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EFFECTIVENESS OF SCHOOL CLUSTERING PROGRAM IN IMPROVING TEACHING-LEARNING PRACTICES IN PRIMARY SCHOOLS OF SINANA *'WOREDA'*, BALE ZONE, OROMIA

By

Awel Ebrahim

June 2016

Bale-Robe/Oromia

Effectiveness of School Clustering Program in Improving Teaching-Learning Practices in Primary Schools of Sinana '*Woreda'*, Bale Zone, Oromia

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DECLARATION

I, the undersigned, declared that this thesis is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

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

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Abstract

Effectiveness of School Clustering Program in Improving Teaching-Learning Practices in Primary Schools of Sinana '*Woreda*'.

Awel Ebrahim

Madda Walabu University, 2016

This study aimed at investigating the benefits of School Clustering Program in Improving Teaching-Learning Practices, the ways through which school clustering program served the schools in improving teaching learning practices and the factors that influences the effectiveness of school clustering program in Primary Schools of Sinana '*Woreda*. To attain these objectives, first three school cluster centres were selected randomly because in order to make the selected cluster centres are the appropriate representatives of the whole population. Then 57 teachers and 10 principals were selected by using lottery system of simple random technique. On the other hand three cluster supervisors and three cluster centre coordinators were selected using availability sampling technique. Besides two Woreda educational experts were selected purposively. Questionnaire and interview were used as main tools. The collected data were analyzed using both quantitative and qualitative data analysis methods. The major findings revealed that the school clustering program in primary schools of sinana Woreda fail to improve the teaching learning practices. That is, the primary schools in this Woreda are not benefiting in terms of improving teaching learning practices that are manifested in the form of using active learning methods, continuous assessment, resource sharing and providing support. The study concludes that except in experience sharing, organizing question and answer program, and preparation of uniform test or exam the school clustering program failed to help the primary schools in sinana Woreda professionally. Beside, the most valuable elements of school clustering program were not practiced and implemented in the cluster centres. Hence, for the better implementation of school clustering activities the concerned bodies need to give due attention.

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Acronyms/Abbreviations

OREB Oromia Region Educational Bureau

AREB Amhara Region Educational Bureau

BESO Basic Education of Strategies Objectives

CRC Cluster Resources Centre

CS Cluster School

CPD Continuous Professional Development

MoE Ministry of Education

USAID United States Aid for International Development

REB Regional Educational Bureau

TESO Teacher Education System Overhaul

PISA Program for International Student Assessment

CITPD Cluster based in-service Teachers' Professional Development

UK United Kingdom

USA United States of America

TGE Transitional Government of Ethiopia

RCC Releasing Confidence and Creativity

CHAPTER ONE

1. Introduction

1.1. Background of the Study

The contribution of education for children and society is very clear when it is relevant and has quality. The basic purpose of education during all periods of civilization, primitive to present has been and is to enable the individual to become a better citizen of a society. Then, the quality of education in general and the quality of teaching learning process in particular realized when an effective instructional process is implemented at the school level in order to enhance effective teaching learning process and to make decisions expected from the teacher through setting clear objectives, selecting relevant content and learning experience, selecting varieties of teaching methods, utilization of instructional aid and implementing appropriate assessment techniques(Gronvall, 1994).

The current movement to universalize access to quality education in a cost effective manner – coupled with recent developments in our understanding of human learning - has led to a critical re-examination of conventional modes of teacher education. Traditional pre-service teacher training programs have been lacking in quality and slow to change, while large-scale in-service teacher training schemes have proven to be unsustainable and have rarely translated into instructional gains. School and cluster-based, in-service teacher professional development programs have been offered as promising alternatives. This approach includes community participation, ties teacher training curricula to local conditions and school-level goals, and purports to be cost-effective (Odada and Omagor, 1997).

School Clustering, in the developed world country started before the last three and four tenth years to enhance professional competence of teachers in a direction of students centred teaching. In relations for this point Assefa (2003) stated that; «the term school cluster was pioneered in 1960 in England where small rural and urban schools were in short of subject expertise. »Again as Bridges (1993) and Morrison (1993) indicated, 1980s was marked in UK as a time of shift from higher education based courses to school based in-service program.

School clusters are usually formed by grouping surrounding schools located reasonably near one another. Cluster size can vary considerably depending on the geography and accessibility of the schools, but they usually include somewhere about between 2 – 15 schools (Elizabet and Giordano, 2008).

A school cluster is a grouping of schools for educational and administrative purposes. In a school cluster, several schools come together to share their resources to improve the conditions for the delivery of education. Clusters are a support strategy for schools, bringing together material and human resources so that schools can benefit mutually (Odada and Omagor, 1997).

Collaboration among schools and teachers can help establish clearer goals for learning and encourage education professional to work towards the same ends. Schools with a cluster might bring together their students for teaching specialized subjects, for extra-curricular programme, sport activities, or to create a larger peer group for students in small schools. A major goal of clusters is to provide pupils with access to learning materials and resource, especially in rural areas and small schools. Training teachers in active learning methodologies to replace traditional 'chalk and talk' teaching style is another goal teacher training through cluster centres (Odada and Omagor, 1997).

School clusters strategies emerged in an attempt to address the problem faced by teachers and schools in rural areas. In contrast to urban schools, rural schools are confronted with lack of resource, limited access to materials and equipment, and school buildings in poor condition. The distances between schools and from the district administration means that schools, teachers and students in rural areas are often less experienced, less qualified, and have little opportunities for professional development. Put together, these conditions make it difficult to deliver quality education in rural areas (USAID, 2002).

The classic model for clustering involves bringing several schools together to form a cluster or network. Usually, a larger and better equipped central school acts as the lead school or 'core' school of the cluster. This core school may house a resource centre, equipped with a library and material resource that are available to teachers from the surrounding schools. It can also act as a meeting place for teachers from several schools to come together informally to exchange ideas, or more formally for in-service training (Darcos, 2003).

Schools may be organized into clusters, the clusters organized into districts, and so on. Grouping schools by clusters means bringing supervision and support one step closer to the school level. The fundamental goal of school cluster is to improve the quality of teaching and learning at the school and classroom level. Exchanging ideas and information, combating isolation and fostering cooperation between schools are goals of collaboration among teachers and school directors (Elizabet and Giordano, 2008).

Supervision at the cluster level allows for close to school support, where the supervisor can have a more inside view of the issues faced by cluster teachers and head teachers. Pedagogical supervisors are supposed to provide advice, guidance, and information which are intended to improve teachers' practice in the classroom (De Grauwe and Carron, 1997).

In both developing and developed countries school clusters and resource centres aim to improve educational quality by assembling staff and pupils from different schools to encourage cooperation, diffuse good teaching practice or share special skills (USAID, 2002).

School clustering in Ethiopia is a very recent phenomenon. Ethiopian's ministry of education adopted school and cluster-based teacher professional development as national policy in 2000 (Leu, 2004). In-service program identified the possibility of implementing continuous professional development of teachers through school cluster based training activities (MoE 2003). Educational sector millennium development goals needs assessment draft report (MoE, 2004) considered school clustering as means of improving teaching condition by responding to the local needs around the school.

The curriculum change introduced as a result of educational training policy of 1994 incorporated, implementation of new teaching methodologies and new ideas. This can be implemented by teachers who can reorient themselves in such a way. At this point school clustering becomes essay. In explaining the need for clustering in Ethiopia teacher education system overhaul (TESO), in- service sub-committee ministry of education (MoE 2003) document stated as:

> It is widely accepted that the teaching learning process is not static. New concepts, research findings and current classroom approaches and methods have to be combined to take on new forms. Teachers have to assimilate and implement these new trends, and they, therefore, need to acquire the necessary knowledge, skills, attitudes and professional

competencies. Continuing professional development must be seen as an integral part of the teaching profession.

Thus, the continuous professional development can be realized, as it is suggested in the document, particularly with in a cluster of schools. Sharing this belief Oromia region educational bureau, OREB (2008) cluster guideline document asserted that school clustering is needed primarily to build the capacity of primary school teachers continuously in the practical aspects of the profession which is expected from them (Abraham, 2007).

The Ministry of Education has now made the school-based model of teacher in-service professional development a national policy. Regions are now able to design their own cluster programs according to their needs; and their geographic location, (Leo in Macklin, 2004).

The major objective of clustering innovation in service teacher education component is to contribute to improving the quality of the teaching and student active learning.

Many countries including Ethiopia are trying their best to improve their education and training practice through clustering schools. By clustering schools at a given locality, resource centres provide educational equipment, reference books, on job training, exchange and share their experience, providing professional support to teachers and etc. (MoE, 2001).

To this effect Sinana woreda education office within Oromia regional state is fully engaged in supporting primary cluster schools since 2008.

1.2. Statement of the problems

The main objective of any educational system is to cultivate the individual's capacity for problem solving and adaptability to the environment by developing the necessary knowledge, ability, skill and attitude; which in turn is realized through quality student learning. Quality student learning can be improved through many efforts of which by effective school clustering programme.

School clustering is effective and relevant means of providing in-service teachers' professional development that will reach all teachers has thus become a priority for many governments, particularly those that are introducing new paradigms of teaching and learning. Ensuring that teachers understand the meaning of such reforms, are competent in the subject matter they teach, know a range of appropriate methodologies, and approach their work with professionalism and high morale are

issues that demand urgent attention. The issue is particularly urgent given the context of rapidly expanding enrolment rates, declining educational quality, and the growing awareness that the quality of teachers is one of the most important factors in creating a good quality of education for students (MacNeil and Kahler, 2002).

Knowing these all viable ideas, a researcher tends to conduct research on the effectiveness of school clustering program in improving teaching-learning practices. First, the studies which have done by other researchers or the existing research knowledge in theory on school clustering or networking initiated the researcher to assess school clustering effectiveness in primary schools.

The recent study of the Program for International Student Assessment (PISA) conducted on school clustering program has shown that teacher-related factors account for 31% of the variation in student performance, on average, between schools within or outside clustering and 21% of the variation between countries (OECD, 2002). Cluster centers are even more important in developing countries, where the teachers are often used to improve their professional qualities (Chau and Carron, 1996). In addition, many countries have developed or are currently developing cluster-based in-service programs (CITPD) as an important means of updating teacher skills and providing professional support (Avalos, 2000; Tatto, 1997; Reimers, 2003).

Second, the Ministry of Education introduced this new school clustering approach to improve educational standards to be implemented at all primary schools. But there is a great gap between the idea of policy and its application (theory and application) as a research conducted by Tasfaye Tekaliny (2013) showed.

In addition, many developing countries have found that the cluster focused form of in service teachers' professional development is ineffective, does not reach enough teachers and effects little change in the teaching-learning process. These programs are typically organized on an ad hoc basis, often responding to specific directives (Villegas, 2005), or designed to train teachers in a specific package of curricula or policy (Tatto, 2005). It is often conducted in locations that are inconvenient for teachers in remote areas and proves to be a financial and logistical burden on participants. Teachers interviewed in several studies indicated that training programs overemphasized theory, but would be more effective if they combined theory with opportunities for practice and structured reflection (Castro, 1991 and Nogales, 1989, cited in Villegas, 1996). Third, no tangible study has been carried so far in primary schools of Sinana Woreda clustering program

implementation to ascertain the effectiveness of clustering program in enhancing the teaching- learning practices.

So, this study surved the effectiveness of school clustering program in teaching learning process in specific reference to primary schools of Sinana woreda, Bale zone, Oromia.

In order to address these issues, the study has been guided by the following basic research questions and used as a framework for the study.

1) How school based cluster in service programme benefits schools in teaching – learning practices?
2) In what ways school based clustering serve school in improving teaching – learning practices?
3) What are the factors that affect the effective implementation of school cluster program?

1.3. Objectives of the Study

1.3.1. General objective

The main objective of this study was to investigate the effectiveness of school clustering program in improving teaching- learning practices in primary schools of Sinana woreda, Bale zone, Oromia.

1.3.2. Specific Objectives

The specific objectives of this study were to:

1) Analyse the benefits of school based cluster program in improving teaching – learning practices.
2) Examine the ways in which school based clustering serve the school in improving teaching- learning practices.
3) Identify factors affecting the effective implementation of schools cluster program.

1.4. Significance of the Study

The focus of this study was to analyse the effectiveness of school clustering programme in improving teaching – learning practices in primary schools of sinana woreda.To this end, the study has the following contribution. It helps

- the bureau, zone and woreda education office officials to pay due attention to reorganized CRC at different levels.
- the collaborative works between program practices in clustering schools.
- the school community to over-come the problems that negatively affect the practice of clusters schools.

- Encourage others who need to conduct further study.

1.5. Delimitation of the Study

In order to make the study more manageable it focused on the effectiveness of school clustering programme in improving teaching-learning practices in primary schools of Sinana woreda, Bale Zone, Oromia Regional State. The study was also delimited to the assessment of the benefit of school based clustering programme in improving teaching-learning process, in what ways school clustering serves for the improvement of teaching-learning process; and the factors affecting the effective implementation of school clustering programme in primary schools of Sinana woreda.

1.6. Limitation of the Study

It is obvious that any research work could not be free from limitation. This study was also constrained with some limitations. Some of the major limitations of the study were: the use of limited data gathering tools, sample size, making generalization to the whole population and shortage of related research works and reference materials on the topic are considered as the limitation of this study.

1.7. Theoretical and Conceptual framework of the study

1.7.1 Theoretical framework of the study

School clusters and resource centres can vary dramatically in their organization, scope, the way they function and the activities that they carry out, it is impossible to provide a standard that applies to all programmes. We have grouped them together in five overall models according to their organization structure (national, rural/urban), target population (teachers, rural/urban schools) and activities. The five different cluster models are: the national cluster model, the resource centre model, the teacher group, the network and the rural cluster model (Elizabeth and Giordano, 2008).

1. **The national cluster model:** it is a kind of cluster model organized as intermediate structure between the districts or region and the school level serve as channels to better disseminate information up and down the hierarchy, from the national to the school level. The national cluster model in different parts of the world can thus be more effective points for distribution of resource and information, and for supervision and support of schools.
2. **The resource centre model:** it has been used as a base unit for in-service and teacher support to bring support service closer to school level. Most of the

teacher resource centre used as a delivery point for teacher development work shops and in-service trainings.

3. **The teacher group:** most teacher groups are small groups formed by six to ten teachers from surrounding areas. Teacher groups are places for informal exchange as well as project based work, while there is no formal hierarchy.
4. **The network model:** a new form of co-operation between schools has been emerging in several countries, based on voluntary participation, peer exchange and absence of hierarchical relationships. Instead of being initiated from the top down like most school cluster and resources, network can be initiated by small groups of innovators, a research institute, or university figure or NGOs or governmental organizations to improve performance.
5. **The rural cluster:** rural cluster have existed since the middle of the 20th century to address better the issues of access to and quality of education in rural areas instead of creating a nation-wide cluster scheme. It is established in rural areas where educational coverage and quality tend to be poorer.

Another author named Mac Neil (2004) suggested two models of school clustering. These are self-organized school development model in which the school with its teacher is considered as provider of the training services; and model of networking and inter-school collaboration through which teachers share experiences and resources with each other with in a single school and amongst school.

The concept and models of school clustering system as Cummings, et- al., (n.d) put "a cluster is a group of schools work together to share experiences, resources and training in order to create opportunities for continual professional development, necessary for acquiring and pertaining the teaching license." Thus, school clustering system is a kind of networking of schools and teachers working in those schools cooperatively. The network is used as a practical means of enhancing teacher's professional development responding to the local classroom school needs.

As we can understand from the above idea that there are different models of organizing cluster centres, according to the Ethiopia's Ministry of Education the model followed is the national cluster model which is used as a strategy to implement the education and training policy ETP(1994) and also to provide necessary material support to the schools found in different location through clustering programme and also focuses on the establishment of the resource centre model for the provision of various professional support for teachers. Therefore, the researcher uses the

combination national cluster and resource centre models as a guideline to conduct the study on the effectiveness of school clustering program in improving teaching learning practices in primary schools of sinana woreda for the very fact that the national cluster model uses school cluster as an intermediate structure between the woreda and schools to provide resource at a common central school to share for the satellite schools which they don't possess alone and for close pedagogic supervision which enhance classroom activities. Besides, the resource centre model creates cluster for experience sharing, training and teachers' development programme of the member schools.

1.7.2 Conceptual frame work of the study

The main features of developing school cluster capacity strategy include: intensive training of trainers, awareness of head teachers and administrators of school; training of teachers from the established cluster resource centres and from satellite schools by the core trainers; supply to support materials; facilitating experience sharing, supervisory support and effective monitoring (BESO, 2002 and Macniel, 2004).

However, this study analysed school clustering program supports in the cluster centre by sharing experience and resource, providing training and in-service teacher profession training and pedagogical supervision as a way of enhancing quality teaching-learning process. It is believed that the clustering strategy employed, fits in well with the move to decentralization of educational services.

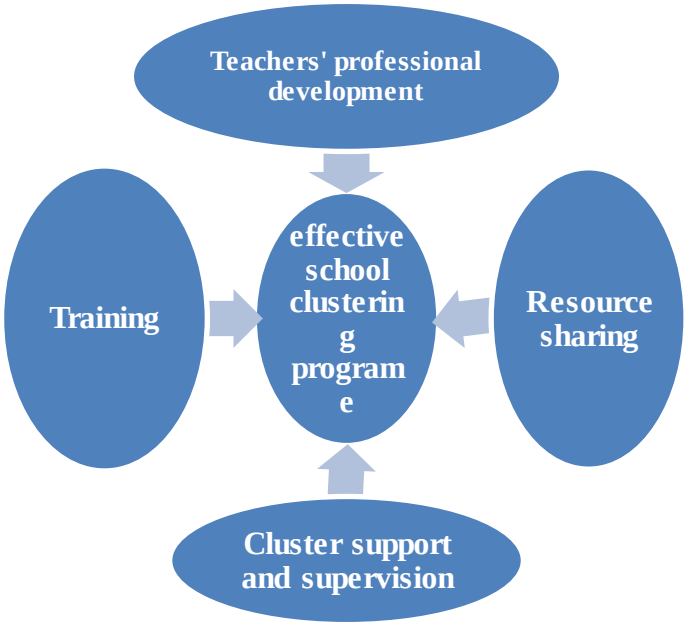

Fig1. Conceptual framework of the study

1.8. Conceptual definition of key terms

Cluster school: a cluster is a group of schools that are geographically close and accessible to each other to enhance education provision (MOE, 2003).

Teaching learning process:-the process through which teacher transmits information and students receive information from what they are being taught.

Effectiveness: the word effectiveness is used to evaluate the disparity between expectation and performance in terms of teachers' use of teaching aid, active learning methods, action research, continuous assessment, supervision, experience and resource sharing in their schools.

Clustered resource centre: the focal point of contact and coordination between the schools in the cluster.

Cluster centre coordinator: an individual who is selected by member schools to coordinate different activities in the cluster centre.

Pedagogical supervision: a kind of supervision supposed to provide advice, guidance and information for teachers which are intended to improve their practice in the classroom (Elizabeth and Giordano, 2008).

Resource: refers to both the human and material resource shared by the member schools in order to support their teaching-learning activities.

1.9. Organization of the study

This research has five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, Limitations of the study, theoretical and conceptual framework of the study and conceptual definition of key terms. The second chapter is about review of related literature. The study methods and designs were described in chapter three. Chapter four is about data analysis and interpretation. Chapter five contains summary of findings, conclusions and recommendations.

CHAPTER TWO

2.1 Review of Literature

2.1.1. The Meaning of Cluster-School

A Cluster is a group of schools that are geographically as close and accessible to each other as possible. Each cluster normally consists of between five and seven schools. One school in each group is selected to serve as the cluster centre. The cluster centre should have adequate facilities and ideally be situated at a development centre where other social and commercial services are available (Elizabeth, A. and Giordano, 2008).

A cluster school is a grouping of primary schools for administrative and educational purposes. It is an organization of schools in the same vicinity or neighbouring villages which are grouped together for the benefit of sharing available resources such as teaching and learning materials, facilities and staff so that the access for all children and the educational quality of schools within the cluster are improved. The model implies a degree of decentralization and also permits strongly local participation in decisions (Dykstna and Kucita 1997).

School cluster can be used to accomplish a variety of tasks and activities, because they are local strategies that target educational services at the appropriate level. They can react quickly to find solution to local problems. They can also be adopted to fit local contexts and needs (The school cluster in Namibia, 2007).

Improving the quality primary education has been the major concern of the education centre development programme (ESDP) in Ethiopia. A strategy of clustering schools allows the delivery of continuous programme professional which include both specific training through work shop and informal sharing experience among teachers of different qualifications.

Now a day school clustering programme supports all member schools in the cluster centre by giving resource, training and in service teacher profession training as a way of enhancing service delivery. It is believed that the clustering strategy employed, fits in well with the move to decentralization of educational services.

A review of literature concerning activities of school clustering in this proposal is tried to reveal the conceptual basis and present conditions of school clustering in Ethiopia. Thus, this chapter presents the review of literature by classifying in to two categories. The first one deals with the theoretical understanding of school clustering.

The second category provides us with information of understanding school clustering in Ethiopia.

2.1.2. Theoretical Understanding of School Clustering

The concept and models of school clustering system as Cummings et al (n.d) put "a cluster is a group of schools work together to share experiences, resources and training in order to create opportunities for continual professional development, necessary for acquiring and pertaining the teaching license." Thus, school clustering system is a kind of networking of schools and teachers working in those schools cooperatively. The network is used as a practical means of enhancing teacher's professional development responding to the local class room-school needs. Leu (2004) considered school clustering. As localized in service teachers training forum. In such kind of program teachers themselves take the responsibility to facilitate the activities. In addition, self-reflection, collegial learning through active participation is vital to effectively realize the design of clustering exam, sporting, questioning and answering, training, supervision and CPD activities. Leu (2004) reported that «At the heart of most programs [of cluster] are the ideas of reflective practice, communities of learning, and communal problem solving. » by continuing her argument she identified the focus on active learning and the use of higher order thinking skills are central in this program.

The demand for reflective activities need in school clustering is also confirmed by Cummings, et al (n, d).

> Similarly AREB (1997 E, C) Stated that school clustering came in to existence, historically due to the increasing need of student centred teaching learning activities and new teaching methodologies. These demands can possibly by responded positively if the previously acquired pre-service knowledge and skills are updated through such localized school clustering program. Hence, such clustering as a system has its own goals, objectives and also purposes.

2.1.3. Cluster-Schools Model

After approbation of the importance of school clustering for in-service teacher professional development, various implementing models are presented. For instance; Mac Neil, (2004), suggested two models of school clustering. These are self-organized school development model in which the school with its teacher is considered as provider of the training services; and model of networking and inter-

school collaboration through which teachers share experiences and resources with each other with in a single school and amongst school.

Cummings, et al (n,d; s); also provided us with five models school clustering. These are:-

a. Cluster Schools within 8 kms Model: This model represents training given at cluster schools resource centre. Teacher who are skilled give the training. Training needs are identified by cluster resource centre management group.

b. TEI Model: Teacher educational institute/ model: This model requires primary schools to be cluster around nearby one central school called school- cluster centre: and each schools cluster centre will create formal link with TEI. Here training needs are identified by schools and relayed to the TEI cluster coordinator. This training is given by qualified TEI staff, whereas, the training is given at cluster centre level. And of course, around each school cluster centre, there are cluster member schools.

c. Out Reach Model: competent and motivated primary teachers give the training at either in the individual school level or CRC. The outreach trainers give the training under the supervision of Teacher Educational Institutes (TEI's) or woreda Educational Office (WEO's). The training needs are identified by the schools and tutors.

d. High School Model: experienced, experts teachers, TEIs or REB experts give the training based on the needs of identified at the cluster level. Schools are relatively equal in resources. Training is rotated through different high schools, as distances are likely to be quite far. Regional education bureau (REB) monitors the schools.

e. Isolated Schools Self Study Model: training is given through identified key teachers or experienced teachers based on needs identified at the school level. The monitoring activities could be done by woreda education office (WEO). To be successful in this model, communication of good practice between other schools and clusters must be very efficient. Furthermore the access to simple training materials and modules to provide "new ideas" and training guides is very essential. It is also essential that finding is secured to enable some contact between schools (MOE, 2006).

2.1.4. Objective of Cluster Schools

Cluster school has various objectives to fulfil. Among these include: pedagogic objectives, administrative objectives, economic objective and school community objectives.

a) Pedagogic Objectives: improved student learning would be achieved through a variety of strategies to be carried out through clusters equalizing student's access to teacher specialists and resources. Teachers had also the opportunity to pilot new curricular materials that the ministry with NGO support developed, along with academic competition and evaluation to motivate better performance.

b) Administrative Objectives: improved, administration was sought at all levels through simplifying paper work, authorization procedures and communication processes primarily by working through the cluster school heads for micro-planning, personnel management, and resource mobilization instead of trying to contact every head master. Authority to supervise and monitor teachers, goal achievement and other functions was developed to cluster heads.

c) Economic Objectives: a country could not afford basic equipment such as supplemental readers, science materials, or even silk screen supplies and paper for each school. Therefore, by furnishing one resource centre with equipment and supplies that allowed teachers to make learning aids, several schools benefited. The clusters therefore had an economic objective sharing facilities and staff, and bulk ordering of materials such as stationary, chalk, paper and other supplies for the cluster conservation of supplies such as promoting system for the return of school books and better maintenance of schools were also more efficient within a cluster system resource centre permit teachers to participate in ongoing in service training without distant travel.

d) School-Community Objectives: community participation in schools, not only in construction but in many other aspects of school management and learning, was promoted by involving parent- teachers associations (PTAs) in localizing curriculum, monitoring school services, or mobilizing children to enrol at the correct age. Local policies for the use of the cluster schools as a learning centre for adults and a delivery centre for other services by development and community agencies were formulated by cluster commutes or PTAs (Dykstra and Pawan, 1997).

2.1.5. School Clustering Strategies and Practices

The main features of developing school cluster capacity strategy include: intensive training of trainers, awareness of head teachers and administrators of school; training of teachers from the established cluster resource centres and from satellite schools by the core trainers; supply to support materials; facilitating experience sharing supervisory support and effecting monitoring (BESO, 2002) Macniel, DJ (2004).

Preparation for lifelong learning as well as for the knowledge-society calls for a particular kind of educational practice. To cope these challenges the shift from teaching to learning gains importance. Reality educational institutions have to change from traditional ways of teaching and learning.

Again, teachers have to be trained in active learning and student-centred teaching (Queis, 2004).

As (craing, Kratt and du plassis,1998) described that school clusters employed in Thailand and Philippines, and Srilanka, are very helpful in that they share scarce materials and human resources. Core schools tend to lost educational resource centres development and operated jointly in the cluster. The learning action cells in the Philippines exist at the school, district and regional level, and are used for school evaluations and staff development for both teachers and principals. Similarly organizational patterns operate in Nepal, in Singapore project in Indonesia, and in the school zones of Zambia. Small schools, in particular can benefit from clusters of schools teaming together.

2.1.6. Learning Models Which Enhance Students Performance in the Teaching Learning Process

In active learning model the students are required to undergo exploration activities that facilitate them to explore the concept or problems being learned from various relevant learning resources, in constructions learning require self-regulation and the building conceptual structure through reflection and abstraction (Von Glassers Feld, in Morphy; 1997). Collaborative and cooperative learning assign students to study in groups, either heterogeneous or homogenous groups, in achieving the same goal. Basically creative learning enables the students to be creative. For this one should have high commitments, hardworking ability, enthusiasm, and confidence. In creative learning model, students challenge to creatively produce something based on their perception or understanding on the topic being studied (Borich,1996).

In Indonesian learning model approaches, active learning, constructivism, collaborative as well as cooperative learning and creative learning. Active learning requires optimal involvement of the students in learning where as in constructivism learning should emphasize the construction of meaning by the students. Collaborative and cooperative learning enable students to work together in a group, to help each other, to share responsibility and to experience team competition. This model can be applied at all level of education, from elementary to higher education (Wardani, 2004).

2.1.7. Cluster School Practices in implementing the programme

Element of planning, control, depiction and order effectively implies manage innovation (Nicholas, 1983). The growing demand for highly educated work force needs a change in the teaching learning process at school. Therefore, cluster school innovation as part and support of school practices in implementing classroom learning, considers the following dimension (Derbessa, 2004).

Planning: planning is a prerequisite for implementation which would address the needs, changes necessary and resources required for carrying out intended actions. It involves establishing and determining how to administer policy that will govern the planned action. Planning to causes on people, programs and organization.

Communication: a key to successful implementation is to discuss about a new program among teachers, principals and curriculum workers. If the new program is major change from the existing program, then the curriculum leader can profitable use such communication vehicles as workshops, meetings, role playing situations, demonstration sessions etc.

Support: the new program and its practical aspects can be a necessary support activity to in service training program for teachers, administration, students and other personal acquainting them. In- service programs must reach the intended audiences and should be accessibly scheduled for curriculum implementers. Money is required for materials and equipment to institutionalize a new program and also to have human support for the implementation effort. Educational institution will be autonomous in their internal administration and in the designing and implementing of education and training programs, with an overall coordination and democratic: leadership by boards or committees, consisting of members from the community, development and research institutions, teachers and students TGE (1994).

Cooperation: cooperation between all persons who are to be involved with program implementation must occur if a change is to be successful and to become institutionalized. The teachers' full cooperation is required in practicing the new ideas and programs that will find expression in their classrooms. If teacher's activity participate in curriculum development and implementation, it is likely that implementation would be effective.

2.2. Experiences of Other Countries

This part of the discussion focuses on how school clusters are managed for professional development purposes as a process to improve the quality of education, the basic principle underlying all these programs is that the change process starts at the school level.

Implementation of classroom instruction, clustering school innovation is practiced by build the capacities of teachers professional development in different parts of the world. Ethiopia is part of them. The main objective of clustering school is to improve classroom instruction; experience of practicing the innovation differs from one to the other. As there are similarities there are differences of implementation. Since clustering schools is a recent innovation one can share and learn from the experiences of others (Assega, 2007). The following countries Uganda, Pakistan, USA and UK exercise cluster schools innovation to enhance, quality of education in primary schools. In most cases there are similarities in the objectives, activities and contents of training program where as there is a difference in system of organization and provision of training. All are USAID support countries similarly AED/BESO project II support schools in Ethiopia.

2.2.1. Uganda's Experience

The Ugandan primary education system support the design and management of teacher and manage mental system development .This system are training teachers and head masters .giving refresh course, managing resource centres ,linking primary schools with teachers colleges, ministry of education , sports, communities and coordinating education reform initiatives . It is widely accepted that the teaching learning process is not static. New concepts, research findings and current classroom approaches and methods have to be combined to take on new forms. Teachers have to assimilate and implement these new trends, and hence they need to acquire the necessary knowledge, skills, attitudes and professional competences continuing professional development must be seen as an integral part of the teaching profession.

It is important that every teacher understands that shares the responsibility for his own professional development. The Ugandan experience is be successful and sustainable, in –service and cluster programs must address the needs of the teachers. To generalization program to be sustainable and effective monitoring and evaluation by observation and reporting systems to match curriculum goals of the cluster should be under gone.

2.2.2. The Experience of Pakistan

The releasing confidence and creativity (RCC) program is a USAID funded initiative in Pakistan implemented by the Agakhan foundation. The program seeks to build sound foundations for early learning through work with government schools, policy engagement, and networking in Pakistan. By training teachers and administrators mobilizing committee, and engaging local government of facials, the program seeks to improve learning environments and produce lessons that will lead the government to replicate its successes.

As per the report of EQUIP (2004), schools are clustered together in the program in order to organize activities, such as teacher education, informational sessions with local government leaders and community, events. The benefits of clustering schools have been seen in several aspects of the program. Clustering has facilitated resource mobilization for educational activities in program schools, as well as for nearby schools, by targeting key local decision-makers in a given area.

According to this report, cluster-based training and regular exchange visits of professionals with in a cluster have helped to create support net works where successes and challenges can be shared and discussed. Implementing patterns have also found that clustered based activities facilitates their own monitoring and advocacy functions by encouraging more self assessment and promotion of program aims at the school level. For teachers in particular the program has used a combine of lead teacher/mentor/teacher arrangements when trained professional travels throughout a cluster to share experiences and provide feedback and support. This facilitates peer learning and effective monitoring. Moreover, key teachers resources are distributed on a cluster basis, so that program inputs are cost-effective and a community of learning among teachers is encouraged (EQUIP, 2004).

2.2.3. The Experience of USA

There are school cluster in the state of Georgia, USA. According to Kasahun Asefa (2001), the purpose of school clusters is to bid for funds to implement in-school professional development, to conduct research, improve schools and student achievement on science. Schools better in facilities among cluster members are used as centre or head schools (Rago, 2007). The clusters are organized and coordinated by administrative councils. Moreover, predetermined evaluation criteria are set to assess the impact of professional development at school level. Content of the development activity varies from school to school.

Similarly, in Philadelphia school district, teaching and learning network that consists of a coordinate or who will operate out of the cluster office has been established in each cluster. The network comprises the lead instructional personnel in the small learning communities with the cluster. This will include at least one network facilitator for every three learning communities and an instructional leader from each school K-12 in each of the areas for which standards are developed. Through the teaching and learning network, a cluster may also choose to establish a centre for locating resources (e.g professional materials commercially produced instructional material, educational technology and for holding workshops and study groups. Each cluster devices whether a dedicated site for this centre meets its needs or, if not show the needs can best be supported. Through each teaching and learning network, the coordinator, secretary, network facilitators, and instructional leaders will (Rago, 2006) Assist staff in small learning communities to identify, observe, practice and receive feedback on good teaching and learning practices. Be a resource for curriculum, instruction and assessment strategies Support/facilitate/articulation between school levels for both instructional and student support issues and Facilitate/coordinates/conduct teaching and learning network programs, services and activities (Kassahun, 2001).

2.2.4. The Experience of England

School in England are clustered to conduct action research as part of teachers professional development. Teachers conduct action research on their school related issues. According to Kassahun Assefa (2001) researchers also identify as inter-learn research network or action research not work among schools within a cluster group. The purpose of the network is to improve teaching methods and experiment new approaches.

2.3. School Clustering in Ethiopia

School Clustering, in the developed world country started before the last three and four tenth years to enhance professional competence of teachers in a direction of students centred teaching. In relations for this point Assefa (2003) stated that; «the team school cluster was pioneered in 1960 in England where small rural and urban schools were in short of subject expertise. »Again as Bridges (1993) and Morrison (1993) indicated, 1980s was marked in UK as a time of shift from higher education based courses to school based in-service program. Indeed, school clustering in Ethiopia is a very recent phenomenon. Ethiopian's ministry of education adopted school and cluster-based teacher professional development as national policy in 2000 (Leu, 2004). The general objectives of teacher education in Ethiopia are to improve educational standards of the country. In service program identified the possibility of implementing continuous professional development of teachers through school cluster based training activities (MOE 2003). Educational sector millennium development goals needs assessment draft report (MOE, 2004) considered school clustering as means of improving teaching condition by responding to the local needs around the school. Recently school clustering system in Ethiopia has deserved a name cluster resource centre (CRC). In this process, MOE has left the autonomy of choosing school clustering model to the respective regional educational bureaus.

2.3.1. Content of Training in cluster resource centre (CRC)

Content of training in CRC according to (MOE, 2002] include cluster school organization concept, student centred approach, developing using of teaching aids, continuous assessment, lessen planning, and usage continuous professional development , classroom management, school and community, action research, evaluation and measurement, HIV/ADIS mentoring etc (Assega 2007).

2.3.2. The Cluster Resource in Ethiopia

The dynamic nature of education and the incapability of the existing teachers to handle the growing needs of students and the society using the previously acquired educations and training demand teachers to be engaged in cluster school of lifelong training. In similar way, the curriculum change introduced as a result of new educational training policy of 1994 incorporated, implementation of new teaching methodologies and new ideas. This can be implemented by teachers who can reorient themselves in such a way. At this point school clustering becomes essay. In explaining the need for clustering in Ethiopia TESO in- service sub-committee (MOE 2003)

document stated as: It is widely accepted that the teaching learning process is not static. New concepts, research findings and current classroom approaches and methods have to be combined to take on new forms. Teachers have to assimilate and implement these new trends, and they therefore need to acquire the necessary knowledge, skills, attitudes and professional competencies. Continuing professional development must be seen as an integral part of the teaching profession.

Thus, the above continuous professional development can be realized, as it is suggested in the document, particularly with in a cluster of schools. Sharing this belief AREB 1997 E.C cluster guide line document asserted that school clustering is needed primarily to build the capacity of primary school teachers continuously in the practical aspects of the profession which is expected from them (Abraham, 2007).

2.3.3. The Objectives of Cluster Resource Centres in Ethiopia.

At it is stated in TESO in-service sub-committee document (MOE, 2003), the purposes of schools cluster program are indicated under general objectives and specific objectives, these are:- To improve the quality of teaching and learning in Ethiopian schools by means of low cost professional development through the cluster model.

Specific objectives

To promote and sustain professional development.

To provide opportunities for teachers to keep up with change in education.

To encourage and assist teachers to produce local teaching materials.

To enable teachers to localize the curriculum to include their environment.

To facilitate mentoring of the teachers.

To motivate teachers to undertake action research.

Cognizant to the general and specific objective of MOE about CRCs, articulated the general objective as to create efficient citizen through keeping the quality of education being delivered. Besides its specific objectives are presented in four categories economic pedagogical, political, and administrative. To the interest of the proposal factors affecting the effectiveness of schools clustering programme in sinana woreda will be explored in this study.

From the literature review appears in this paper important issues can be highlighted. These points can be represented as follows.

A. School clustering is a means of disseminating new methods and skills of teaching that respond to the practical demand of classrooms. In this way, sharing experiences among teachers through a culture of reflection has got an important attention.

B. Activities of school clustering are highly related with capacity building of the human resources of schools. Thus, it is highly connected with the various continues teacher professional development programs. Subsequently, school clustering is considered as a fruit of paradigm shift that concentrate from a highly centralized formal in-service teacher professional development to such decentralized, locally oriented form of teacher professional development. For this to happen, various models are suggested by scholars. Besides the activities perspectives professional development.

C. School clustering is considered as key strategy of enhancing teachers competence through which better learning performance of teachers can be realized.

D. Ministry of education, teachers' educational college and other stakeholders believed to improve quality of the education through increasing capability of teachers so that they perform well in the class room. They also believed that teachers' professional competence can be enhanced through engaging teachers in continuous professional development like in cluster resources centers of schools. This strategy is taken as promising, it seems, based on the experience of other countries and suggestions of many scholars. Due to this, by new, the establishment and activities of school clustering has got conceptual, legal and morale basis in sinana woreda primary schools.

CHAPTER THREE

3. Research Paradigm, Methods and Designs

3.1. Introduction

In this section the research paradigm, methods and design that were employed in this study were discussed. To this effect, an attempt was made to provide adequate information about research paradigm, methods, design, subjects and sampling techniques and the instruments of data analysis that were selected for the study.

3.2. Context of the study area

The study area for this research was Sinana woreda, in Bale zone, Oromia regional state which is found at 430km from Finfine, the capital city the country, Ethiopia. Oromia is one of the nine ethnically based regional states of Ethiopia, covering 284,538 square kilometres. Bale is one of the eighteen zones in Oromia region. Sinana woreda is also one of the woredas in Bale Zone. It is bordered by Agarfa woreda on the North, Gasera on the north east, Goba on the South, on the south east by Goro and Ginir in the East. The administrative centre of this woreda is Robe town. According to the 2007 national census the population of this woreda is 118,594, of whom 61,968 were men and 56,626 were women; none of its population was urban dwellers. The majority the inhabitants said they were Muslim, with 59.99% of the population reporting they observed this belief, while 38.93% of the population practiced Ethiopian Orthodox Christianity. The 2007 census reported the two largest ethnic groups were Oromo (87.73%) and Amhara(9.2%); all other ethnic groups made up 1.25% of the population. Afan Oromo was spoken as a first language by 88.6%, and 10.75% spoke Amharic; the remaining 0.65% spoke all other primary languages reported.

3.3. Research Paradigm

Paradigm is explained as a worldview that guides a researcher to investigate the problems and add new knowledge to the existing ones. Adding, of different types of research paradigm the researcher employed pragmatism as an appropriate research paradigm, because the pragmatic paradigm provides an opportunity to use for "multiple methods and different assumptions, as well as different forms of data collection and analysis in the mixed methods study (Creswell, 1998).

Therefore, the researcher believes that the research philosophy that guides the study is pragmatism this is because the inquiry to truth cannot be fully reached using

only one scientific methods and the above explained paradigm is compatible with the mixed research method I choose to conduct my study.

3.4. Method of the Study

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). With this understanding, the method employed in this study was mixed method which combines quantitative and qualitative approaches on the assumption that it was more appropriate together with variety of data related to the study. Mixed method which enables to collect diverse types of data provides an understanding of research problems (Creswell, 2003).

3.5. Research Designs

In order to adequately address the basic questions and purpose of the study, it is better to use the combination of quantitative and qualitative approach as the mixed design (Creswell, 2009; Johnson & Christensen, 2010) enables to collect both facts and local perspective. This leads to survey explanations and interpretative meaning for understanding of the issue /problem in better way than either of the approaches can achieve independently. Therefore, the researcher used cconcurrent mixed research design which he believed have a potential to depict the real picture of the issue and samples as they are.

3.6. Population of the study

There are six cluster centres in sinana woreda. Amongst the six school clusters of sinana woreda, 3(50%) were selected using simple random techniques in order to make the study manageable. The researcher believed that the cluster centres (Horaboka, Sambitu and Basaso) were used as a representative of the study. There are about 114 teachers, 3 cluster centre coordinators, 17 schools and principals, 3 cluster supervisors, 5 woreda education department Office experts and officials which are considered to be is the total population of the this study.

3.7. Sources of Data

Only primary sources of data were used for this study. The primary source of data used for this study was teachers, principals, educational experts at woreda level, supervisors and cluster centre coordinators.

3.8. Samples and Sampling techniques

Since it is difficult to conduct this research in its totality the researcher decided to use different sampling techniques to select appropriate samples for the study. To

this effect, the three school cluster centres were taken by the use of simple random sampling technique. Besides, from 17 primary Schools found in the three clusters ten were included using simple random sampling technique.

Three cluster supervisors were selected using availability sampling technique for their close working relating with all school activities and they were believed to have the information required. 57 teachers were selected by using simple random techniques. 10 Principals from 17 primary schools, three cluster centre coordinators (one from each school cluster centre) were taken by simple random and availability sampling techniques respectively. These groups were close supervisors to the everyday school cluster activities of teachers and were expected to provide appropriate information regarding cluster program. From woreda education office two officers are included by using purposive sampling techniques.

Table 1: Research participants

Item	**Hora boka cluster centre**	**Basaso cluster centre**	**Sambitu cluster centre**	**Total**
Teachers	**17**	**20**	**20**	**57**
Principals	**3**	**3**	**4**	**10**
Supervisor	**1**	**1**	**1**	**3**
Officers	**2** from woreda education office			**2**
Cluster centre coordinators	**1**	**1**	**1**	**3**
Total	**24**	**25**	**26**	**75**

3.9. Data Gathering Tools

In order to collect adequate and reliable data the researcher used questionnaire and interview as data gathering tools.

3.9.1. Questionnaire

The purpose of questionnaire was to collect data about the opinion and experience of teachers and principals in various school cluster activities and related issues. The questionnaire was used to collect data teachers and principals. It had two parts, where the first concentrate on the basic personal information of the respondents and the other parts of open and close ended questioner type that required to inquire their

opinion and experience on the implementation of school clustering programmes in their cluster centre.

3.9.2. Interview

As interview guide which was a list of question or issues that were to be used in the course of an interview is prepared. An interview guide was developed to collect data from cluster coordinators, woreda education officers and cluster supervisors. The guide provides topic or subject areas about which the interviewer was free to explore, probe and ask questions that elucidate and illuminate that particular subject.

3.10. Procedure of Data Collection

As long as the procedure of data collection was concerned, the researcher got through the following steps, so as to collect relevant data. The first thing had to be done was getting permission from the director/supervisor of the cluster. After the researcher got permission, he distributed the questionnaires to the respondents, after precise introduction so as to let them to know the purpose of the study. Next, the researcher gathered data using different data collection tools from teachers, directors, cluster centre supervisors, cluster centre coordinators and woreda education officers by preceding smooth introduction to create clear/good relation so as to get very relevant data. After data was collected from respondents, the researcher addressed his acknowledge for all people those corporate him in the process of data gathering.

3.11. Validity and Reliability of the Data

Before using the research instrument for data collection, the instruments were subjected to pilot testing among cluster school directors, head teachers and supervisors of sinana woreda in non-sample school cluster centres. The purpose of this piloting was to get research instrument that enable to collect reliable data. Then questionnaires were distributed for woreda officers, cluster school directors and cluster school teachers to check language clarity and appropriateness of items in the content. In addition questionnaires were given for two College instructors and one woreda education office officer to check language clarity and appropriateness of items in the content.
The questionnaire was prepared in English language and translated into Afan Oromo for teachers and CRC, to check the originality of the content in the process of translating the questionnaire from English into Afan Oromo back translation from Afan Oromo into English was done by two college experts. On the other hand in order to make the study valid I used different specialists to check the grammar, content and structure of the instruments.

Finally, the purpose of this piloting was to get research instrument that enable to collect reliable data.

3.12. Methods of data analysis

The methods of data analysing strategies associated with the mixed methods approach, involve collecting and analysing both forms of data in a single study. On the type of the instrument employed and the nature of questions set both quantitative and qualitative data analysis techniques were employed. Direct quotation, narration and paraphrasing were used for the analysis of qualitative data. Whereas the modern data analysis tool SPSS version 21 was used to analyse quantitative data to identify frequency and percentages distribution of the data in the questionnaire and personal characteristics of respondents.

3.13. Ethical considerations

In conducting this research, the researcher employed basic ethical guidelines like keeping the secrete of the informants, telling them the purpose of the study very clearly, using pseudo names instead of their real names, confirming them as no harm come to them because of their giving an interview or filling a questionnaire and finally I cite all the sources used in process of the study.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

4.1. Introduction

The purpose of this paper was to analyze the effectiveness of school clustering programme in teaching- learning process in primary schools of Sinana *'woreda'*, Bale Zone, Oromia. In this chapter, therefore, presentation, analysis and interpretation of the data collected from the sample schools were presented in line with basic research questions and objectives of the study.

The chapter was organized in two main parts. The first part was about the demographic characteristics of the respondents. Accordingly, the demographic data obtained from research respondents were presented in terms of sex, age, years of service, academic qualification and field of specialization. The second section of this chapter, presents the main data meant to answer the basic research questions of the study.

4.2. Demographic characteristics of respondents

The data gathered for this study was obtained from teachers, principals, Woreda education office experts, supervisor and cluster centre coordinators. The researcher believes that the respondents have direct relationship with the matters under study and as a result they were considered to be relevant as main source of information for the study. To this end, a total of 75 copies of questionnaires that contained 4 close ended and 2 open ended items were distributed to 60 teachers and 15 school directors and a total of 67 (89%) of questionnaires were properly filled and returned from 57 (85%) teachers and 10 school directors (15%). Three supervisors, two officers and two coordinators were employed as a sources of data collected through interview held with the supervisors, officers and coordinators in reference to the background information of the respondents; and subjected to statistical analysis. Finally, respondents were asked to indicate their personal information. The details of the characteristics of the respondents were given in the following tables below.

Distribution of respondents in sex

Sample respondents (teachers, directors, students, supervisors, officials, and coordinators) were asked to indicate their sex. Results from the analysis of their responses are shown in the Table 2.

Table 2: Distribution of respondents in sex

Variables	Categories	Respondents											
		Teacher		**Directors**		**Experts**		**Super**		**Coord**		**Total**	
		f	%	f	%	f	%	f	%	f	%	f	%
Sex	Male	35	61	8	80	2	100	3	100	3	100	51	68
	Female	22	39	2	20	-	-	-	-	-	-	24	32
	Total	57		10		2		3		3		75	100

As indicated in Table 2, the majority 35 (61%) of teachers, 8 (80%) of school directors, 3 (100%) of supervisors, 2 (100%) of experts and 3 (100%) of coordinators were males while the remaining 22 (39%) of teachers, 2 (20%) of principals, 0 (0%) supervisors, 0 (0%) of experts and 0 (0%) of coordinators were female. This indicates that the participation of females in all the cases is relatively lower than that of males and calls for serious attention in order to encourage the females to come to all positions from the level of the students to all higher hierarchal position.

Distribution of respondents in age

Sample respondents (teachers, directors, supervisors, officials, and coordinators) were asked to indicate their age. Results from the analysis of their responses are shown in the Table 3.

Table 3: Distribution of respondents in age

Variables	Categories	Respondents											
		Teachers		**Directors**		**Experts**		**Supervisors**		**Coordinators**		**Total**	
		f	%	f	%	f	%	f	%	f	%	f	%
Age	**20-25**	5	9	-	-	-	-	-	-	-	-	5	7
	26-30	30	13	3	30	-	-	-	-	1	33	34	45
	31-35	12	21	3	30	2	100	3	100	2	67	22	29
	36-40	9	16	4	40	-	-	-	-	-	-	13	17
	Above 40	1	2	-	-	-	-	-	-	-	-	1	2
	Total	57		10		2		3		3		75	

As displayed in the above table, concerning the age of the respondents, 5 (7%) of them were in the age of range of 20-25, 34 (45%) in the age category of 26-30, 22 (29%) were in the age interval of 31-35, 13 (17%) were in the age interval of 36-40 and 1 (2%) were above the age 40. This implies that the majority of the teacher respondents were in their active age. Accordingly, 3 (100%) of the supervisors, 2(100%) of the experts and 2 (67%) of coordinators were in age range of 31-35 years; whereas the remaining, 1 (33%) of coordinators were in age range of 26-30 years. From this, the majority of the respondents were adult and the information obtained from them is reliable and serves for the study.

Distribution of respondents in academic qualification

Sample respondents (teachers, directors, supervisors, officials, and coordinators) were asked to indicate their academic qualification. Results from the analysis of their responses are shown in the Table below.

Table 4: Distribution of respondents in academic qualification

Variables	Categories	Respondents											
		Teachers		**Directors**		**Experts**		**Supervisors**		**Coordinators**		**Total**	
		f	%	f	%	f	%	f	%	f	%	f	%
Qualification	**10+3**	19	33	-	-	-	-	-	-	3	100	22	29
	12+ILB	4	7	-	-	-	-	-	-	-	-	4	5
	12+2	1	2	4	40	1	50	2	67	-	-	8	11
	BA/BSC/E	31	57	6	60	1	50	1	33	-	-	39	51
	Others	2	4	-	-	-	-	-	-	-	-	2	3
	Total	57		10		2		3		3		75	

As indicated in Table 4, the majority 31 (57%) of teachers, 6 (60%) of school directors, 1 (33%) of supervisors, 0(0%) of experts and 0 (0%) of coordinators were first degree holders. This implies that the qualification standards set by MoE were almost achieved. The standard states that maximum request qualification to teach at primary schools is first degree (MoE, 2006). While the remaining 19 (33%) of teachers, 0 (0%) of principals, 0 (0%) supervisors, 0 (0%) of experts and 3 (100%) of coordinators were 10+3. This implies that the majority of the respondents were above the minimum requirements of academic qualification. On the other hand 1 (2%) of the teachers, 4 (40%) of the directors, 1 (50%) of the experts, 2 (67%) of the supervisors are 12+2. Besides, 2 (4%) of the teachers are placed in others which constitute 10 and 12 grade complete. This indicates that the participation of non professional is low but needs serious attention in order to discourage the coming of non professionals to schools without having necessary trainings in teachers' education.

Distribution of respondents in work experience

Sample respondents (teachers, directors, supervisors, officials, and coordinators) were asked to indicate their work experience. Results from the analysis of their responses are shown in the table 5.

Table 5: Distribution of respondents in work experience

Variables	Categories	Respondents											
		Teachers		**Directors**		**Experts**		**Supervisors**		**Coordinators**		**Total**	
		f	%	F	%	f	%	f	%	f	%	f	%
Experience	**1-5**	5	9	-	-	-	-	-	-	1	33	6	8
	6-10	20	35	4	40	1	50	1	33	2	67	28	37
	11-15	20	35	6	60	1	50	2	67	-	-	29	39
	16-20	9	16	-	-	-	-	-	-	-	-	9	12
	21-25	3	6	-	-	-	-	-	-	-	-	3	4
	Above 26	-	-	-	-	-	-	-	-	-	-	-	-
	Total	57		10		2		3		3		75	

As displayed in the above table, concerning the work experience of the respondents, 29 (39%) of them were in the of range of 11-15 years, 28 (37%) in the category of 6-10 years, 9 (12%) were in the interval of 16-20 years, 6 (8%) were in the interval of 1-5 years and 3 (4%) were in the range of 21-25 years work experience. This implies that the majority of the teacher respondents had excellent work experience. Accordingly, 1 (33%) of the supervisors, 1 (50%) of the experts and 4 (40%) of directors were in the range of 6-10 years work experience; whereas the remaining, 6 (60%) of the directors, 1 (50%) of the experts and 2 (67%) of the supervisors were in the range of 11-16 years work experience. From this, the majority of the respondents were highly experienced and they better understand the environment they work in. In connection with this, 1 (33%) of the coordinators were in the range of 1-5 years work experience. Therefore, the majority of the respondents are well accustomed with the issue under investigation and they could very well respond to the questions in the discussion.

Distribution of respondents in teaching load

Sample respondents (teachers, directors, supervisors, officials, and coordinators) were asked to indicate their teaching load. Results from the analysis of their responses are shown in table 6.

Table 6: Distribution of respondents in teaching load

Variables	Categories	Respondents											
		Teachers		**Directors**		**Experts**		**Supervisors**		**Coordinators**		**Total**	
		f	%	f	%	f	%	f	%	f	%	f	%
Load	**10-15**	5	9	10	100	-	-	-	-	-	-	15	21
	16-20	22	39	-	-	-	-	-	-	3	100	25	36
	21-25	12	21	-	-	-	-	-	-	-	-	12	17
	26-30	18	32	-	-	-	-	-	-	-	-	18	26
	Above 31	-	-	-	-	-	-	-	-	-	-	-	-
	Total	57		10		0		0		3		70	

As displayed in the above table, concerning the work load of the respondents, 25 (36%) of them were in the of range of 16-20 periods per week, 18 (26%) in the category of 26-30 periods per week, 15 (2%) were in the interval of 10-15 periods per week, 12 (26%) were in the interval of 21-25 periods per week and no one carries above 30 periods per week. This implies that the majority of the teacher respondents had high teaching load which is between 16-20 and 26-30 per week which might had an influence on the participation of teachers in school cluster activities. On the other hand a few 5(9%) teachers had a work load between 10-15 periods per week. Accordingly, all cluster centre coordinators had a work load between 16-20 periods. This implies to some extent cluster centre coordinators had relatively low which help them to discharge their responsibilities. Besides, 10 (100%) of the directors had work load of between 10-15 periods per week which again facilitate their role in school cluster activities. From this, the majority of the respondents were highly loaded with work burden of teaching and learning activities. In connection with this, all cluster supervisors and woreda educational office experts are without any work load other than supporting the school cluster centre activities.

4.3. Main Data Analysis

In this sub section of the chapter, presentation, analysis and interpretation data were made in line with the basic research question of the study. The data provided by the respondents (teachers, directors, students, supervisors, experts and coordinators) to the basic research questions of the study are presented in the tables below and duly analyzed in the subsequent sections. In the course of analysis, opinion of teachers, principals as to effectiveness of school clustering programme in teaching- learning process in primary schools of Sinana *'woreda'*, Bale zone, Oromia were scored in a five-point rating scale and then categorized into three groups of 'agreed' and 'disagreed' and 'neutral' for the purpose of better understanding and easy interpretation of data. Besides, the data obtained from the teachers and school directors using questionnaires were supplemented by focus group discussions held with the students and interviews held with the supervisors, woreda education experts and cluster coordinators in line with the basic research questions.

Finally, teachers and directors responded to both open and closed-ended questionnaire items. The closed ended items across sub-categories were computed and analyzed using frequency and percentage. Percentage was utilized for easy presentation of frequency distribution and for comparison of the degree of school clustering program effectiveness in teaching learning process. In addition, items across each category were arranged under the rating scale with five points. These five points scale range from strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1. Besides, data from interviews, and focus group discussion analysis were triangulated to validate the findings.

4.3.1. Benefits of the clustering programme

It is clear that school clustering program help to improve the profession of teachers' which in turn help to promote academic achievement of the students and the quality of education. Therefore, this part of the analysis examined whether clustering program had benefits to improve teachers' professional development in particular and school activities in general. In order to explore the benefit of the respondents from the school clustering programme, they were asked if they had benefited from school clustering programme. Accordingly, the respondents' were given opinion in 'Yes' or 'No' from which to decide. The results are summarized in the Table 8 below.

Table 8. Benefits of the clustering program

Items	Respondents							
	Teachers				School directors			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
Did you get any benefit from your school clustering program?	49	86	8	14	7	70	3	30
Total	**49**		**8**		**7**		**3**	**67**

As can be seen from table 8, the respondents were asked to give their views, whether or not they had a benefit from the school clustering program. Accordingly, 49 (86%) of teachers and 7 (70%) of school directors replied "yes". Whereas, the reaming, 8 (14%) of teachers and 3 (30%) of school directors replied "No" for the question reads as, did you get any benefit from the school clustering program? Further they were asked to an open ended question, to mention some of the benefits they had from the school clustering program, for those who replied "Yes". Consequently, all the respondents who replied "Yes" share almost similar ideas. For instance one of the respondents list the benefits they earned from the school cluster programme are indicate as below:

School clustering program benefits our schools and others in sharing experiences from one school to another, in having standardized test and exams among the cluster schools and even outside the cluster schools, for sharing resources, for supervision and monitoring of teaching and learning process. Above all, school clustering programme is very important in realization of quality education in our school.

The finding of the study was supported by the views of the scholars(Odada and Omagor, 1997) that groupings of schools according to their proximity to each other creates an opportunity for schools to share experience, to have uniform assessment modes, to support each other and to receive massages and react immediately, the school clustering program is very important.

In addition to this, the interview held with supervisors and experts proved that the types of benefits gained from cluster program by satellite schools are experience

sharing, provision of question and answer program, facilitating group idea and preparation of uniform test and exam for all cluster school students. But the extent to which it is practiced by cluster schools varies from time to time.

Therefore, from the respondents and literature we can conclude that net working schools according to their geographic proximity help them to share their experience, help each other, have uniform assessment techniques, solve common problems they are facing while conducting teaching learning process.

4.3.3. The role of school cluster in providing professional development trainings

It is obvious that enhancing teachers' professional development is one of the most important tasks carried out in school cluster centres through training sessions. Hence, school cluster trainings must be on going and systematic and supported by the concerned bodies. The training given therefore is important for helping teachers to grow and develop in their understanding of teaching and class room life in improving basic teaching skills and in expanding their knowledge. This part of analysis examined whether the training given in school cluster centres effectively support teachers' professional development activities in order to help teachers develop in their profession.

Table 10. Data results from training conducted in the school clustering program

Item	Respon-dents	Responses									
		1		2		3		4			
		f	%	f	%	f	%	f	%	f	%
Training on te/ methodology	Teachers	2	4	38	62	8	14	7	12	2	4
	Directors	2	20	4	40	-	-	3	30	1	10
Training on Ca	Teachers	3	5	40	70	8	14	6	11	-	-
	Directors	1	10	6	60	-	-	3	30	-	-
Training on exam preparation,	Teachers	1	2	48	84	4	7	7	12	-	-
	Directors	2	20	1	10	-	-	7	70	-	-
Other non professional topics	Teachers	1	2	-	-	-	-	51	89	5	9
	Directors	2	20	-	-	-	-	6	60	2	20

As indicated in Table 10 respondents were asked the ways in which training help schools in improving teaching learning process in the cluster centres. Some of the items given to them to react on are provision of training on teaching methodology, continuous assessment, test or exam construction for teachers in the school cluster centres and other non professional topics. They were given different options like strongly disagree, disagree, undecided, agree, and strongly agree rating scales to identify the level of their agreement or disagreement on the issues. In the analysis, strongly disagree is reduced to disagree, and strongly agree is raised to agree, to simplify the analysis.

To investigate the ways in which the training program serves the schools in improving teaching learning process, four items were given in table 10. To this effect training program effectiveness in improving teaching learning process is analyzed in the following manner.

On the provision of training service for teachers' on teaching methodology, majority of the teachers' respondent 40 (66%) and 6 (60%) directors reported that they disagree, followed by 9 (16%) teachers and 4 (40%) directors said disagree. This

shows teachers did not have the chance to participate on training that was given on teaching methodology.

In item 2 of the above table respondents were asked to rate the uses of training in school cluster to apply continuous assessment methods. Accordingly, 49 (85%) of teachers and 3 (30%) of directors replied that the use of training in applying continuous assessment methods is at the state of strongly disagree and disagree respectively. Additionally,8 (14.25%) and 6 (11%) respondents responded that the use of school cluster to conduct training on continuous assessment methods is undecided and agree respectively at school cluster level. This implies that the use of school cluster training to practice continuous assessment methods is low and needs to be improved.

Regarding the training program on exam or test preparation 49 (86%) of teachers and 3 (30%) of directors replied disagree. This implies training on this issue is also undermined.

The fourth item on which the respondents are asked to respond to test how much the training sessions are related with non professional topics. In doing so 56 (99%) of teachers and 8 (80%) of directors replied agree. This shows most of the time the training sessions organized at cluster centre focuses on topics outside the professions of the teachers which is directly related with their class room instruction.

Therefore, from this we can understand that different training programs organized at clusters centres but as the respondents said the topics on which the training given was not related with their professional development. In addition, the result obtained from the above analysis given by teachers and school directors' were also supported by the information obtained from the supervisors, cluster centre coordinators and experts. To this end, the majority of these respondents involved in the interview identified almost similar ideas. For instance one of the interviewed cluster centre coordinators explained his views as follows (CCC2):

> Even though various training sessions were organized in cluster centres on different topics varies from cluster to cluster, school to school and woreda to woreda, most of the common agenda on which meeting is conducted is issues like membership, administration, community problems, good governance, new directives and etc. The training sessions are also very seasonal and short in duration because most of the time this type of

trainings are situation based. Therefore, the training program must be in line with the professional development of teachers (CCC2, May10, 2016).

However, according to the response of the teachers and school directors and interview conducted with cluster centre coordinators the activities of cluster centres on the areas of the training program varies, all the above mentioned idea tend to affect the basic objectives of school clustering programmes in teaching learning process. The findings from the respondents are against the views of the scholar (Leu, 2004) state that «active learning class room approaches, continuous assessment promoting, classroom management and effective school leadership- - - subject – based improvement in teaching and learning -----». Besides, the use of higher ---order thinking skills and connecting school learning activities with students own live has got important emphasis. Thus, according to the report of Leu, the contents are suggested to be circulated around practical and realistic guidance of the teaching learning activities, support for development of curriculum and other aspects of classroom planning and management .This by itself encompassed so many sub contents consistent of text books ,pedagogical skills ,academic knowledge of teachers themselves, especially ,English ,mathematics ,and Environmental studies are necessary to be addressed by CRCs . This provides us the package of contents to be addressed in the training of CRCs, which serves as designed curriculum of school clustering program in Ethiopia.

Lastly, the interviewed woreda educational experts and cluster supervisors did not hide that teachers seem to feel negative about the benefits gained in terms of providing professional development training programs going on; continuity of programs, shortage of reading materials, topics of training and credit for the training.

4.3.4. The Support of Cluster Supervisor for the Implementation of School Cluster program

This part of the study displays the items with regard to the degree of support from cluster supervisors in the process of implementing school cluster activities. Whatever attempts are made at the various levels, it is meaningless unless supervisory services or activities are provided for school clusters. Supervision plays a key role in the improvement of learning through enhancement of teachers' professional development (Sergiovanni, 1984). Hence, it is logical to assess the supportive function of cluster supervisors which is presented in the following table.

Table 11- Data results from the support of cluster supervisors

Item	Respon-dents	Responses									
		1		2		3		4		5	
		f	%	f	%	f	%	f	%	f	%
Supervisors to follow up the school cluster performance	Teachers	2	4	40	66	-	-	8	14	7	12
	Directors	1	10	4	40	-	-	3	30	2	20
efforts of cluster supervisors to organize training	Teachers	3	5	40	70	-	-	8	14	6	11
	Directors	1	10	6	60	-	-	3	30	-	-
supervisors to maintain experience sharing	Teachers	7	12	4	7	-	-	46	81	-	-
	Directors	2	20	1	10	-	-	7	70	-	-
supervisors to provide professional support for teachers	Teachers	-	-	51	89	-	-	-	-	6	11
	Directors	2	20	-	-	-	-	6	60	2	20

The objective of the supervisor is implementing teaching learning process through providing professional support and by forming suitable situations of students (USAID, 2004).

In item 1 of table 11, relates the extent of cluster supervisors' effort to follow up the school cluster performance. Accordingly, based on the data 2 (4%), the majority 40 (66%) of teachers replied that the effort of cluster supervisors to follow up the school cluster performance is very low and low respectively and 6 (60%) and 4 (40%) of directors replied very low and low respectively. On the contrary 8 (12%), and 7 (12%) of teachers responded that the effort of cluster supervisors to follow up the school cluster performance is high and very high respectively.

In response to item 2 of the same table 11, the effort of cluster supervisors to organize teachers training on various topics was also rated by each respondent. Based on the data obtained 3 (5%), 8 (14%) of teacher respondents rated and confirmed that cluster supervisors effort to organize training on teaching learning is very high and

high respectively. Moreover, the majority of teachers 40 (70%) and directors 8 (80%) responded that the effort of cluster supervisors to arrange training on teaching profession is very low, and low respectively. From the data, it can be learned that cluster supervisors were insufficiently arrange trainings and preparing teachers conference and discussion forums on school cluster activities.

In item 3 of table 11, there was the need to see the efforts of cluster supervisors to maintain experience sharing among the cluster school. Supervisor is an expert who supports teachers by establishing the school cluster committee, managing and coordinating school cluster activities within the cluster, sharing individual and school cluster plan (USAID, 2004). Accordingly, significant number, 7 (12%) and 7 (23%) of teacher and 2 (20%) and 1 (10%) of directors responded that the effort of cluster supervisors to maintain experience sharing among the cluster schools was very low, and low respectively. On the contrary, the majority of teachers 46 (81%) and 7 (70%) directors responded that experience sharing among the cluster schools is high respectively. This shows that the effort of cluster supervisors to coordinate experience sharing among the cluster schools was much satisfactory. School cluster activities can be effective if and only if cluster supervisors are knowledgeable, committed, willing, qualified and experienced.

In item 4 of table 11, teachers were asked to rate the extent to which the effort of cluster supervisors to provide professional support for teachers. Based on the data obtained significant numbers 6 (11%) of teachers and 2 (20%) of directors replied that the effort of cluster supervisors to provide professional assistance for teachers is very high and high respectively. On the other hand, the majority of teacher respondents 51 (89%) and 2 (20%) of directors replied that the effort of cluster supervisors to give professional support for teachers is low and very low respectively. So, it can be concluded that cluster supervisors, rarely followed up and insufficiently assisted for the effective implementation of school cluster activities in primary Schools of sinana woreda. The response of the interview held with woreda education office experts confirmed that school cluster practice is not effectively implemented because of lack of training of teachers, principals and cluster supervisors on the implementation of school clustering program.

4.3.5. Support from Woreda Education Office Experts to Implement School Cluster Program

This part of the study displays the items with regard to the degree of support from woreda education experts in the process of implementing school clustering activities. Whatever attempts are made at the various levels, it is meaningless unless supervisory services or activities are provided for school cluster centres. Hence, it is logical to assess the supportive function of woreda education experts which is presented in the following table.

Table 12- Data results from the support of woreda education office experts

Item	Respon-dents	Responses									
		1		2		3		4		5	
		f	%	f	%	f	%	f	%	f	%
Preparing local school cluster plan	Teachers	2	4	38	62	7	12	8	14	2	4
	Directors	2	20	4	40	-	-	3	30	1	10
efforts to evaluate school cluster activities	Teachers	3	5	40	70	-	-	8	14	6	11
	Directors	1	10	6	60	-	-	3	30	-	-
Allocate budget for cluster activities	Teachers	48	84	4	7	-	-	1	2	7	12
	Directors	2	20	1	10	-	-	7	70	-	-
Arrange training sessions for teachers	Teachers	1	2	51	89	-	-	-	-	5	9
	Directors	2	20	-	-	-	-	6	60	2	20

Table 12 deals with the performance level of woreda education office in accordance with the listed roles and responsibilities set by the MoE in the implementation of school clustering program. This part of the study displays the items with regard to the degree of support from woreda education office experts in the process of school cluster activities.

Regarding item 1 of table 12, teacher respondents were asked to give their opinion that the extent to which the efforts of Woreda education office experts to prepare local school cluster program plans. Accordingly, small number 2 (4%), 38 (62%), and 7 (12%) of teachers reacted that the effort of Woreda education office is

very low, low, and medium respectively besides 2 (20%) and 4 (40%) of directors replied very low and low respectively. From the data results, it can be learned that Woreda education office has given less attention and insufficiently preparing local school cluster activity plans.

In item 2 of table 12, the respondents were asked to rate the extent to which the effort of Woreda education office experts of evaluating school cluster activities. Accordingly, small number 8 (14%) and 6 (11%) of teachers rated the effort of Woreda education office experts is very high and high respectively. Besides, 3 (30%) of directors rated the effort of Woreda education office experts is high. On the other hand, the majority of teachers 40 (70%) and 6 (60%) of directors replied that the effort of Woreda education office experts to monitor and evaluate the school cluster activities is low respectively. From the data it can be said that the woreda education office experts were insufficiently monitor and evaluate the school cluster activities at primary schools of sinana woreda.

In item 3 of the same table, various responses were given regarding the extent to which the efforts of Woreda education office experts to allocate budget for school cluster actions. According to MoE (2009), guide line education office having responsibilities in allocating the school budget and following up its accomplishments. Therefore, significant number 1 (2%) and 7 (12%) of teachers replied very low and high respectively. And also 2 (20%) and 1 (10%) of directors responded that the effort of Woreda education office experts to allocate budget is very low and low respectively. On the contrary, the majority 48 (84%) of teachers replied low whereas 7 (70%) of directors replied that the effort of Woreda education office experts is high respectively. From this result, it can be learned that Woreda education office has given less attention to allocate budget for school cluster program.

In item 4 of the above table, the respondents were asked to rate the extent to which the efforts of Woreda education office experts to arrange training regarding different teaching learning process related activities. Accordingly, 51 (89%) of teachers replied low and 2 (20%) of directors replied that the efforts of Woreda education experts is very low. This indicates that Woreda education office has given less attention to prepare training on the actions of school cluster program.

The response of the interview held with cluster centre coordinators confirmed that the status of school cluster program implementation is at the infant stage and very low.

This is because of lack of support from Woreda education office in the activities of school cluster program.

4.3.6. Resource Sharing in School clustering program

This title was treated with the purpose of assessing the how resource is shared in school cluster centres for the improvement of teachers' effectiveness in their profession in the primary schools sinana woreda. In doing so the availability and sharing of resources like text books, teachers' guide, instructional materials and science kits are assessed.

Table 13: Resource sharing verses school clustering program

Item	**Respon-dents**	**Responses**									
		1		2		3		4		5	
		f	%	f	%	f	%	f	%	f	%
Text books	Teachers	3	5	38	67	6	11	9	16	-	-
	Directors	-	-	6	60	-	-	4	40	-	-
Teachers' guide	Teachers	3	5	40	70	-	-	14	25	-	-
	Directors	-	-	6	60	-	-	2	20	2	20
Instructional Mate.	Teacher	4	7	48	84	-	-	5	9	-	-
	Directors	-	-	7	70	-	-	3	30	-	-
Science kits	Teachers	2	4	38	67	8	14	9	15	-	-
	Directors	3	30	4	40	-	-	3	30	-	-

As indicated in Table 13 respondents were asked the ways in which resource sharing help schools in improving teaching learning process in the cluster centres. Some of the items given to them to react on are provision of resource in the cluster centre like text books, teachers guide, instructional materials and science kits. They were given different options like strongly disagree, disagree, undecided, agree, and strongly agree rating scales to identify the level of their agreement or disagreement on the issues. In the analysis, strongly disagree is reduced to disagree, and strongly agree is raised to agree, to simplify the analysis.

To investigate the ways in which the resource sharing serves the schools in improving teaching learning process, four items were given in table 13. To this effect resource sharing program effectiveness in improving teaching learning process is analyzed in the following manner.

On the provision of text books service for teachers' in cluster school centre the teachers' respondent 41 (72%) and 6 (60%) directors reported that they disagree. This shows teachers and directors did not have the chance to participate in sharing text books found in cluster centre.

Regarding the use of cluster centres for sharing teachers' guide 43 (75%) of teachers and 6 (60%) of directors replied disagree. This implies sharing teachers' guide is also undermined. Concerning the provision of instructional materials 52 (91%) teachers and 7 (70%) replied disagree. This again shows the instructional materials did not as such shared and used by respondents in cluster centres.

The fourth item on which the respondents are asked to respond to test how much the resource centre is used for sharing science kits. In doing so 40 (71%) of teachers and 7 (70%) of directors replied agree. This shows most of the time the cluster resource centre do not facilitate the sharing of science kits for teachers.

As it is stated in the policy MOE (2002), by clustering schools at a given locality, resource centres provide educational equipment, reference books, etc, in order to enhance teachers' capability in classroom instruction. In this regard as it is also witnessed by supervisors and officials that cluster centres in sinana woreda were not provided with resources and teaching materials by woreda education office and teachers themselves. Therefore, this shows as there is a gap in the idea of the policy and with what is practically done on the ground to improve the competence of teachers in the class room activities.

One of the objectives of clustering school is to redress any unbalance in resource, professional competence, experience, support and supervision, and group work idea by grouping schools that are located near each other in a cluster, mixing strong school and disadvantaged school in such a way that the latter benefit from the advantage of the former. All the interview, focus group discussion and questionnaire participants in respective of collaborative work of clustered schools have marked that cluster schools had created the opportunity to share their experience, preparing uniform test, provision of question and answer programme in either central venue or at their respective schools. This shows that teachers at clustered schools had a better

exposure to experience sharing and provision of question and answer program that can improve the cluster school activities.

4.3.7. The overall factors affecting the effectiveness of school clustering programmes in teaching learning process.

This section is devoted to the presentation of the major difficulties that hinder the positive application of school cluster activities. The challenges were learned from the responses provided to items as is displayed in table below. In attempt to know the factors that affect the overall effectiveness of school clustering programmes in teaching learning process in the primary schools of sinana Woreda, Bale zone , Oromia a series of factors drawn from literature were indicated as shown in table 14.

Table 14: Factors which affect the effectiveness of school clustering Program implementation

R.N	Factors	Respondents	F	%	Rank Order
1	Absence of commitment to work collaboratively	**Teacher**	**4**	**8**	**6**
		Principal	**-**	**-**	
2	Lack of follow–up & monitoring from director, cluster coordinator and supervisor & woreda exp.	**Teacher**	**5**	**9**	**5**
		Principal	**-**	**-**	
3	Lack of adequate resources in the cluster centre	**Teacher**	**8**	**14**	**4**
		Principal	**1**	**10**	
4	Lack of awareness on the importance of cluster Program	**Teacher**	**3**	**5**	**7**
		Principal	**-**	**-**	
5	Lack o reward for good performance	**Teacher**	**1**	**2**	**8**
		Principal	**-**	**-**	
6	Lack of planned activities in the cluster centre	**Teacher**	**-**	**-**	
		Principal	**-**	**-**	
7	Absence of teaching learning related topics training	**Teacher**	**12**	**21**	**2**
		Principal	**3**	**30**	
8	Absence of clear cluster guide line	**Teacher**	**15**	**26**	**1**
		Principal	**4**	**40**	
9	Cluster school centre program punctuality	**Teacher**	**-**	**-**	
		Principal	**-**	**-**	
10	Distance of cluster centre from member Schools	**Teacher**	**9**	**15**	**3**
		Principal	**2**	**20**	
11	Other routine activities	**Teacher**	**-**	**-**	
		Principal	**-**	**-**	

Table 12, shows the respondents rank order of factors that influence the effectiveness of school clustering programmes in teaching learning process. In attempt to know the factors that affect the effectiveness of school clustering programmes in teaching learning process, a series of factors drawn from the literature were indicated as shown in table 12 above.

As can be shown in the table above, respondents (teachers and school directors) were asked to indicate the rank order for factors that hinder effectiveness of school clustering programmes in teaching learning process from the list of factors which are supposed to have impact on the effectiveness of school clustering programmes in teaching learning process according to the impacts they have in teaching learning process Accordingly, teachers and school directors listed out the five most influencing factors, where Absence of clear cluster guide line took the first rank and responded by the 15 (26%) of teacher and 4(40%) school director respondents, Absence of teaching learning related topics training sessions ranked the second and responded by 12 (21%) teachers and 3(30%) directors, distance of cluster centre from member schools ranked the third and responded by 9 (15%) teachers and 2(20%) directors, lack of adequate resources in the cluster centre took the fourth rank and responded by 8 (14%) teachers and 1(10%) directors and Lack of follow–up & monitoring from director, cluster coordinator and supervisor & woreda experts ranked the fifth and responded by 5 (9%) of the teacher respondents took the upper five ranks.

As replied by the majority of respondents school cluster were not strictly managed and guided by the manual of cluster programme implementation. In addition, the number of schools within a cluster and distance between cluster centre and member school should not exceed 3-5 and 5-8 kms respectively according to the manual developed by ministry of education in 2003 (Moe, 2003). But the objective reality in sinana woreda primary schools in terms of the number of schools within a cluster and the distance between cluster centre and satellite schools is not in line with is guide line.

The second factor that influences the effectiveness of school clustering programme next to absence of clear guide is the absence of teaching learning related topics training that affects its implementation. This shows different trainings were being given in cluster school centres but they lacked relevance to teaching learning

activities in most cases as the respondent reported. Majority of the respondents put that the training programs held at cluster resource centres were too short and too infrequent. These shows the training topics were not effective in improving teaching learning activities at school and classroom level.

Regarding lack of adequate resource in the cluster centre the respondents' reported that according to their experience and practice it is the fourth level influence making factor in the process of school clustering programme implementation. This show from the given options lack of adequate resource in the cluster centres is another major obstacle for the effective implementation of cluster program. This implies school cluster centres were not organized in such a way that can serve in sharing resource for the surrounding schools. As the interview conducted with supervisors and my personal observation shows many of the cluster centres were empty and disorganized let alone supporting school teaching learning.

As far as the respondents view is concerned lack of follow up and monitoring from the concerned officials and stake holders is the fifth obstacles for the effective implementation of school clustering programme. This show follow-up and monitoring is considered critical to effective implementation of cluster-school uniform test and exam preparation, questions and answer, provision of training service, to provide support and supervision for schools and to strengthen group idea in an extensive way, as the interview and focus group discussion conducted showed. Therefore, this relative practice should be evaluated through intensive lesson observation and feedback, progress meetings, checklist, learner's assessment and school visits.

The absence of cooperation to work collaboratively with each cluster, schools, teachers, directors, students affected the effective practices of cluster school implementing program. Woreda education experts replied on how they follow up the reflective practice of training programs, support and supervision, question and answer programme, preparing and using instructional materials at cluster school and classroom level. All participants agreed that there have been no new follow-up strategies used by them after the establishment of cluster resource centres. Still they are practicing the previous strategies like seasonal supervision and report of teachers, directors and lower committee or group.

Teachers and directors in the questionnaire reported that lack of reward for good performance is also another factor that can affect the effective implementation of school clustering programme in improving teaching learning process in primary

schools of sinana woreda. This shows cluster school programme good performances were not appreciated and acknowledge as a result participants' spirit of competition in their clustering school program become low. The respondents believe that rewarding for good performance and inseminating accountability advances cluster school activities in schools.

In addition concerning lack of awareness on the importance of cluster programme majority of the respondents (teachers, directors and students) believe that there is low level of awareness in the school community concerning the importance and benefits of school clustering activities.

In general regarding the factors that affect school clustering programme, the respondents of the study, teachers and directors reflected, no time punctuality, absence of commitment, absence of monitoring and follow up, lack of enough resource, distance of cluster centre from member schools, low level of awareness on the importance of school clustering and lack of clear guide line were various factors that hindered cluster school activities. However, according to the response of the teachers and school directors respondents although the degree varies, all the factors mentioned above tend to affect the effectiveness of school clustering programmes in teaching learning process. The findings from the respondents are also supported by the views of the scholars (Elizabet and Giordano, 2008) which state that coordinating cluster activities is difficult when too many schools or schools too far apart have been linked together. This result in poor coordination or problems in resource sharing, provision of cluster support and supervision, providing training service for teachers' professional development and facilitating group work ideas.

The result obtained in the rank order filled by the teachers and school directors' questionnaires were also substantiated with information obtained by the supervisors and officials. To this end, the majority of these respondents involved in the interview identified almost similar factors. For instance one of the interviewed supervisors expressed his views as follows (Sup.2):

> Even though the factors varies from school to school and woreda to woreda, the most common factors in our case are: absence of commitment to work collaboratively, lack of follow–up & monitoring from director, cluster coordinator and supervisor & woreda experts, Lack of adequate resources in the cluster centre, lack of awareness on the importance of cluster programme, absence of teaching learning related topics training

> sessions and cluster school centre program punctuality are some of the common factors affecting the effectiveness of the school clustering program in our Woreda (Sup2, May10, 2016).

Furthermore, the SCRC coordinators were interviewed as to the major factor affecting the effectiveness of school clustering programmes in teaching learning process. All the SCRC share common views with the teachers and school directors. For instance one of the SCRC co-ordinator (SCRC3) explains his views as:

> Lack of commitment to work collaboratively, follow-up and monitoring, absence of cooperation among different groups, lack of participatory plan, distance of cluster centre from member schools, lack of adequate resource in the cluster centres and absence of follow up and monitoring are some of the factors affected the practices of school clustering program in primary schools of sinana woreda (SCRS 3, May 10, 2016).

Therefore, on the basis of the responses of the respondents (teachers, directors, students, SCRC, officials and supervisors), as indicated in the findings of the study, it is possible to conclude that although the degree various all the factors drawn from the literature and listed out by the teachers, students and school directors have an impact on effectiveness of school clustering programmes in teaching learning process in primary schools of sinana woreda.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1. Introduction

The purpose of this paper was to analyze the effectiveness of school clustering programme in teaching- learning process in primary schools of Sinana *'woreda'*, Bale Zone, Oromia. In this chapter, therefore, the summary of the finding, conclusion and recommendation of the study so far conducted were presented in line with basic research questions and objectives of the study.

The chapter was organized in three main parts. The first part is about the summary of the findings of the study. Accordingly, the major findings of the research were presented in terms of the basic research questions raised in the study. The second section of this chapter, presents conclusions and the third part is forwarding recommendation for teachers, school administrators, cluster supervisors and woreda educational officials.

5.2. Summary

The main purpose of this study was to identify the effectiveness of school clustering program in teaching learning process in primary schools of sinana woreda, Bale zone, Oromia regional state. Thus, in order to meet this purpose, three specific research objectives such as how school based cluster in service programme benefits schools in teaching – learning process, the ways in which school based clustering serve school in improving teaching – learning process and the factors that affect the effective implementation of school cluster program. To find answers for these objectives mixed research method was employed. The data collected from the closed ended questionnaires was analyzed and interpreted using different statically tools such as frequency and percentage. On the basis of the analysis and interpretation of the data gathered through all the instruments, the following major findings were indicated.

Major findings

The benefits of school clustering program in improving teaching learning practices according to the respondents in different cluster centres seem to be similar. Accordingly, 49 (86%) of teachers and 7 (70%) of school directors replied "yes".

School clustering program benefits our schools and others in sharing experiences from one school to another, in having standardized test and exams among the cluster schools and even outside the cluster schools, for sharing resources, for supervision and monitoring of teaching and learning process. Above all, school clustering programme is very important in realization of quality education in our school. In addition to this, the interview held with supervisors and experts proved that the types of benefits gained from cluster program by satellite schools are experience sharing, provision of question and answer program, facilitating group idea and preparation of uniform test and exam for all students in the cluster school. Whereas, the reaming, 8 (14%) of teachers and 3 (30%) of school directors replied "No" regarding the benefits of school clustering program. Therefore, from the data analyzed, one can conclude that the school clustering program is benefiting schools in facilitating various opportunities that a school alone cannot attain in improving teaching learning practices.

Provision of training for the professional development of teachers has not given much attention in the school clustering program. From the different areas of training which is supposed to be given for teachers in cluster centres the majority of the respondents 60 (76%) agreed as there is no training session organized so far to boost up the skill of teachers. This shows teachers did not have the chance to participate on training that was given on teaching methodology.

As the findings show the implementation of training program in school cluster needs careful attention, since in the analysis it was found out that the training given on active learning which is very important for teachers' professional development is not practiced. School cluster implementers need to be aware that by giving due attention to the training on active learning they can easily the teachers problem and help students to learn more through it.

Continuous assessment methods are also one of the items included in the school clustering program for teachers' professional development but the way it was implemented was not in line with the program. Accordingly, 52 (89%) of the respondents replied that the use of training in applying continuous assessment methods is at the state of non existence. This implies that the use of school cluster training to practice continuous assessment methods is low and needs to be improved. . From this analysis of data one concludes that, school clustering program on providing training on continuous assessment is overlooked and absent.

Therefore, from this we can understand that different training programs organized at clusters centres but as the respondents said the topics on which the training given was not related with their professional development. To this end, the majority of the respondents involved in the interview identified almost similar ideas which further identified the school cluster centres are functioning the professional development of academic staff in boosting up their skill and knowledge.

The effort of cluster supervisors and woreda educational experts to follow up the school cluster performance to improve teaching learning practices in primary schools of sinana is low. Accordingly, 6 (60%) of directors and the majority 40 (66%) of teachers replied that the effort of cluster supervisors to follow up the school cluster performance is very low. From the data, it can be learned that cluster supervisors and experts were insufficiently arrange trainings and preparing teachers conference and discussion forums on school cluster activities.

On the other hand significant number, 46 (81%) and 7 (70%) of teacher and directors responded that the effort of cluster supervisors to maintain experience sharing among the cluster schools was very high. This shows that the effort of cluster supervisors to coordinate experience sharing among the cluster schools was much satisfactory. School cluster activities can be effective if and only if cluster supervisors are knowledgeable, committed, willing, qualified and experienced.

Regarding the issue of providing professional support for teachers in school cluster centres the majority of teacher respondents 51 (89%) and 2 (20%) of directors replied that the effort of cluster supervisors to give professional support for teachers is low. So, it can be concluded that cluster supervisors, rarely followed up and insufficiently assisted for the effective implementation of school cluster activities in primary Schools of sinana woreda. The response of the interview held with woreda education office experts confirmed that school cluster practice is not effectively implemented because of lack of training of teachers, principals and cluster supervisors on the implementation of school clustering program.

More specifically, teacher respondents were asked to give their opinion that the extent to which the efforts of Woreda education office experts to prepare local school cluster program plans. Accordingly, small number 2 (4%), 38 (62%), and 7 (12%) of teachers reacted that the effort of Woreda education office is very low, low, and medium respectively besides 2 (20%) and 4 (40%) of directors replied very low and

low respectively. From the data results, it can be learned that Woreda education office has given less attention and insufficiently preparing local school cluster activity.

On the provision of text books service for teachers' in cluster school centre the teachers' respondent 41 (72%) and 6 (60%) directors reported that the school cluster centre is not used for sharing resources this type. This shows teachers and directors did not have the chance to participate in sharing text books found in cluster centre. Besides, regarding the use of cluster centres for sharing teachers' guide 43 (75%) of teachers and 6 (60%) of directors replied as they don't agree with idea that school cluster is used for such purpose. This implies sharing teachers' guide is also undermined.

The other point on which the respondents are asked to respond to test how much the resource centre is used for sharing science kits. In doing so 40 (71%) of teachers and 7 (70%) of directors replied the school cluster has never been used for exchanging materials of this type. This shows most of the time the cluster resource centre do not facilitate the sharing of science kits for teachers.

In order to assess the factors that mostly affect school clustering program effectiveness in improving teaching learning practices in primary schools of sinana woreda the majority 53(70%) of respondents argued that school cluster were not strictly managed and guided by the manual of cluster programme implementation. Besides, majority of the respondents put that the training programs held at cluster resource centres were too short and too infrequent. These shows the training topics were not effective in improving teaching learning activities at school and classroom level.

In general regarding the factors that affect school clustering programme, the respondents of the study teachers, supervisors, coordinators, experts and directors reflected, no time punctuality, absence of commitment, absence of monitoring and follow up, lack of enough resource, distance of cluster centre from member schools, low level of awareness on the importance of school clustering and lack of clear guide line were various factors that hindered cluster school activities.

Lastly, an effort has been made in order to identify the effectiveness of school clustering program in improving teaching learning practices in primary schools of sinana woreda. The school cluster activities mainly focuses on experience sharing, provision of question and answer program, preparing uniform test, promoting group work idea and etc. School cluster program related with

teachers' professional development especially training, resource sharing and support fails to be practiced in all cluster centres continuously and regularly. When comparison is made across different elements of the school cluster program activities experience sharing, provision of question and answer program, preparing uniform test, promoting group work ideas were practiced in a better way than others. Training, resource sharing and support were not implemented to support the professional development of schools in general and teachers in particular. This indicates that less emphases was given to activities related to teachers' professional development in primary schools of sinana woreda.

5.3. Conclusions

Based on the major findings, the following conclusions were drawn.

A. The finding of the study indicated that teachers' and directors understanding of the benefits of school clustering program, the understanding of school cluster helps to facilitate changes in education, school environment and the understanding of the goals of school clustering was to be found at moderate stage. The cluster school program practice to some extent has contributed to improve school activities. Experience sharing, provision of question and answer program, preparation of uniform test or exam are some of the practical benefits gained from school cluster program. From this we can conclude that school clustering is benefiting schools primary schools of sinana woreda were at moderate level.

B. As shown in the findings, the contribution of school cluster for the improvement of classroom activities as well as the teachers' performance was inadequate. Moreover, school cluster activities lacks to bring change in teachers professional development, and also, in the quality of teaching and learning process. Generally, school cluster activities did not sufficiently practiced and also, they are not effectively and collaboratively solving educational challenges by providing professional trainings, resource sharing, and support and supervision in primary schools of sinana woreda.

C. Among the benefits expected from school cluster are: preparing training or workshops for teachers' professional development, organizing resource centre, provision of support with the nearby schools. But, the analysis of this study revealed that the school cluster failed to meet these activities. Therefore, from the data of the study, it is possible to conclude that school cluster activities were not supported by the concerned bodies to accomplish their activities and develop the professional skills of teachers in teaching learning process.

D. Relevant teachers' professional development trainings in school cluster centers were not adequately conducted. The activities in school cluster were not directly connected with teachers' day-to-day life as solving the problems of using active teaching method, continuous assessment, and availability of resource and preparation of test or exam. Thus, using school cluster as an instrument for the development of knowledge and skill of teachers and schools was given less attention in primary schools of sinana woreda.

E. Woreda education office experts, cluster supervisors and other school cluster program implementers were less supportive on the activities of school cluster. That is, there was failure to organize training sessions for teachers, failure to allocate sufficient budget, absence of preparing local school cluster plans, organizing intra- and inter group discussions, encouraging evaluation and timely feedback regarding the practical implementation of school cluster program. Therefore, there was absence of committement and lack of responsibilities among school cluster program stake holders for its real implementation.

F. There are various challenges that hinder the effective implementation of school cluster program. Some of these are: absence of clear guide line, distance of cluster center from member schools, absence of teaching learning related topics training, absence of commitment to work collaboratively, lack of adequate resource in the cluster center, lack of follow up monitoring from directors, supervisors, cluster coordinators and woreda education experts were the serious problems of the real practice of school cluster program. Furthermore, lack of reward, lack of awareness, lack of budget shortage of time of teachers were found to be another challenges of school cluster program effective implementation in primary schools of sinana woreda.

Generally, it is possible to conclude that school cluster program was inadequately implemented and teachers' professional development was insufficiently improved in primary schools of sinana woreda, Bale zone, Oromia Regional State.

5.3. Recommendations

Based on the major findings of the study and the conclusions drawn, the following recommendations are forwarded.

- To make teachers professionally competent, that is improving classroom activities of teachers, increasing teachers' knowledge and improving the quality of teaching and learning, various methods of school cluster approach such as in-service teachers' professional development training, providing adequate resource in cluster centers, constructive follow up and

monitoring system and having clear cluster guide line organization is recommended to be implemented.

- In addition, inter school cluster discussion on the performance of school cluster activities, evaluation and feed back is suggested to be practiced in the primary schools of sinana woreda. Moreover, the study results confirmed that in school clusters these strategies are insufficiently practiced.
- Therefore, the school cluster stakeholders, as well as Zone and Woreda education office experts should make great effort to improve the practice of professional in-service training, resource sharing, follow up monitoring, organizing workshops for experience sharing, inter school cluster discussion to apply school clustering program effectively in the primary schools of sinana woreda.
- Woreda educational office need to revise and rearrange the organization of school cluster structure so that school are organized in the cluster closer to them geographically and accessible to them without traveling much hours to share resource and experience, participate in professional training, to provide necessary support to cluster. It is advisable if there is clear guide line on which the clusters centers are organized as per their proximity to their satellite.
- To enhance school cluster practices, it is essential to develop on incentive mechanism for principals, teachers, cluster center coordinators. School performance of any practices of school cluster need to be allied with performance appraisal mechanisms so that teachers and other concerned bodies would not be hesitant to participate in school cluster activities. To this end, the regional education bureau, zone education, and woreda education offices are advised to consider attempts to implement school cluster as part of the performance of schools and it needs immediate actions in order to solve the problem.
- The contributions of school principals, teachers, supervisors and woreda education experts to school cluster program implementation were not sufficient. One of the major factors, as indicated above, has been lack of committement from school principals, cluster supervisors and woreda education experts to implement the school cluster activities. Hence, for the

school cluster program to be successful, woreda education office in collaboration with other stakeholders has to organize the necessary professional development training on active learning, continues assessment, preparation of test or exam, as well as educational leadership and management to school principals and should organize motivation program. The same should be done for woreda education office experts and cluster supervisors. Furthermore, it is recommended that there should be trained cluster supervisors and cluster center coordinators at woreda level who are responsible for coordinating overall activities of school cluster and provides the required support as needed.

- Cluster supervisors and woreda education experts have to prepare school cluster plan with the participation of schools in the selection of the teachers' priorities. This condition helps schools to be adapted with the plan and used to include their needs and demands as well as the existing challenges of the teachers. These increases mutual responsibility of the school cluster stakeholders to implement the plan and the activities of the clustering program effectively.
- It is also recommended that the woreda education officers and cluster supervisors should practically assist school clusters by creating conducive environment for skill development through both short and long term training programs, allocating sufficient budget, by preparing evaluation systems, followed by timely feedback. In addition, by fulfilling adequate materials in cluster centers, and increasing the committement of teachers and principals by giving motivation, in order to participate in school cluster program sufficiently and to improve the professional capacity of teachers.
- The study results showed that support from cluster supervisors for the implementation of school cluster were found to be inadequate. It is strongly recommended that cluster supervisors should take immediate actions and follow up the school cluster performance, organize teachers training on active teaching method, continuous assessment, preparation of test or exam and maintain experience sharing with the nearby cluster schools to share materials for nearby primary schools for the real implementation of school cluster program, as well as to improve the

quality of teaching and learning activities, and to improve students result in primary schools of sinana woreda.

- Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to the effective implementation of school clustering program in improving teaching learning process in primary schools of sinana woreda , Bale zone, Oromia Regional State.

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Appendices

Appendix A

MaddaWalabu University

Institute of Pedagogical Science Department of Educational Planning and Management

Questionnaires for teachers and principals (English version).

Dear respondent,

My name is Awel Ebrahim. I am a graduate student in the department of Educational Planning and Management at MaddaWalabu University. I am currently undertaking a research entitled by the' Effectiveness of School Clustering Program in Teaching-Learning Process in Primary Schools of Sinana Woreda' in partial fulfillment of Master of Arts in Curriculum and Teachers' Professional Development.

The purpose of this questionnaire is to investigate the effectiveness of school clustering program in teaching-learning process in primary schools of Sinana woreda. The success of this study relies on your genuine responses. Therefore, you are kindly requested to respond to all the items provided in the questionnaires.

General direction

1. Please follow the specific instruction of the beginning of each section and read each part before you go to answer.
2. No need of writing your name.
3. Your response will be kept confidential and be used only for academic purpose please provide appropriate response by using "√" sign. In addition blank spaces are also given for the questions which seek your opinion.

Thank you in advance for your co-operation.

Part One

Personal characteristics of respondents

1.1 Address

Name of school _____ Name of cluster school center_____

1.2 Your position _____

1.3 Sex: Mal☐ Female ☐

1.4 Age

1.5 Work experience

1- ☐ 6-1☐ 11-15☐ 16-2☐ 21- ☐ 25

26 & abov☐

1.6. Academic qualifications

10+3☐ 12+TTI ☐ 12+2☐ BA/BED/BSC ☐

Others☐ specify_____

1.7 Teaching load per week

10-1☐ 16-20☐ 21-25☐ 26-30 ☐

30 and above ☐

1.8 Subject currently you are teaching _____

1.9 Grade level currently you are teaching _____

Part Two: Main Research Questions

1. Did you get any benefit from your school cluster center? **Yes** ☐ **No**☐

If your response for question number 1 is '***Yes***' list the kinds of benefits you get from school clustering program.

_____

_____

_____

_____

_____.

2. If your answer for question number 1 is '**No**' mention the responses?

_____

_____

Part three

2.1 In what ways do cluster center helps schools in improving teaching-learning process.

Please use one of the following Likert scales to point out your response by marking(x) against each closed ended item from the given rating scales.

Strongly agree=5 Agree=4 Undecided=3 Disagree=2 strongly disagree=1

No	**Item**	**Strongly Disagreed**	**Disagree**	**Undecided**	**Agree**	**Strongly agree**
1.	Uniform test or exam preparation for cluster schools					
2.	Provision of question & answer program					
3.	Facilitating group work ideas					
4.	Preparing and using instructional materials					
5.	Experience sharing					

Please explain other school cluster activities that helps improve the teaching learning process effectiveness in your cluster.

……

……

Items related to training conducted in the school cluster centre

No	Item	Strongly Disagreed	Disagree	Undecided	Agree	Strongly agree
1.	Active learning methodology					
2.	Continuous assessment					
3.	Preparation of test and exam					
4.	Other non professional topics					

Items related to resource sharing in school cluster centre

No	Item	Strongly Disagreed	Disagree	Undecided	Agree	Strongly agree
1.	Text books					
2.	Teachers' guide					
3.	Instructional materials					
4.	Science kits					

Items Related to the support of cluster supervisors

No	Items	Options				
		very high	high	Medium	low	Very low
1	The extent to which the efforts of Cluster supervisors to follow up the school cluster performance					
2	The extent to which the efforts of cluster supervisors to organize training on teachers professional development					
3	The extent to which the efforts of cluster supervisors to maintain experience sharing among the cluster schools					
4	The extent to which the efforts of cluster supervisors to provide professional support for teachers on class instruction					

List out other supports which are being provided by cluster super visors to school cluster activities.

……

……

Items related to the support of woreda educational office experts

No	Items	Options				
		Very high	High	Medium	Low	Very low
1	The extent to which the efforts of woreda educational office experts to follow up the school cluster performance					
2	The extent to which the efforts of woreda educational office experts to organize training on teachers professional development					
3	The extent to which the efforts of woreda educational office experts to maintain experience sharing among the cluster schools					
4	The extent to which the efforts of woreda educational office experts to provide professional support for teachers on class instruction					
5	The extent to which the effort of woreda education office experts to give feedback on the activities of school cluster performance					

List out other supports which are being provided by cluster super visors to school cluster activities.

Part four

2.2 Factors which affect the effectiveness of school clustering Program implementation.

Please put the following factors according to their level of influence from 1 to 11 in the column given below.

No	Factors	Rank order
1.	Absence of commitment to work collaboratively	
2.	Lack of follow–up & monitoring from school director, cluster coordinator and supervisor and Woreda education office	
3.	Lack of adequate resources in the cluster center	
4.	Lack of awareness on the importance of cluster program	
5.	Lack o reward for good performance	
6.	Lack of planned activities in the cluster center	
7.	Absence of teaching learning related topics training sessions.	
8.	Absence of clear cluster guide line	
9.	Cluster school center program punctuality	
10.	Distance of cluster center from member schools	
11.	Other routine activities	

Please list out other challenges that you face during the process of implementing school cluster activities in your cluster centre.

……

……

Appendices

Appendix B

MaddaWalabu University

Institute of Pedagogical Science Department of Educational Planning and Management.

Interview Guide for cluster supervisors, coordinators and woreda educational experts (English version).

Dear respondent,

My name is Awel Ebrahim. I am a graduate student in the department of Educational Planning and Management at MaddaWalabu University. I am currently undertaking a research entitled by the' Effectiveness of School Clustering Program in Teaching-Learning Process in Primary Schools of Sinana Woreda' in partial fulfillment of Master of Arts in Curriculum and Teachers' Professional Development.

The purpose of this interview is to investigate the effectiveness of school clustering program in teaching-learning process in primary schools of Sinana woreda. The success of this study relies on your genuine responses. Therefore, you are kindly requested to respond to all the items provided to you.

Thank you in advance for your co-operation.

General Information about the Participants:

Sex…… Academic Qualification…… Service Years……... Age ----------

1. How do cluster school organized in your woreda ?
2. To what extent do you think?
   - Collaborative work in cluster school implementation improved the teaching- learning process?
   - School clustering linked with woreda education office?
3. What kind of service do for cluster school members get?
4. Is there any factor that affects the effectiveness of school clustering program?

Maxxannee

Maxxannee A

Yuunivarsitii Madda Walaabuu

Dhaabbata Saayinsii Peedaagojii, Muummee Karooraafi Hoggansa Barnootaa Bar-gaaffii barsiisotaafi dura bu'oota manneen barnootaatiin guuttamu waraabbii (Afaan Oromoo).

Hirmaattota kabajamoo!

Maqaan kiyya Awwal Ibraahim yoo ta'u, Ani Yuunivarsitii Madda Walaabuu,muummee Karooraafi Hoggansa Barnootatti barataa (MA) digirii lammaffaati.Ani yeroo ammaa kana mata dureen isaa **'Bu'a Qabeessummaa Sagantaan Kilaastarii Manneen Barnoota sad-1^{ffaa} Aanaa Sinaanaa Adeemsa Baruu-Barsiisuu Fooyyeessuu irratti qabu'** jedhuun (Mastarii Aartii) gosa barnootaa sirna barnootaafi dagaaginna ogummatiin guuttachuuf qorannoo gaggeessaa jira.

Kaayyoon bar-gaaffii kanaa bu'a qabeessummaa sagantaan kilaastarii manneen barnoota sad-1^{ffaa} Aanaa Sinaanaa adeemsa baruu-barsiisuu foyyeessuu irratti qabu sakatta'uudha.Milkaa'insi qorannoo kanaa kan hundaa'u odeeffannoo sirrii fi haqa qabeessa ta'e isin nuuf kennitanirratti kan hundaa'udha.Kanaafuu, bar-gaaffilee isinii dhihaate hundaaf deebii akka nuuf kennitan kabajaan isin gaafanna.

Qajeelfama waliigalaa

1. Osoo deebii keessan hin kenniin dura ajaja kutaa hundarra jiru sirnaan dubbisaa hubadhaa.
2. Maqaa keessan barreessuun barbaachisaa miti.
3. Deebiin isin nuuf kennitan iccitiin kan qabamu yoo ta'u kan itti fayyadamnus dhimma barnootaatiif qofadha.Mallattoo **"√"** fayyadamuun deebii sirrii iddoo isiniif kenname irratti guutaa. Dabalataan immoo, gaaffilee yaaada keessan barbaadaniif bakka duwwaa kenname fayyadamuun deebisaa.

Deeggarsa nuuf gootaniif dursinee isin galatoomfanna!

Kutaa-1: Amala dhuunfaa namoota deebii kennanii

1.1 Teessoo

Maqaa Mana barumsaa_____Maqaa kilaastarii(CRC)_____

1.2 Gahee hojii_____

1.3 Koorniyaa: Dhiira ☐ Dubara ☐

1.4 Umrii

20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41fi achii ol ☐

1.5 Muuxannoo hojii

1-5 ☐ 6-10 ☐ 11-1 ☐ 16-20 ☐ 21-2 ☐

26 fi achii ☐

1.6 Sadarkaa barnootaa

10+3 ☐ 12+ILB ☐ 12+2 ☐ BA/BED/BSC ☐

Kan biroo ☐ Ibsi_____

1.7 Baayyinna wayitii torbee

10-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐

30 fi achii ol ☐

1.8 Gosa barnootaa amma barsiisaa jirtan_____

1.9 Gola amma barsiisaa jirtan_____

Kutaa 2: Gaaffilee ijoo qorannichaa

1.Bu'aan isin mana barumsaa kilaastarii keessan irraa argattan jiraa? Eeyyee ☐ Lakki ☐

Yoo deebiin keessan 'eeyyee' ta'e bu'aa argattan tarreessaa.

_____

_____

_____.

2.Yoo deebiin gaaffii tokkoffaaf qabdan 'lakkii' ta'e sababa isaa ibsaa.

_____

_____

_____.

Kutaa 3

3.Tooftaalee manni barnoota kilaastarii adeemsa baruu- barsiisuu ittin foyyeessu.

T. L	**Tooftaalee**	**Baayyee hin deeggaru**	**Hin deeggaru**	**Hin murteesine**	**Ni deeggara**	**Baayyee deeggara**
1.	Tajaajila Leenjii dagaaginna ogummaa kennuu					
2.	Battalleefi qormaataa wal fakkaatu manneen barnootaatiif qopheessuu					
3.	Sagantaa waldorgommii gaaffiifi deebii qopheessuu					
4.	Deeggarsafi gargaarsa manneen barnoota kilaastarii kennuu					
5.	Waliin hojjachuuf haala mijjeessuu					
6.	Meeshaalee barnootaa qopheessuufi itti fayyadamuu					
7.	Leeccalloo waliif qooduu					
8	Muuxannoo wal jijjiiruu					

Kutaa afur

2.2 Rakkoolee bu'aa qabeessummaa sagantaa kilaastarii manneen barnootaa akka hojirra hin oolle taasisan.Sababoota armaan gadii akkaataa cimina isaaniitiin sadarkaan 1-11 ibsaa.

T. L	**Sababoota**	**Tartiiba sadarkaa**
1.	Gamtaan hojjachuu irratti kutannoon jiraachuu dhabuu.	
2.	Hordooffii fi to'annoon jiraachuu dhabuu(dura bu'aa, suparvayzara, wajjira barnootaa).	
3.	Wiirtuu kilaastarii keessa leecalloon gahaan jiraachuu dhabuu.	
4.	Faayidaa sagantaa kilaastarii irratti hubannoo dhabuu.	
5.	Raawwii gaariif onnachiftuun dhabamuu.	
6.	Wiirtuu kilaastarii keessatti karooraan hojjachuu dhabuu.	
7.	Mata duree adeemsa baruu-barsiisuu wajjiin wal qabatu irratti leenjii kennuu dhabuu.	
8.	Qajeelfamni kilaasterii ifa ta'e jiraachuu dhabuu.	
9.	Sagantaa kilaastarii irrattiYeroo kabajuu dhabuu.	
10.	Fageenya wiirtuun kilaastarii manneen barnootaa irraa qabu.	
11.	Hojiiwwan birootiif xiyyeeffannaa kennuu.	

Maxxannee

Maxxannee B

Yuunivarsitii Madda Walaabuu

Dhaabbata Saayinsii Peedaagojii, Muummee Karooraafi Hoggansa Barnootaa Af-gaaffii supparvizaroota, qindeessitoota kilaastarii fi hojjattoota waajjira barnoota aanatiif qopha'e waraabbii (Afaan Oromoo).

Hirmaattota kabajamoo!

Maqaan kiyya Awwal Ibraahim yoo ta'u, Ani Yuunivarsitii Madda Walaabuu,muummee Karooraafi Hoggansa Barnootatti barataa (MA) digirii lammaffaati.Ani yeroo ammaa kana mata dureen isaa **'Bu'a Qabeessummaa Sagantaan Kilaastarii Manneen Barnoota sad-1^{ffaa} Aanaa Sinaanaa Adeemsa Baruu-Barsiisuu Fooyyeessuu irratti qabu'** jedhuun (Mastarii Aartii) gosa barnootaa sirna barnootaafi dagaaginna ogummatiin guuttachuuf qorannoo gaggeessaa jira.

Kaayyoon Af-gaaffii kanaa bu'a qabeessummaa sagantaan kilaastarii manneen barnoota sad-1^{ffaa} Aanaa Sinaanaa adeemsa baruu-barsiisuu fooyyeessuu irratti qabu sakatta'uudha.Milkaa'insi qorannoo kanaa kan hunda'u odeeffannoo sirrii fi haqa qabeessa ta'e isin nuuf kennitanirrati kan hundaa'uudha.Kanaafuu, gaaffilee isinii dhihaate hundaaf deebii akka nuuf kennitan kabajaan isin gaafanna.

Deeggarsa nuuf gootaniif dursinee isin galateefanna!

1.Haala kamiin kilaastariin manneen barnootaa aanaa keessanitti gurmaa'e?

2.Hangam tokko

- Gamtaan hojjachuun adeemsa raawwii baruu barsiisuu foyyeessera jettee yaaddaa?
- Kilaastariin wajjira barnoota aanaa wajjiin walitti dhufeenya qabaa jettee yaaddaa?

3.Manneen barnootaa kilaastarii keessa jiran tajaajila akkamii argatu?

4.Wantoonni bu'a qabeessummaa sagantaa kilaastarii irratti gufuu ta'an maal fa'a jettee yaadda