers, principals, and cluster supervisors 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, all (4) of the cluster supervisors had a first degree, About this, Certo (2006) indicated that supervisors occupy the are working position in and recent different ways; most of them were promoted from the department the graduates also come to the position due to the specialized knowledge in the area.

The respondents were asked whether cluster supervisors were wen experienced or not the respondents mentioned that cluster supervisors were not well experienced. Similarly, as can be seen in the background information of the respondents, cluster supervisors were relatively less experienced than both teachers and school principals. Concerning this, it is indicated dot, in education, academic qualification and experience are given more emphasis and many countries use a successful performance as teachers and headteacher (De Grauw, 200)). Carron and De Grauwe (1997) indicated that both teachers and school principals appreciate the classroom experience of supervisors. As De Grauwe (200)) indicated, only a few supervisors occupy the position with the same grade as principals and when supervisors are less experienced than school principals, principals do not consider supervisors as the superiors. However, Certo (2006) indicated that neither promotion through experience nor hiring a qualified supervisor is a guarantee to know how to supervise.

Regarding the induction training, the informants during the interview indicated that cluster supervisors were recruited among teachers and school heads informal way and - just told to go" to primary schools to do their job without any induction training. From this one can conclude that cluster supervisors had not taken any induction training. About this, many authors in the Field indicated the importance of training: Carron and De Grauwe(1997) and UNESCO (2007) indicated that induction training help supervisors prepare themselves for their role. Giordano (2008) pointed out the importance of matching the employee with the demands of the job and to give training when necessary for all cluster and resource center staff. Similarly, Bray (1987) indicated the importance of training both newly appointed and experienced individuals. Likewise, supervisors should have technical, conceptual and human skills and to get these skills supervisors should get ', more training. Even though the training is indicated important UNESCO (2007) indicated that only a few developing countries provide induction millings and where they exist. They are short-term courses and not necessarily related to supervision. Similarly, it is indicated that cluster coordinators more often doing their work without having any professional preparation for it. Likewise, MOE (2010) pointed out that, many not receive induction training and the demand remained high.

The instrument indicated that in-service training was not arranged for cluster supervisors. However, it is indicated that in-service training is important for supervisors. It helps supervisors keep abreast of the new curriculum, teaching methodologies and school management (UNESCO, 2007). Carron and De Grauwe (1997) noted that advisors, supervisor, and inspectors need training, however, do not receive it. Similarly, Giordano (2008) noted the lack of adequate training of cluster coordinators as a problem.

The finding showed the cluster supervisors had to lack these instruments. Similar to 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 guidelines are important for supervisors. They prepare themselves for school visits using these instruments.

However, during the 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 school's cluster organization document (AAREB, 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 training did not exist; in-service pieces of training 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 the first degree. From the information available, it seems that professional preparation and support instruments were inadequate for cluster supervisors to give the required service.

3.3. Roles of Cluster supervisors in Improving Curriculum

No	Items	Respondents					
		Teachers n(126)		Principals n(26)		Cluster Supervisors n(8)	
		No	%	No	%	No	%
1	Principal create favorable condition for teachers and cluster supervisors to improve the curriculum						
	A. Yes	36	30	22	84.6	5	62.5

	B. No	84	70	4	15.4	3	37.5
	Total	120	100	26	100	8	100
2	The principal made efforts in getting recourses support for curriculum implementation						
	A. Yes	56	46.7	23	88.5	6	75
	B. No	64	53.3	3	11.5	2	25
	Total	120	100	26	100	8	100

Principals play a key in the betterment of the curriculum. As Dull(1981) and Cox (1983) mentioned principals should make the school situation favorable enough for teachers and school curriculum committees to promote the efforts of these groups for solving problems related to curriculum. The great majority of the principals and the cluster supervisors reported that the principals create facilitative conditions for teachers and cluster supervisors to improve the prima, education curriculum. On the contrary, a few of them responded that they did not do so. On the other hand, almost all of the teachers respond that as principals never create a condition for them and supervisors to improve the curriculum.

School principals have the responsibility to provide directions and guidance and assure that teachers have the necessary instructional materials to carry so their duties (Fullan and Stiegelbauer, 1991). One of the duties of the school principals is to facilitate the implementation of the curriculum with the help of appropriate resource supports. Thus, to implement the curriculum with the necessary materials, the principals should make efforts in getting the different resource supports that are needed for implementation.

3.4. Regional Educational Curriculum Officer effort in the decision-making process related to curriculum

No	Items	Respondents					
		Teachers n(126)		Principals n(26)		Cluster Supervisors n(8)	
		No	%	No	%	No	%
1.	Regional curriculum officers create suitable conditions that make teachers and supervisors participate in the decision-making process to curriculum						
	A. Yes	53	44.2	9	34.6	6	75
	B. No	67	55.8	17	65.4	2	25
	Total	120	100	26	100	8	100

2.	If ' Yes' when teachers participate in the decision-making process						
	A. Curriculum Improvement	15	28.3	3	33.3	3	50
	B. Curriculum Implementation	16	30.2	4	44.4	1	16.7
	C. Curriculum Evaluation	10	18.9	-	-	-	-
	D. All stages of the curriculum process	5	9.4	22.2	2	2	33.3
	E. Others	7	13.2	-	-	-	-

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

The respondents were also requested in item two of the same table when did teachers and cluster supervisors used to participate in decision-making process matters related to the curriculum if at all regional education curriculum officers create conditions 75% of cluster supervisors agree that's the regional curriculum bureau participate teachers and cluster supervisors in curriculum decision making in the other hand most of the respondents of teachers and principals disagree, the results reveal that AAREB creates suitable situations for teachers and cluster supervisors to participate during the implementation stages of the curriculum process and improvement stage mostly. The responses are similar to the responses to the efforts of the school curriculum committee in creating conditions suitable for teachers to participate in the decision-making process indicated in this study.

Teachers and cluster supervisors should be participated in the decision-making process right from the beginning or development stage not only at the implementation stage. Because the participation of teachers and cluster supervisors at the beginning stage increases the degree of relevance, and acceptability among parents and students and facilitates implementation easily. During the interview most cluster supervisors believed and proofed that get a lot of help from the Regional educational curriculum officers about the curriculum design process, also they give them different curriculum concerned training so that at the end of the day they implement what they have got from the number of training to their respective schools. But regional curriculum officers revealed that even though we have a lot of training and syllables for primary school principals and cluster supervisors when the officers went to each school for a visit everything they train the schools' leaders are not implemented it's just put into the shelf for the fulfillment,

regarding the response of the officers this happened because of different reasons the majors are extremely low work motivation and high turnover.

3.5. The Availability of Resources

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	Filling Cabinet	2	25	6	75	Old
7	Telephone	-	-	8	100	There is no

As observed and presented on the finding, 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 a report of their activities in the cluster schools every 15 days, as indicated in the primary school's organization guideline (AAREB,2005). It is also indicated that cluster supervisors are expected to provide a 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 a secretary-typist, and photocopy machine to prepare and distribute report makes little sense.

As can be seen from the above table, the majority of the cluster supervisors had no computer, stationery materials and filling cabinets respectively. Similar to this, De Grauwe (2001) indicated that in the offices of many supervisors relatively cheap items as filing cabinets are not found. During the 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 supervisors as follows:

I am requested to write a weekly report. But I paper, let alone typist and computer and printer. I school to give me a 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 a beggar and the schools consider my job as useless. If they degrade my job, could they accept my support?

3.6. Procurement of instructional materials

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

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

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

Therefore. as can be seen from the above table a great number of teachers believed that supervisors did not check the available instructional materials in schools or not. Thus, these materials may be enough ground to say that supervisors do not control the Procurement of instructional materials.

3.7. Respondents view on benefits teachers gained from cluster supervisory practice

No	Items	Response	Respondents		
			Teachers n(120)	Principales n(26)	Cluster Supervisors n(8)
1	Regular visit schools under their charge				
		Σ	272	63	44
		X	2.98	2.73	2.93
		S.D	1.215	0.915	1.279
		Σ	355	93	49

2	Collecting statistical data on the number of students, teachers, sections, etc.	X	3.9	4.04	3.26
		S.D	0.989	1.065	1.032
3	Inspecting the implementation of the government educational policy and regulation	Σ	313	81	56
		X	3.43	3.52	3.73
		S.D	1.045	0.895	0.961
4	Inspecting the status of the school building, furniture, equipment, toilet, sports field, teachers staff, library, etc.	Σ	279	71	55
		X	3.06	3.08	3.66
		S.D	1.289	0.949	0.816
5	Creating competition between cluster schools by coordinating the academic competition.	Σ	305	89	65
		X	3.35	3.86	4.33
		S.D	1.289	0.949	0.816
6	Supporting school-community and clubs.	Σ	274	82	58
		X	3.01	3.56	3.86
		S.D	1.167	0.967	0.833
7	Writing comments on the school log book during the school visit.	Σ	310	89	67
		X	3.4	3.86	4.46
		S.D	1.095	0.967	0.516
8	Arranging induction training for new teachers.	Σ	422	56	23
		X	2.68	3.04	3.08
		S.D	1.26	1.19	1.60
9	Spreading new teaching methodologies among cluster schools.	Σ	429	57	22
		X	2.74	3.21	2.85
		S.D	1.22	1.14	1.34
10	Observing teachers in the class for instructional improvement.	Σ	255	66	47
		X	2.8	2.86	3.13
		S.D	1.309	1.217	1.355

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

Σ=Sum, X= Mean, S.D= Standard Deviation

mean scores respectively indicated school visits by cluster supervisors were not regular. Similarly, during the interview, the participants informed that school visits by cluster supervisors were not regular, especially in schools. However, cluster supervisors indicated a practical problem like workload and lack of time for the irregularity of school visits. School visits are the main instruments to perform supervision activities(De Grauwe,2001). Carron et al. (1998) also indicated that the number of school visits and the number of times each school visited are made clear. In line with this, AAREB (2005) indicated that cluster supervisors are expected to visit schools in a cluster at least twice a month. Perm (1997) indicated that, even after the establishment of the school cluster system, school visits remained low. Similarly, it is indicated that School visits in many countries are insufficient because of many practical problems such as lack of budget (De Grauwe and Carron, (997: De Gmuwe, 2001).

Teachers, principals, and cluster supervisors indicated that cluster supervisors were collecting statistical data from schools in the cluster. During the interview, almost all

participants informed that cluster supervisors collect statistical data on the number of students, teachers, sections, etc, and report this for WEO. Even some of the informants indicated that the collection of statistical data was the only function of cluster supervisors. On top of that, teachers, principals, and cluster supervisors pointed out that, cluster supervisors were inspecting the proper implementation of government policies, rules and regulations. regarding this, it is indicated that supervisors at all levels are expected to monitor and inspect whether or not the schools are functioning based on the prescribed policy, rules and regulations (MoE, 1995; 2002; 2008).

The respondents were asked whether the cluster supervisors were inspecting the state of the school's buildings, furniture, equipment, toilet, fence, sports field. From the finding, cluster supervisors were inspecting the state of the school's buildings, furniture, equipment's toilet, fence, sports field. To this, UNESCO (2007) indicated that, in developing countries supervision of material inputs gets priority over human inputs because of the deteriorated school infrastructure. However, MOE(2010) indicated that supervisors are responsible to inspect the general school environment such as the school's fence and school buildings used for fibril, stores, toilets, etc. cluster supervisors were not creating any competition by coordinating these activities. From this, it is possible to conclude that, cluster supervisors were not creating competition among schools in the cluster. To this, it is indicated that the competitions are created by using examination and sports in the cluster schools are important: cluster examinations, initiate students to work hard and evaluate their performance; and sports promote unity and widen the pupil's horizon (Bray. 1987). Similarly, not facilitating the cluster competition within and outside the cluster is indicated as the low responsibility of cluster supervisors (AARE, 2005).

In the last item, the researcher observed the logbooks in the schools and assured that cluster supervisors have written comments in the school's logbook, identifying the performed and not performed activities in a carbon copy and preserve one copy for themselves. From this, it is possible to conclude that cluster supervisors were writing comments on the school's logbook during school visits. With this, UNESCO (2007) indicated that the main comments of supervisors written in the school's logbooks are important for schools and less time consuming compared with the full-fledged report. Regarding arranging induction training for beginner teachers or not. Respondents mentioned that; instructional supervisors do not arrange induction training for beginner teachers.

Furthermore, from the interview with the Regional curriculum officers, it was founded that supervisors were not arranging induction training for instructional improvement for beginner teachers. The reason mentioned for this was a lack of knowledge and skills on how to arrange induction training. Taking this reality in mind, (MoE, 1995) indicated that, supervisors are expected to provide induction training for beginner teachers. Also benefits teachers gained from cluster supervisory practice were insufficient. Cluster supervisors also indicated that they were supporting teachers. However, they indicated that the support was not as expected. But they externalized by indicating the practical problems that were affecting their practice. Therefore, based on the data gathered through the interview, it is possible to conclude that the benefits teachers gained from the cluster supervisory practice were insufficient. From the above table, the respondents asked whether the instructional supervisors spread new teaching methodologies among teachers and schools or not. Accordingly, teachers, principals and cluster supervisors with new

teaching methodologies among teachers and schools as expected. It is not highly spread indicated that cluster supervisors were not conducting class observation for instructional improvement of teachers as expected. On the other hand, cluster supervisors indicated their effectiveness. However, as Carron and De Grauwe (2007) indicated, class observation allows the identification of efficient curriculum implementation ways. Also, MoE (1995) noted that class Observation helps planning for improvement curriculum by identifying strengths and weaknesses.

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

3.8. Factors that affect the roles of cluster supervisors

No	Items	Respondents					
		Teachers n(120)		Principals n(26)		Cluster supervisors n(8)	
		No	%	No	%	No	%
1	Which factors affect the role of the curriculum improvement committee in the school						
	A. Lack of cluster supervisors understanding 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

Half (50%) of the principals, 37.5% of cluster supervisors and 61.7% of the teachers indicated that the lack of cluster supervisors understanding about curriculum as major factors that impede the works of cluster supervisors. (34.6%) of the principals and 37.5% of the cluster supervisor. claimed that lack of teachers corporation as the other factor that affects 4 works of the cluster supervisors M curriculum improvement. also a few of 12.5% cluster supervisors. 10% of teachers and 7.7 % of principals suggested that the workload impedes the cluster supervisors' work.

Moreover. cluster supervisors. principals. and teachers indicated that the major problems that have affected the supervisor's role of cluster supervisors curriculum implementation atmosphere improvement effort are: lack of initiatives among teachers to implement and improve the curriculum; The absence of teachers' participation during the curriculum development process; Teachers' lack of courage to improve the curriculum; Shortage of material resources for implementation and improvement; Lack of understanding about the functions and responsibilities of the committee clearly by the committee members'

During the interview which is conducted between the cluster supervisor and regional educational curriculum officers mentioned some of the challenges which affect the citifies of them since most of the problems are mentioned on the questioners here are some of the unique problems mentioned be two supervisors which are 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 thinking of "why would I suffer. rather I can sit in my office and fill the checklists which show that am doing my job.

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

"Since most of the 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 the big workload of teachers the school Jive,' to assign a very small number of supervisors that are not adequate to provide supervisory service to all teachers."

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

As most cluster supervisors and curriculum officers mentioned in the time of interview its better the concerned body must give them attention whether the supervisors are achieving their roles, whether they get what they want like different pieces of training resources. They need high follow up otherwise sitting the office for 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 not related to educational issues which are related to political issues, therefore as their response, most of their working time is taken by this kind of works.

4. Conclusions

The quantitative data collected by using questionnaire was analyzed and interpreted by using mean scores. The percentage was also used during the analysis of the background information of the respondents and the availability of observed materials and facilities. The qualitative data collected through the interview was analyzed qualitatively by narration in line with quantitative data.

To this end, seven basic research questions were raised regarding, benefits teachers gained from duster supervisory, practice; professional preparations of cluster supervisors: and the working conditions of cluster supervisors. The study also tried to answer the following basic research questions based on the result of the analysis the study made the following conclusions.

1. The first research question was how the regional educational bureau or WEO in assigning or recruiting cluster supervisors. And to answer this question quantitatively(questioner) was used to find that cluster supervisors were relatively less experienced than most teachers and school principals, but they are highly qualified.
2. The second research question was to find out the actual functions of primary school cluster supervisors. Then the question was answered by using both mixed(qualitatively and quantitatively), it was found that cluster supervisors were inspecting the proper implementation of prescribed policy, rules and regulations; collecting statistical data; inspecting the general environments of the school such as buildings, equipment, and fence; coordinating cluster competition; supporting various.
3. The third basic question was how far the principals, teachers, supervisors, students, parents, and the community as a whole participate in curriculum improvement. To answer this question quantitatively questioner was used. It was found that most of the students, parents, and cluster supervisors never suggest content for improvement for anybody and they did not cooperate with teachers in curriculum implementation.
4. The fourth research question was what instructional benefits do teachers are gaining from primary school cluster supervisory practice. To answer this question quantitatively questioner was conducted and it was found that cluster supervisors were supporting teachers as expected. They were not: arranging induction training; conducting class observation; supporting the use of appropriate instructional materials; solving various instructional problems, coordinating experience sharing; spreading new teaching methodologies; facilitating professional growth through training, workshops, and seminars; and supporting the preparation of action researches, supportive materials, and textbook evaluations.
5. The fifth research question was what are the current roles of cluster supervisors and teachers in curriculum improvement. To answer this question both qualitative and quantitative (questioner and interview) was conducted, it was found that the cluster supervisors and principals facilitate conditions for teachers to participate in the decision-making process related to curriculum only at implementation and improvement stage slightly and also supervisors conduct classroom visits mostly two times a year while teachers are teaching, and made conferences with teachers after their visits, however, the purpose of the classroom visit was for teachers curriculum implementation.
6. The six basic questions were how the curriculum is being developed in the Ethiopia context. To answer this question qualitatively interview was conducted. it was found

that in Ethiopia context curriculum is being developed by college professors and subject matter experts.

The last issue was what are the factors that inhibit or promote the degree of primary school supervisors' activity and in the involvement of curriculum improvement. To answer this question both qualitative and quantitative (questioner and interview) were conducted. The major factors that affected the role of the cluster supervisors are lack of cluster supervisors understanding about the curriculum of, lack of budget, and workload. In addition to the above problems the following are also some other factors. Lack of initiatives among teachers to implement and improve the curriculum, Shortage of material resource for implementation and improvement of the curriculum, Cluster supervisors lack understanding about the function and responsibilities of the supervisory, Lack of initiation among the cluster supervisor, wasting their working time tasks which are not related to their roles but mandatory to do it.

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Acronyms and Abbreviations

AAREB- Addis Ababa Regional Education Bureau

ESDP - Education Sector Development Program

ETP- Education and Training Policy

IIEP- International Institute for Educational Planning

MoE- Ministry of Education

NGO- Non-Governmental Organization

REB- Regional Education Bureau

SD- Standard Deviation

SPSS- Statistical Package for Social Science

UNESCO- United Nations Educational Scientific and Cultural Organization

WED- Woreda Education Office

ZED- Zonal Education Desk

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