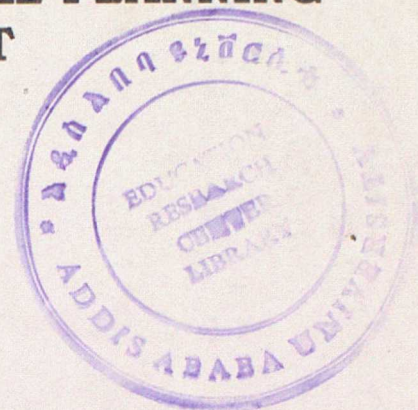
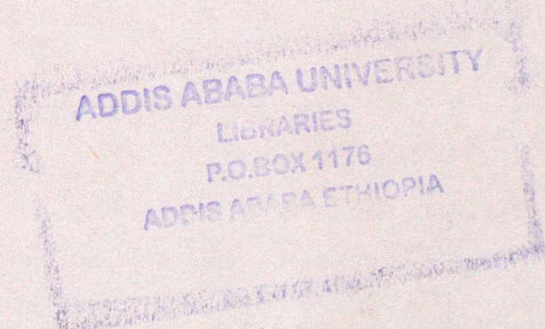


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT**



THE MANAGEMENT OF TEACHERS IN PRIMARY
SCHOOL CLUSTER-BASED IN-SERVICE TRAINING
IN WEST GOJJAM ADMINISTRATIVE ZONE,
AMHARA REGIONAL STATE



By
SIFELIG TAYE

**JULY 2007
ADDIS ABABA**

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SIFELIG TAYE



A Thesis Submitted to School of Graduate Studies,
Addis Ababa University, in Partial Fulfillment of
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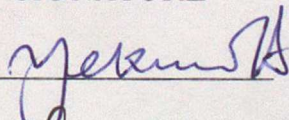
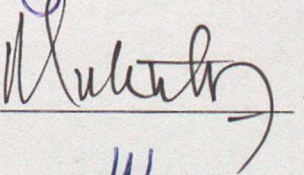

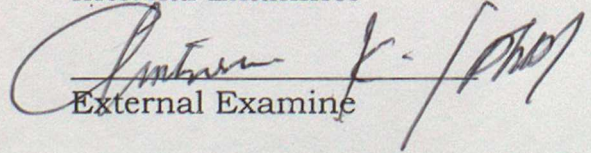
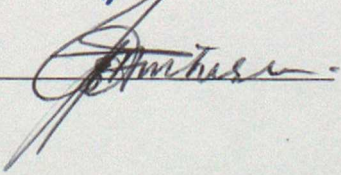
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Approval of board of examiners

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ABSTRACT

This study attempted to investigate the real status and/or problems and outcomes of organization and management of teachers in Cluster-based in-service training (CBIT) in west Gojjam Administrative zone, Amhara Regional State. The difference in the report of teachers, principals, supervisors and Woreda, Zone and Region Education Officials on the management of teachers in CBIT due to CBIT contribution to professional development, problems that hinder the program and differences of management of teachers in CBIT with respect to sex, qualification, way of clustering and years of teaching experience were explored. 732 teachers, 50 principals, 35 supervisors from primary school clusters and 5 officials were the subject of the study. Subjects of the study were selected by using stratified random sampling technique respect to way of clustering, sex and qualification from teachers, principals, and supervisors, while Education Officials were selected by using purposeful random sampling technique. Two measuring instruments were used to gather the required data for the study. These are Teachers', Principals' and Supervisors' Self-report Questionnaire and Education Officials Semi-structured Interview Questionnaire. The quantitative data were analyzed using statistical methods mean, standard deviation, spearman rank-order correlation, person product moment correlation, T-test, multiple and stepwise regression and analysis of variance (ANOVA). Also the qualitative data were analyzed by using qualitative method of analysis. Analysis of the data revealed that professional development was statistically significant predictor of the implementation or outcome of CBIT and then CBIT contributes to teachers' professional development. Besides, CBIT professional development activities were strongly correlated with objective and rationale, decision making, leadership and planning of CBIT. Moreover, these independent variables were positively influence the implementation or outcome of CBIT via professional development activities. Female teachers' opinions were significantly agreed than male teachers in CBIT management (planning, leadership and decision-making). It was also found that Certificate -teachers are more performed and agreed opinions than diploma teachers about planning, decision-making and outcome of CBIT management. Analysis of the variance indicated that management of teachers in CBIT program management no differ significantly as a result of way of clustering and teaching experience among primary school teachers. But with respect to management functions there were a significant difference between them. On the other hand, the result revealed that some of the major problems that hinder the management of teachers in CBIT are lack of instructional commitment, lack of institutional commitment, lack of skills and knowledge, lack of credit for the given training, and lack of budget. Implications of the results are discussed and recommendations are also forwarded

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Appendix F: Semi-Structured Questionnaire Interview Guide (Amharic Version)

ACRONYM

ANRSE	Amhara National Regional State Education
ARPS COMG	Amhara Region Primary School Cluster Organization and Management Guideline.
BESO	Basic Education System Overhaul
CBIT	Cluster-Based In-service Training
CPD	Continuous Professional Development
EQUIP	Educational Quality Improvement Program
IICBA	Institute for Capacity-Building in Africa
INSET	In-service Training
MOE	Ministry of Education
REB	Regional Education Bureau
SBIT	School-Based In-service Training
SNNPR	Southern Nation, Nationalities and People Region
TEI	Teacher Education Institute
TPD	Teacher Professional Development
UNESCO	United Nations Educational, Scientific and Culture Organization.
UNICEF	United Nations International Children Education Fund
USAID	United States Agency for International Development
WEO	Woreda Education Office

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CHAPTER ONE

1. Introduction

1.1 Conceptual Background of the Problem

Education is the corner - stone to socio - economic development and the main means of improving the well-being of the people. It gives people awareness about their environment. Moreover, it enables people to participate actively in the political, economic and social activities of the country.

Usually, People do not want to study simply for the sake of studying. They study according to the problem they encounter in their daily life to solve problem and to get real benefits and immediate results. This means they look for problem solving capacities. Therefore, the education given to people, the teaching materials developed and the methods used should help to develop these capacities. According to Coles (1977:7)" appropriate type of education helps people as a means of overcoming the problems they encounter in their daily life". So, education is expected to be a means to solve the problems the society encounters in general and that of the individuals in particular.

In order to meet the demand and objectives of education on the present and the future, the management and organization of the curricular content and methods of teaching in teacher education must be updated and up-graded. This applies both to the short, middle and long-term in-service training programs (Greens and Jeremy, 1983: 91-96).

In addition, Brown (1990: 79) indicates the right way of management to be the one that plays a great role in exercising decentralization so as to foster a number of beneficial activities of school and local levels. These include:

- I. Autonomy, flexibility and responsiveness;
- II. Planning by the principal and school community;
- III. Adoption of new role by principal;
- IV. A participatory school environment;
- V. Collaboration and collegiality among staff; and
- IV. A heightened sense of personal efficacy for principals and teachers

Besides, cultural oriented activities will help to replace the traditional and obsolete approaches by the dynamic decentralized management system. Management of schools can provide teachers will the opportunity to develop their professional competency through continuous share of experiences and on-site in-service training's (UNESCO, 2002). In addition to this, self-managing school increase the opportunities of staff professionalism (Dimmock, 1993:93).

From this concept, many countries have applied clustered school-based training system as one of the strategies that contributes increased quality of education at kindergarten, Primary and/or secondary levels. The major motives for organizing schools in to a cluster regardless of the contextual differences a cross the worlds are:

- I. To initiate creativity and disseminate new curriculum at local (school) level;
- II. To utilize scarce resources efficiently by sharing the resources and experiences among and in between school clusters;
- III. To improve teaching and management skills there by raising professional development and quality of teaching and learning process; and
- IV. To compare performance of schools and achievement of students with-in and outside the member of the clusters so as to develop creative and competitive culture (Dean, 1991: 4).

In an attempt to realize, such objectives of school cluster various countries use different ways of organization and management. Then, the choice of resource center of training and coordination is the primary point of differences (BESO, 2001: 10).

According to the objective of school cluster model can particularly increase the benefit of developing countries like Ethiopia in general and nations like Amhara in particular to use resources (human and material) effectively and efficiently, and to improve teaching and learning process by raising professional development.

The importance of cluster-based in-service teacher training is emphasized in the statement of objectives of Education and Training Policy of Ethiopia. According to Malekela (1996: 75) "... teaching is a profession that requires expert knowledge and specialized skill. These qualities are acquired through very serious and continuing education. Education is dynamic and it changes with time..." This is to mean that unless teachers learn and up date their knowledge regularly, they cannot fulfill their duties satisfactorily. Regarding this school cluster approach is one of

the strategies of the country to improve access and quality of education at the primary level. And then the Teacher Education System Overhaul (TESO) Program (2003:24) see clearly cluster as an important means of providing continuing professional development (CPD) for teachers. It states that:

A principal mode of providing continuing professional development (CPD) will be through forms of cluster-school organizations. These will enable teacher at a local area level, to practice assessment of need, mutual support, self-help and self development.

Therefore, cluster-based in-service teacher training is very vital for professional development of teachers in raising quality and relevance of education there by integrating the resource and experiences of teachers and other stakeholders at the grass root level. But such factors as: the distance between among the schools in cluster, high work load of resource teachers (master trainers), large class size, and insufficient resource and expertise are seen as a major problem that militate against the effectiveness and sustenance of the clusters (Aster and others 2001: 30-40). In addition, Ayalew (2004:40-44) stated that, it lacks adoption of formal structure, institutional commitment for active and sustained support, and strengthening and improving school clusters.

Currently, educational organization and management is supported to be decentralized, democratic, professional, coordinated, efficient and effective to achieve the objective (MOE, 1994: 29-30). However, lack of professionalism, poor allocation and utilization of resources of the lower level of the organizational structure, and inadequate planning and management capacity of the lower level are some of the problems of the primary education quality management (MOE, 2002:17-18).

In order to minimize and solve the problem: strengthen and expansion of in-service training programs, and provision of in-service program and provision of appropriate manuals and other support materials may be needed to improve the teaching learning process (MOE, 2002:17). Hence, the realization of improved professional development and creativity remains questionable, unless frequent short-term in-service training programs and suitable should be arranged for teachers, principals and other school personnel's. According to MOE (2002: 26):

School cluster will be established and strengthened so that school based training system shall become a means for continuous professional development of teachers and shall promote skills of teachers for implementing continuous assessment,

child centered approach, and better classroom management skills like the self-contained class room organization etc.

Then, the school-based clustering is being adopted to minimize educational cost and improve quality and relevance by integrating experiences and resources of the localities (Schools). However, the issues of allocation of teaching materials and other managerial activities are becoming crucial in the practice of clustering by undermining the need for maximum utilization of human and material resources for effective implementation of the activities in the clustered schools. However, it is questionable.

1.2 Statement of the Problem

In Ethiopia, primary school clusters are established with the initiation of the UNICEF in 1993. To expand the model other organizations are also supporting the current efforts of Regional Educational Bureau for better educational quality and utilization of resources. For example, the BESO project sponsored by USAID intended to such a program in five regions, that includes SNNPR, Harari, Oromiya, Amhara and Tigray Regions (BESO, 2001: 37-38).

However, the model practices are inadequate within these regions and other parts of the country. According to Aster and others, (2001: 32) school -based in-service training and share of experiences will supplement efficiency of the inadequate experts at the lower level management of the formal education system. Besides, school cluster approach is one of the strategies of the country to improve access and quality of the primary level. But it lacks adoption of formal structure, lacks of effective management of cluster-based in-service training, lacks of institutional commitment for active and sustained support, and lack of strengthening and improving school clusters (Ayalew, 2004:40-44).

Primary education being the base of formal education pyramided has often been viewed as the most crucial educational level in the formal system, because any problem at this level would automatically reflect at the secondary and tertiary levels. Therefore, the study focuses on to investigate the real statues and /or problems of organization and management of in-service training and outcomes of primary schools clusters in Amhara region, particularly West Gojjam Administrative zone. Accordingly, this research work was concerned to answer the following basic questions.

1. What are the constraints that hinder the organization and management of primary school cluster in-service training program?
2. To what extent does cluster-based in-service training program help professional development of staff?

Besides, this research work was also concerned to test the following hypotheses.

1. There is a significant relationship between management of CBIT and the out comes of the program.
2. School cluster-based in-service training management positively influences the implementation of cluster-based in-service training via professional development activities.
3. There is a significant difference between CBIT coordinators' and teachers' opinions on how CBIT programs are managed.
4. There is a significant difference between Male and Female teachers' opinions on how CBIT programs are managed.
5. There is a significant difference between teachers' and CBIT coordinators' opinions on how CBIT programs objective are achieved.
6. There is a significant difference between Diploma and TTI teachers' opinions on how CBIT programs are managed.
7. There is a significant difference between Urban, Rural and Remote rural cluster teachers' opinions on how CBIT programs are managed.
8. There is a significant difference between teachers' opinions in years of teaching experience on how CBIT programs are managed.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to investigate the real status and / or problems and out comes of organization management of in-service training of cluster primary schools.

1.3.2 Specific objectives

The specific objectives of this study are to:

1. evaluate the extent to which cluster primary school in-service training program has significant contribution to the professional development of staff at the school and school cluster level.

2. evaluate the extent to which the achievement of cluster school in-service training program meets its objectives.
3. evaluate the extent to which professional development at the school cluster level is significantly contributing to the motivation of teacher for educational quality.
4. identify the organization and management problem of primary school clustering in-service training program and suggest possible solutions of the problem.
5. describe the management functions employed by principals, and clustered school supervisors in in-service training program at the school and cluster level.

1.4 Significance of the Study

This study is significant in the sense that it will contribute to:

1. create awareness on the part of the education officials of various levels (Wereda, Zone, and Region) about the existing problem of management of teachers' in-service training in clustered primary schools program.
2. recommend to the education officials (Wereda, Zone, and Region) as to what measures should be taken to solve the identified problem.
3. share and expand significant experiences of school based in-service training program of primary school clusters across the whole zones in Amhara Region.
4. lay the ground for further study of the management of teacher in cluster school in-service training.

1.5 Definitions of Operational Terms

1. **Cluster Schools:** one of a group of schools, typically sharing a common site or at least physically located in a close proximity to one another for the purpose of better organization, management, and development (Samaranayake, 1985:25).
2. **In-service Education:**-Program of planned activities for incumbent employee designed to improve their on-the-job performance. In-service programs in education are normally sponsored to bring about instructional improvement by; expanding teachers' knowledge; improving individual teacher effectiveness; and Encouraging teachers to want to improve themselves (Dejnozka, 1983: 86).

3. **Primary School:-** A separately administered school that enrolls only primary level students (i.e. students in grades 1-8, this divided in to two sub sections of students in grades 1-4 and 5-8) (MOE, 1994: 14; Dejnozka, 1983: 126).
4. **Primary education:** Primary education has from grade 1-8, and sub divided in to two section of basic (1-4) and general (5-8) education (MOE, 1994: 14).
5. **In-service training:** It is an acknowledged necessity for teachers as they regularly need to be exposed to new methodologies and approaches of teaching consonant with the ever-changing world (Malekela, 1996:57).
6. **Management:** A distinct process that facilitate the work of other, performed to determine and accomplish objectives of the school and school cluster (Good, 1973: 348).

1.6 Delimitation of the study

This study is delimited to investigate the real status and/or problems and outcomes of management of teachers' in-service training of clustered primary schools in Amhara Region, West Gojjam Administrative Zone. There are reasons for delimiting the study. First, primary education being the base of formal education pyramided has often been viewed as the most crucial educational level in the formal system, because any problem at this level would automatically reflect at the secondary and tertiary levels (Yalokuu, 2002:109). Second, primary education school clusters will be established and strengthened so that school based training system shall become a means for continuous professional development of teachers and shall promote skills of teachers to improve quality of primary education(MOE, 2002:26). This indicates that the topic is open to the researcher in the study area to do research and secondary education school clusters has not been established up to 2005. Third, the researcher of this paper has experiences in the region and also in the zone (West Gojjam Administrative Zone). Because familiarity of the site is important to show and to investigate the current status of management of teachers in-service training of clustered primary schools in Amhara Region, West Gojjam Administrative Zone. Besides this study is delimited to the management functions planning, decision making, leadership, and evaluation of cluster-based in-service training.

CHAPTER TWO

2. Review of Related Literature

2.1 An Overview of School Cluster-Based In-service Training and Its Management

2.1.1 School Clustering

Cluster refers to a number of things of the same kind of growing or being close together in a group. School clustering is a system of working schools within a defined geographical area, to improve the quality of teaching and learning in schools by means of low cost professional development. In Ethiopia school clustering is a relatively new initiative and has been applied for a little under 12 years ago in some regions (MOE, 2003: 116). But in developed countries, it has along history. For example, school clusters in England were pioneered in 1960 to overcome the challenges of shortage of subject expertise in small rural and urban schools (Linda, 1995: 8-10).

Generally, according to Leu, (2004: 1) the purpose of school clustering is to improve educational quality (focused an improving teachers quality in many countries) by means of local level (in schools and cluster of schools) in-service teacher professional development program. These are favored and implemented in the South and North world governments and, then, the argument is “made and driven by two fundamental paradigm shifts with in the education sector that changing structure and location of many in-service programs”. These paradigm shifts are:

1. From passive to active learning of both student and teacher learning
2. From centralized to more decentralized forms of authority, activity and agency

According to these paradigm shifts by now, school cluster systems may vary in different countries but all have great impact to achieve their objectives in teaching and learning process of quality education (ANRSEB, 2005/06: 3).

The concept or ideas school cluster program were introduced in Ethiopia by the BESOI project in 1995 to improve quality education by means of decentralized or cluster-based teacher professional development. The Ministry or Regional State Education Bureau was not favored because of along tradition of centralized, expert-driven teacher development programs. And also they did not believe that, own professional development of teachers them selves with

supporting materials and facilities. Through a year of discussions, Tigray and Southern Nation Nationalities People Region (SNNPR) are agreed to try out cluster-based programs through small-scale pilot programs (<http://www.equip123.net/docs/e1TPD-Ethiopiaprofile.pdf>)

The need for school clustering in Ethiopia is “to improve the quality of teaching and learning in schools by means of low cost professional development” at local level. As well as to implement and disseminate new concepts, research findings and class room approaches and methods (active learning and decentralized forms of authority and activity), and to acquire the necessary knowledge, skills, attitudes, and professional competencies by means of continuing professional development at school cluster and site-based in-service training program. It is important that every teacher share the responsibility for his or her own professional development (MOE, 2003: 116).

The implementation of CBIT varies among and within the regions, based on local needs and geography (http://www.equip123.net/docs/1TPD_Ethiopia_profile.pdf), and individual context and situation. The advantages of some cluster have seen sharing of knowledge and experiences, and have developed collaborative activities but participants in other clusters wait patiently to implement the instructions as to what they should do. The important and clear thing is that, it can have a positive impact on school effectiveness, according to a number of factors that influences (cost-effective, share professional experiences, resolve common problems ...). But, “key/core teachers may not have the capacity (knowledge, skills) to transmit Continuous Professional Development (CPD) content to his/her peers effectively and may not have sufficient time to provide effective support (in-class), specifically in member schools”. In addition, supervision (performance management) is given to key teachers with the greatest responsibility, but the system is traditionally restricted to supervision within the department or school. In addition, WEO had a responsibility for cluster coordination to support practically, supervise, and monitoring of schools and clusters, but it is less involved. The reason is that, WEOs have not sufficient qualified personnel to coordinate the program to effective implementation and have limited vision and understanding of what school cluster in-service training could accomplish (MOE, 2003: 116-121).

Besides, cluster training or activities participation is not included in the evaluation of teachers. Therefore, cluster training participation and implementation in the classroom will be taken in the evaluation of teachers (Ibid: 120).

School cluster model may vary in different countries but they all have great impact to achieve their objectives. There are many cluster models. For example, some of them in their characteristics are (MOE,2003: 121-125):

1. *Cluster schools with in 8 km*- Training is given at cluster resource center rotated through other schools.
 - Identified skilled teachers give training.
 - Cluster management group identifies training needs.
2. *TEI model* –Training is given at cluster resource center level.
 - Training can be primary given by qualified TEI staff, only when they have completed their own professional development.
 - Training needs identified by schools and relayed to the TEI cluster coordinator.
 - Monitoring of cluster activities is done at TEI level and REB.
 - Reciprocal opportunities for action research to improve practice are created.
3. *Out reach model* –Training is given at either the individual school level or cluster resource center which is more practical.
 - Training is given through out reach tutors, competent and motivated primary school teachers under the supervision of TEIs or WEOs.
 - School and tutors through close contact identify training needs.
 - TEI/WEO and REB do monitoring.
4. *High school model*- Training is rotated through different high schools ,as distance are likely to be quit afar ,but schools are relatively equal in resources.
 - Training is given by experienced expert teachers, TEIs or REB experts.
 - Training needs are identified at the cluster level.
 - Monitoring is done by the REB.
5. *Isolated school, self-study model*-Training is given at the school level.
 - Training is given through identified key teachers or experienced teachers.
 - Training needs are identified at the school level.
 - Monitoring is done by WEOs.

According to the above and other models the strategies for implementation is given the responsibility to each region to select the appropriate model for their local need, geography,

context and situation. However, there are some common and/or fundamental cases must consider. These are:

1. *There should be an absolutely clear policy statement agreed at regional level at the outset to avoid misunderstanding.*
2. *There must be effective management of Regional level at the outset to coordinate the development of any cluster program.*
3. *A key expert or small team of experts should be given clear responsibility and accountability for the coordination of the development of this program.*
4. *Regions and woredas must allocate an annual budget, supported by a detailed Annual Action Plan.*
5. *Woreda offices must be sufficiently staffed to be able to fulfill their role*
6. *Woreda offices hold a key role in the effective support and development of successful clusters. Their skills should be up graded through training.*
7. *Training should be given at the outset to clarify the program to all stakeholders*
8. *Frequent, intensive supervision is recommended with REB and woreda officials maintains direct and active contact with their schools*
9. *There should be a strong link between staff development and performance evaluation*
10. *A legal framework should be set up within which staff development will operate (MOE, 2003: 125).*

In addition to the above fundamental cases, each cluster should-

- Appoint a management committee to work with the coordinator. Each school has a representative in the group to make sure their needs and views are expressed and the member of the group must be who are interested, motivated, active, and prepared to do concrete work.
- Consult every teacher to establish training needs and to support teachers and identify teachers who have skills, knowledge, and experience.

Besides, Woreda and Zone officials have also received training to facilitate opportunities, should practices and coordinate initiatives actively and positively supporting on the work of the clusters in the position of monitoring the development of the cluster. Moreover, the Bureau should also be prepared to support, motivate, and sustain development of the cluster program by means of regular communications (MOE, 2003: 125-126).

Hence, according to the country strategy the Amhara Regional State Education Bureau used the hybrid structure model of school clustering (see figure 1). The hybrid structure model is a combination of vertical structure model (each member school is linked with only the cluster school) and horizontal structure model (all member school is linked with only the cluster central coordination). Then, the hybrid structure model is resolved the limitation of each model, because the central school (school cluster center) used as administration and program management, and center or/and facilitator of communication between the number schools (ANRSEB, 2005/06: 3-4).

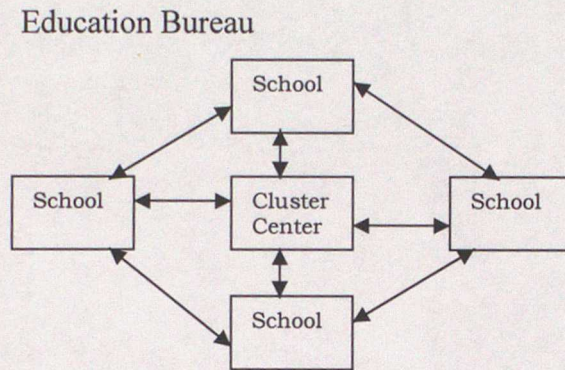
Cluster school coordinating committee is an important element for the efficient and effective functioning of the cluster and this committee lead by the supervisor and the principals of each school is the member of the committee, and cluster center schools pedagogical resource center head is member and secretary of CBIT coordinating committee in Amhara Region. The cluster school director is responsible to facilitate the center for the activities and in monitoring the action and progress of the committee. All member schools are required to work together to improve the utilization of their resources, strengthening community links to enhance good citizenship and to develop professionally, (ANRSEB, 2005/06: 5-19).

Effective organization of school cluster is very important to achieve objectives and implement strategies of school cluster. Thus, organization of schools can be clustered in three ways according to geographical site, number of schools, population and settlement, transportation services and other facilities that are available in the area. These are-

- Urban school clusters – have a great number of teachers and students relative to other way of clustering, and then 2-3 schools will be organized in one cluster.
- Rural school clusters – have a great number of schools are found in a populated rural area with 2 hours walk to the center school, and then 3-5 near by schools will be organized in one cluster.
- Remote Rural school clusters – have a less populated area and few schools are constructed in remote rural area with 2-hours walk to the center school, then 2-3 schools will be organized in one cluster. (ANRSEB,2005/06: 18)

In addition to this in Amhara Region, for example there are seven principles of clustering, because with out working principles, it is difficult to implement cluster strategies. These are accountability, flexibility, supportiveness, problem solving, integration, success and participative. Then by implementing these principles effectively and efficiently it is possible to achieve the desired objectives of professional development of the school and cluster level. (ANRSEB, 2005/ 06: 9-11).

Figure – 1 Model of school clustering in Amhara Regional State



Source: ARPSCOMG, 2005/2006: 42

2.1.2 School and Cluster-Based In-service Training

School and cluster-based in-service training is a recent development and although there have been different forms of school and cluster-based in-service training. The development is made/driven by two paradigm shifts (passive to active learning and centralized to decentralized forms of activity and authority). The present school and cluster-based in-service training developed as a response to this challenge to on going localized school-based in-service training (Fullan, 1981: 191) and school and cluster-based in-service program /training as the means of professional support of teachers (Leu, 2004:1).

According to MacNeil, and Kahler cited in MacNeil (2004:5) they stated that;

“the current movement toward decentralization could enable developing countries to pursue Teacher Professional Development with specific instructional and learning outcomes in the classroom. As management of education devolves to more local levels, school districts and clusters will be well positioned to integrate professional development activities in to specific school-level instructional improvement program. Globalization and the rapid generation and dissemination of knowledge are also demanding that teachers, and their students, learn not just new content, but also the sustainable and transferable skills of life long learning”.

This indicates that school and cluster-based professional development activities develop sustainable and transferable learning skills, new knowledge, and that increases quality of education.

Moreover, Teacher Professional Development is divided into pre-service and in-service training (Mac Neil, 2004:6). It is a continuous process, and not simply a time-bound activity (Craig et al 1998 and Tatto, 1997 cited in MacNeil, 2004: 6)., The division should not as such important but by considering the perspective, will focus and stress on in-service teacher professional development. “In-service teacher professional development programs follow a wide variety of patterns ranging from programs based on single schools to those that involve the clustering of schools for mutual activities and support (Ibid)”. According to this idea, in-service training and teacher professional development can be divided into four models. The models and respective activities are listed in the following table – 1

Table –1 In-service Training and Teacher Professional development models and respective activities.

Models	Providers	Activities
Provision of teacher professional development	Education authorities	To realize a particular policy by influencing teacher practices eg. teacher center approach
Third party	External providers /Independent provider (Universities or teachers' unions)	Teacher training service
Self-Organized school development	School	Teachers working together in groups
Net working and inter-school collaboration	School and cluster school	Teachers share experiences and resources with each other within and among schools.

Source: Adapted from school-and cluster-based teacher professional development: Bringing Teacher Learning to the school (Mac Neil, D., 2004: 6).

From the above table, the last two models of in-service training and teacher professional development used school-and cluster-based in-service training and teachers professional development activities.

The importance of in-service training (staff development) is that supporting staff in the work they do. Swanepoel and Erasmus in Conco, (2005: 25-26) maintained that Staff development should result in the following outcomes:

1. Improve the standard and performance with identified training needs of employees;
2. Prepare them for future positions;
3. Increases their levels of literacy;
4. Increase job satisfaction and better decisions.

According to the above out comes, it is clear that staff development can raise teachers performance level and prepare the individual for change in the organization.

School-based in-service education program saw a substantial shift of attention in 1980s, and Early 1972 the James Report had recommended in Bridges (1993:51- 52) about school-based in-service training.

“In-service training should begin in schools. It is here that learning and teaching take place, curricula and techniques are developed and needs and deficiencies revealed. Every school should regard the continued training of its teachers as an essential part of its task, for which all members of staff share responsibility.”

This indicates that, in-service training at grass root level (at school and school cluster) is very important to facilitate teaching and learning process of school and to promote quality education.

Based on the advantages of grass root level in-service training, Ethiopia Education Sector Development Program III (ESDP III) (2005-2010) activities related to cluster-based in-service training ,cluster-based local in-service training will be strengthened and the content of in-service teacher training programs will be developed to enable teachers to acquire and develop appropriate pedagogical skills that are academically sound. Moreover, the key challenges for the ESDP III are:

- Full adoption of Teacher Education system overhaul (in-service teacher training) by Regional Government
- Changing the focus of teacher training from theoretical to methodological approach to enhance the quality of teachers
- Consolidation of the Continuous Professional Development (CPD) through cluster schools (UNESCO/II CBA, 2005: 5-6)

Besides, cluster-based in-service teacher training in Ethiopia has four main objectives. These are (MOE, 2003: 116, ANRSEB, 2005/06: 7-8):

1. Support and help teachers to implement new curricula and policies (Political objective)
2. Encourage experiences-sharing, collaborative problem-solving and peer teaching (pedagogic objective)
3. Provide a forum and venue where teachers can work together on skills development through self-instructional kits (Economic objective).
4. Engage other levels of educational management (Administrative objective)

According to Leu (2004: 1-2) school-and cluster-based in-service training programs have continuous with different patterns such as groups of teachers working together to improve their practice at school, in cluster schools or combination of the two. In this case, the frequency of meetings varies according to the existing situation. Whatever, the programs are practical and participatory, and the teachers themselves are facilitators of the school-and cluster-based in-service teachers training programs. In addition, “the content of the program is often based on experience sharing among teacher combined with core content based on teaching and learning”. Hence, the new approach to teaching and learning related to core content based on a country’s curriculum reform program describe in the following table – 2.

Table-2 Active learning for Teachers, Students and cluster in-service Teacher Training content

		Previous approach	Present approach	Cluster in-service teacher training content in Ethiopia
Active Learning for teachers and students	Teacher learning	<ul style="list-style-type: none"> • “trained to follow patterns • Passive learning model • Cascade model-largely centralized • “Expert” driven • Less attention of “teacher knowledge and realities of class room • Less attention of on teachers knowledge and responsiveness to student needs 	<ul style="list-style-type: none"> • “educated” or “prepared” to be empowered professionals • Active and participatory learning model • School-based model in which all teachers participate • Teacher facilitated • Central importance of “teacher knowledge” and classroom realities • More attention on teachers’ knowledge of and responsiveness to student needs. 	<ul style="list-style-type: none"> • Interactive learning approach • Continuous assessment • Preparation and use of teaching aids • Self-contained classroom methodologies • Integrated lesson Plans • Girls’ classroom participation and • “Identify specific needs based on feed back from teachers in the cluster” to determine training content
	Student	<ul style="list-style-type: none"> • Passive learning • Rote memorization • Teacher centered • Positivist base 	<ul style="list-style-type: none"> • Active learning • Use of higher order thinking skill • Student centered • Constructivist base 	

Source: Adapted from Leu, E. (2004: 2) The pattern and purposes of localized Teachers professional development programs and MOE (2003: 110-118) In-service teacher training in Ethiopia

According to an internet source (<http://www.equip123.net/archive/e1-tpd1-pdf>) the factors driving of the change (passive to active and centralized to decentralized of activities and authorities) are the following:

- Curriculum reforms emphasizing active learning
- New paradigms of teaching and learning
- Old approaches in appropriate for new models of teaching and learning
- Realization of the central role of teacher quality in over all quality of education
- Great expansion of student enrollments
- Much larger numbers of teachers required
- In effective nature of old cascade model
- High cost of old models
- Shift of emphasis to in-service, and

- Need to get Ongoing professional development programs to teachers

Thus, school and cluster-based in-service teacher training professional development is very vital in the improvement of education reasonably.

2.1.3 School-and Cluster-Based In-service Training Management

Management defined as “a social or international and economic process involving a sequence of coordinated events-planning, organizing, coordinating and controlling or leading-inorder to achieve desired outcomes in the fastest and most efficient way.” (Pertomode, 1991: 2). According to him educational management is a process of interrelated functions (Planning, organizing, coordinating, controlling and evaluation) of human and material resources to achieve stated educational objectives (pp. 3). This definition indicates that, management is a social interaction of logical and systematic process to achieve the objectives of the organization effectively and efficiently.

Further fore, School-based management is:

“a system of education enhancing the autonomy of members at the site level in creating advantageous conditions for participation, improvement innovation, accountability and continuous professional growth. Through decentralization of authority from central offices and participation in decision making, school management takes are set according to the characteristics and needs of the school and therefore school members have much greater autonomy and responsibility for making decisions related to the school curriculum personnel development and allocation of resources” (David in Gaziel, 1998: 320).

Thus, school-based management is very important to create and facilitate a situation of Continuous Professional Development and the system used in developing curriculum and improving innovation at the local level. Besides, school-based management is as “a means of bringing responsibility for the decision as close as possible to the school”. This can be possible by creating a service ownership for those who have the opportunity to involve directly in the decision-making process related to continuous professional development, curriculum development and other issues of the school to achieve the objective of the school (Dimmok, 1993: 15). Hence, successful decentralization is the leading and model of teachers’ empowerment in school-based teacher professional development at the local level (Prouty and Leu, 2005: 6). The reason is that people at the lower level of a hierarchy are more knowledgeable about their own needs and problems.

According to (Leu,2004:3) decentralized management system of teacher Professional development (school-and cluster-based management of teacher professional development) is

less authoritarian and more participatory, that is highly stressing on responsibility and accountability at the local level to generate community of learning. Similarly, school-based management facilitates a more participative school environment; teachers and principals are increased sense of control over school activities and increase commitment (Dimmock, 1993: 5-6). Further, more, school-based management may have many forms and maximum impact on the factors affecting student and teacher learning climate to improve the school. Moreover, the forms and the factors affecting school improvement are school autonomy, flexibility, responsiveness, Planning, Participation, collaboration and self-efficacy (Dimmock, 1993: 18-19, Compbell-Evans, 1993: 93-94).

Decentralized approach of educational management increases school community involvement of decision-making in curriculum development and professional development activities of the school at local level (School-and cluster-based) to increase quality of education (Leu and Price-Rom, (nd):6). This approach towards school-and cluster-based organization of schools and classrooms, and teacher professional development program activities are clearly listed comparatively with the previous centralized approach in table – 3.

Table – 3. Decentralization and Teacher Learning in School Cluster

		Previous approaches	Present /future approaches
Decentralization and Teacher learning	Schools and class rooms	<ul style="list-style-type: none"> • Centralized decision-making • Authoritarian school environment and class rooms 	<ul style="list-style-type: none"> • More decentralized /local decision-making • More participatory/ democratic school environment and class rooms
	Teacher professional development programs	<ul style="list-style-type: none"> • Centralized • More authoritarian based on hierarchies with in districts and schools • Pre-service emphasized in program and budget allocation 	<ul style="list-style-type: none"> • Decentralized at the district/school level • More participatory, encouraging increased School autonomy, accountability, community involvement, and “communities of learning” among teachers and school leaders • Continuum of professional development /in-service emphasized some shift of budget toward in-service

Source: Adapted from Leu, E. (2004: 3) The Patterns and Purposes of Localized Teacher Professional Development Programs.

Furthermore, Blandford (2000: 9) the management of a professional development culture involves in school or local level are:

1. the acceptance of the CPD (i.e. life long learning)
2. creating an awareness of the importance of CPD through induction and appraisal
3. providing to all teachers on CPD activities with expert support and guidance;
4. encouraging reflection and development of teachers
5. motivating, valuing and rewarding all teachers in the learning community.

Similarly, self-management schools are responsible for major strategic decisions that decisions are likely to be more appropriate to schools in order to see the improvement of the school by effective management of CPD activities at a local level (Bush and Coleman,1994: 265).

2.2 Planning

There are various definitions of planning. According to Cunningham (1982: 5) Planning is defined as “selecting and relating knowledge, facts, images, and assumptions regarding the future for the purpose of visualization and formulation of desired out comes to be achieved ...”. From this definition, planning is an anticipation of future activities, which help administrators to be better prepared to deal with both foreseen and unforeseen factors.

Besides, educational planning can be defined as “the process by which an analysis of the present condition of an education system is made in order to determine and device ways of teaching a desired future state” (Forojalla, 1993: 38-39). According to him the central task of educational planning is to recognize in present conditions inadequacies that point to the desirability of change with respect to goals to find solutions of the problems faced the organization/school.

Then the fundamental goal of educational planning under school-and cluster-based in-service training management is an attempt to understand the values, ideas, and experiences of potential implementers to achieve the goal of education.

2.2.1 Cluster School Development Planning

School development planning is a process of change that involves “need assessment and priority setting; decisions about responsibilities; time lines, staff development needs; required resources and success criteria; implementation activities; and monitoring and evaluation strategies” (Stoll and Fink, 1996: 47). The definition indicates that school development planning has multidimensional purpose as a process oriented towards:

Improving teaching- learning process; incorporating and interpreting external policy requirements; empowering schools to take charge of their own development; meeting government legislation commitment to parents; a monitoring and accountability device for school district; a means to coordinate district support; and a management tool for principals to control their budgets (pp. 63-64).

Furthermore, school is managed through school development plan, because it helps to “look back at the past performance and forward to future progress” (Potter and Powell, 1992: 13-14). Therefore, school development plan is a mechanism to balance and compromise vision of the school with the reality situation and cluster school plan with school plan and department plan and helps to manage the plan implementation towards education objective.

Hence, school-and cluster-based in-service training should be planned to improve the quality of cluster and school-based professional development in particular and quality of education in general. In addition, training plan is a part of development plan according to the definition stated above.

According to Armstrong (1999: 512), the essential phases of training planning with in a given period in to the future are the following stags:

1. Identify and define training needs ;
2. Define the learning required ;
3. Define the objectives of training ;
4. plan training programmes ;
5. Decide who provides the training ;
6. Implement the training ;
7. Evaluate training ;and
8. Amend and extend training necessary.

The first step of planning is “identification of the problem” (Getachew:1999: 106) generally, in particular Armstrong stated that the first phase of training planning is “Identify and define training needs”. This indicates that need assessment is general and training need assessment is particular cases but the steps/phases are the same to solve the problem. The first phase of training planning involves analysis corporate, team, occupational and individual needs to acquire new skills or knowledge or to improve existing competences.

In addition to this, Craig et al (1998: 25) stated that an effective teacher professional development program has the following characteristics (whether school-based, cluster-based, or other)

- 1. A thorough and participatory needs assessment of teachers and staff is required for the design of an effective TPD;*
- 2. The design of an effective TPD Program must be derived from an overall strategic vision and framework for the continuous implementation of the professional development effort;*
- 3. Teachers, school staff, and administrators must participate in all stage of planning and implementation. There are also successful example of community involvement in the earliest stages of TPD planning;*
- 4. The curriculum of the TPD program should combine pedagogue and content rather than over emphasis of one or the other; and*
- 5. There should be a commitment to continuous improvement through ongoing guidance, monitoring and feedback, and technical support.*

From these characteristics, participatory needs assessment, derived from an overall strategic vision, the school community must participate in all stages of planning and implementation, the

program should combine pedagogy and content equally, and commitment to continuous improvement are very important to increase the training quality.

Similarly, Sharan (2002: 1) observed that, workshop or in-service training planners are required to pay particular attention to the following four features of an effective teacher education program:

1. *Experiential learning.* This includes experience, reflection on experience, conceptualization, and learning.
2. *Mastery of specific skills.* This includes skills of management, facilitating implementations methods, and analyzing and evaluating implementation.
3. *Coordination between the training setting and place.*
4. *School community collaboration in planning and designing a program's goals and methods.* This includes the identification of training needs, and development of strategies and techniques of reflection and self-analysis.

It could therefore, be seen that needs assessment or need analysis is very vital and the first phase of educational planning (e.g. school-and cluster-based in-service training planning). According to Richter (1986: 5) training needs assessment or need analysis is defined as “attempts to find out how the immediate and short-run demand for skilled labor could be brought more closely to the specific needs in a given situation.” It is “the process of determining the organization’s training needs and seek to answer the question of whether the organization’s needs, objectives and problems can be met or addressed by training” (Winfred et al, 2003: 235-236). In addition, Armstrong (1999: 514) argued that training needs analysis is the gap between what is happening and what should be happened.

According to Winfred et al (2003), training needs assessment or training needs analysis has three steps. These are: organizational, task, and person analysis. The last step in the needs assessment phase is to translate the needs identified by the organizational task, and individual analysis into measurable objectives that can guide the training process.

Therefore, systematic needs assessment can guide and serve as the basis for the design, development delivery, and evaluation of the training program.

To sum up effective school or cluster will have a professional development policy to begin with the analysis of institutional strategies for development and individual appraisal targets to determine the content and direction of the policy that is generated by staff. This then shows there is tension between the individual and organizational staff development, that professional development program planning is important to find the balance between the needs of the institution and the aspirations of all who work with in it (Blandford, S., 2000:7).

2.2.2 School Cluster-Based Planning

School or site-based planning refers to the activities that take place at each level (school or site) to implement central office (example, district) strategic plan. after that, it is a process that allow each school or site or cluster school to use its own potential, talent, and resources to achieve the mission and desired own educational goals (Boschec and Baron, 1993: 9-10). Accordingly, they maintained that, school or site-based planning principle show that school community participative planning increases the implementation of the program to achieve the desired goal with commitment.

Teachers' participation in planning process improves the school because teachers will be more committed to their duties and hence there will be effective achievement of desired goals. The basic reason for this commitment is that the teachers themselves design the plan. The more that teachers work together in appropriate teams the more that a shared understanding emerges about the complexity of teaching and learning. Then, generally, the heart of an advanced teaching and learning culture is school-based or site-based participatory professional development planning (woods and Brighthouse, 1999: 88-90).

According to Monyatsi pp (2006: 155) in a study of the effectiveness of school-based and cluster-based professional development in secondary schools in Botswana, professional development planning at school-and cluster-based was very useful. Because the needs were identified at school or cluster level by the teachers them selves and then the teachers feels that they are being valued and therefore develop commitment and ultimately ownership of the outcomes. This indicates that grass root level participatory professional development planning is very important to implement the program according to the given strategy and target with high teachers commitment.

Besides, according to the study about professional development and quality in Namibia at school or cluster level shows that teachers and other stakeholder participatory planning improves and increases teachers' professional development and quality, and understand how policies are perceived and practiced by them. Moreover, teacher professional development in combination with a whole-school program that involves all stakeholders working on a process of planning, reflection, and assessment is a promising approach to improving quality at the school or cluster levels (USAID, 2006: 6).

2.3 Leadership

Leadership is an important issue of school cluster-based management because it is “essentially the process of building and maintaining a sense of vision, culture, and interpersonal relationships” (Day, 2005: 167). According to him the organizational activities coordination, support, and monitoring are managed by the manager, then careful balancing should be needed successfully to improve school effectively. Therefore

Leadership is about having vision and articulating, ordering priorities getting others to go with you, constantly reviewing what you are doing and holding on to things you value. Management is about the function procedures and systems by which you realize the vision (Ibid).

Hence, this indicates that leadership is vital in the management of school cluster-based in-service training to improve the quality of cluster-based management.

In addition, Kouzes and Pozner cited in Malone and Fry (2003:6) leadership is “the art of mobilizing others to want to struggle for shared aspirations.” From their perspective, leadership entails motivating followers by creating a vision of along-term challenging, desirable compelling and different future. This vision when combined with a sense of mission of who we are and what we do, establish organizations culture with its fundamental ethical system and core values. Also firestone cited in Mayrowetz and Weinstein (1999: 425-7) the key or heroic school reform leaders should be performed six leadership functions to institutionalize change: providing and selling vision; providing encouragement and recognition; obtaining resource; adapting standard operating procedures; monitoring the improvement effort; and handling disturbances.

According to him, vision must be provided in both operational and conceptual terms for every individual in the change effort and that should be understand why and what he or she is

participating and must do, and encouragement and recognition should be provided to use extra effort and stress for change. This indicates that a leader should have a vision and visionary, should be encourage and give recognition to the individual to use extra effort with high stress, should use resources effectively, should have standard operating procedures, should be monitoring any task to identify improvement effort and should be handle organization environment.

The values and nature of school leadership are very important and key aspect of school improvement. Not only purposeful and values-driven, embrace the distinctive and inclusive context of the school and promote an active view of learning (values of school leadership) but also instructional focused, build capacity by developing the school as a learning community, futures-oriented and strategically driven (nature of school leadership) school leadership will improve the school effectively (Hopkins, 2005: 69).

Generally, school leader should have purpose and values-driven, promote an active view of learning; develop the school as a learning community be future-oriented and strategically driven to lead the school effectively and efficiently.

2.4 Decision-Making

Smylie (1992:53) stated, "Teacher participation in decision making gives administration access to critical information closest to the source of many problems of schooling." This indicates that teacher participation in decision making increases the possibilities to solve the problem in school. Decentralized teacher professional development (school-and cluster-based) is more participatory, give attention local level responsibility and accountability to generate a community of learning interacts in an inclusive manner with the teacher (Leu, 2004: 3). According to her school-based and cluster-based teacher professional development programs are successful decentralization model to empower teachers.

Similarly, participative decision making may create similar condition for teachers learning and development, may promote cooperation and collaboration with teachers learning and change conductively, and that the sources of learning associated with process of participation, decisions may be made to create new staff development programs, teachers support program, and scheduled time for teachers to plan collaboratively. In addition, teachers' participation in school-based decision-making increases the improvement of students' academic outcomes

(Smylie et al, 1996: 185-191). Teachers' participation in decision-making may create CPD at the local level, this increases responsibility of school improvement and organizational learning respect to better students' outcome.

Decision by consensus for participative decision-making method will result highest quality decisions. Because participative decision-making (decision by consensus) is usually, a collective opinion arrived at decision by a group of individuals working together under the same conditions. The decision-making that permit communications to be sufficiently open and the group climate to be sufficiently supportive for every one in the group to feel that he/she has had his/her fair chance to influence the decision (McEwan, 1997: 3). Then, this reflects that participative decision-making increases teachers' motivation, commitment, and learning to improve educational quality. Besides, teachers participation in decision-making means, that they individually experience the influence of their participation in decision making with in the school organization.

According to Mc Ewan (1997: 5) in decision-making, team decision-making is very important, that is if teachers are involved from the beginning in making the decision, then they will be more committed to implementation. In addition to this the later writer pointed out "shared decision making has also been shown to build support, competence, and commitment, increase job satisfaction, create ownership leading to a more positive attitude towards the organization, and create a more professional environment with in the school."

This statement shows that participation decision-making and shared decision-making are very important to implementation of school task effectively. Because, it creates professional environment, develop commitment and increase job satisfaction.

Thomas Gordon in Mc Ewan (1997: 5) stated that, there are three reasons of effectiveness of team decision-making or shared decision making with the specified team.

These are:-

1. the best kind of on going staff development/organizational effectiveness/
2. satisfy many of higher-level needs for self-esteem /staff satisfaction/
3. effective leadership moves down through the level of organization /quality decisions/

Generally, teachers are at the work force of school life, their commitment to judge about the appropriateness of decision has a paramount significance to deliver quality education and to create effective school climate.

2.5 Professional Development

Teacher professional development at the school level or local level is more participatory and emphasizing responsibility and accountability (Leu, 2004: 3). Furthermore, according to the expected advantages of local level teacher professional development many countries have developed school-based or cluster-based in-service teacher professional development as an important means of updating and developing skills, knowledge and attitudes (Tatto in Mac Neil, 2004: 3). According to him, the purpose of local level professional development are more cost effective, make better use of local resources, respond to teachers immediate needs, and provides opportunities for on-site practice and reflection. Thus, local level or school-based or cluster-based professional development includes personal, team and school development, and performs four major functions. These are increase individual performance; put in the right way of ineffective practice; establish the groundwork for the implementation of policy; and facilitate change (Blandford, 2000: 4). Hence, these major functions are very important to improve educational quality.

School-based or cluster-based in-service training is local level professional development that its aim is to improve the quality of education by means of ensuring “continuous professional development” for each teacher and establish “collegiality” for a group of teachers. The effectiveness determined, “teachers who plan implement, evaluate and improve lessons, and lessons are the core of knowledge acquisition in education” (<http://project.jica.go.jp/ghana/0604654/pdf/23-GhanaINSET-sourebook-M3.pdf>). This statement shows that professional development for teachers should be a continuous process, because knowledge, skills, and attitudes related to teaching and learning are not static or fixed that change with time. In addition, teachers can share their teaching experiences, ideas and knowledge, and can influence one another to increase improvement of good teaching practices by collaboration and collegiality.

Blandford (2000: 5) stated that, the purpose of professional development at school (local level) to improve and develop skills, knowledge, understanding, and ability of individual teachers and the schools in which they work. These purposes are to: develop and adapt their practice; implement their experience, research findings and practice to meet learners needs; realize current educational thinking i.e. decentralization of educational management; give more

attention to educational policy to increase quality of education; and contribute to the professional life of the school and interact with the community (internal and external).

In addition, the main objectives of school-based cluster training programs or local level professional development programs are to: increase their motivation, increase their involvement in-group activities, improve their teaching skills, provide feedback on their performance, and strengthen their knowledge base (Taal, 1996: 12). Thus, the effective implantation of school-based cluster training programs will be the quality of teaching-learning process in school.

Similarly, Smith in Addabor (1996: 75) In-service education has four main objectives. These are “to remedy the teacher’s deficiencies arising out of defects in his initial teacher training preparation; to advance the teacher’s skills and pedagogical knowledge for new teaching goals; to advance and up date the teacher’s knowledge of subject matter; and to train the teachers for extra-curricular activities matter.” Therefore, school-based cluster in-service training program is very important approach to improve the quality of education effectively and efficiently.

2.6 Controlling and Evaluation

Controlling refers to the function of management that the managers use to guide work behavior towards the proper direction to attain organizational goals (Cicco, 1985: 4). Hence, controlling in education is explained that a systematic process by which principals (managers) assure that the education program or training program is reaching its objective and carrying out the associated plans in an effective and efficient manner (Higgins, 1991: 567). Besides, “Control is a form of feed back that allows the manager or principal to move from diagnosis to prognosis and finally proactive activity” (Cunningham, 1982: 78). This indicates that according to the controlling system the discovered result leads to future judgment of the manager proactively.

Whereas, evaluation is a measure of the gap between planned and actual out comes by the criteria of the stakeholders (internal or external or the combination) (Mc Bride, 1989: 40). Besides, Cunningham (1982: 253) stated that, evaluation in education, “as distinct from credentialing, is concerned with providing feedback on performance: to learners on their mastery of instruction, to educators on their achievement of goals, and to organizations on their accomplishment of purposes.”

Therefore, how to evaluate school-based/cluster-based in-service training instruction and achievement of goals, depending on the main idea of evaluation, teacher evaluation in school has three purposes (Natriello, 1990: 36-37).

1. Evaluation may be used to control the performance of individual teacher because of performing the same task at a difference performance level.
2. Evaluation may be used to control movement into and out of position.
3. Evaluation may be used to legitimate the organizational control system it self.

Hence, from the above stated purpose and definition of evaluation, controlling resides with evaluation since it requires systematic gathered and analyzed data and value judgment about the whole process and out comes of training program for future plan and development. This indicates that evaluation is one way of controlling system.

Evaluation is the last process of training what ever school-and cluster-based in-service training or pre-service training to see the impact of the training or the trainees /and on the organization/ school (Repper, 1987: 9). According to him, this process indicates characteristics of management skills.

There are basic components of an effective teacher-evaluation process according to the purpose of the training program. These are: philosophy and purpose: performance criteria and standards; and evaluation procedures. In addition, school or cluster school strengthening its teacher evaluation in school-and cluster-based in-service training process should begin by setting it purpose for teacher evaluation (Iwarieki, 1990: 158-9). According to Iwaricki (1990), teacher evaluation can be used for the purposes of the following essential objectives. These objectives are: to ensure that only effective teachers continue in the program (accountability); to foster the professional growth of new and continuing teachers (professional growth); to promote school improvement and the enhancement of student learning (school improvement); and to ensure that the best qualified teachers are hired (selection).

Therefore, principals, supervisors, and/or organizers of school-based in-service training program should integrate the expectations of various stakeholders including participants (trainees), Local Educational Authority, external funding agencies and the community inorder to secure acceptance and implementation of decisions (Nixon, 1989: 49-50). Participant of these clients and beneficiaries in the evaluation and decision-making process can be seen under three target areas of in-service training program evaluation: the in-service program itself the

participant achievements and the changes in school life that can be attributed to the program (Truelove, 2000: 126-130).

Cluster school will be established and chosen for training (self-evaluation) for the purpose of mutual support and guidance. They will be identify common needs and create appropriate INSET provision to met their needs. Beside self-evaluation by teachers of themselves increases the outcomes of initial needs, evaluating the action taken to meet these needs according to the evaluation criteria established co-operatively with LEA and representatives of teachers (Mc Bride, 1989: 40-42).

Finally, measurement of the actual change in school life is a basic issue of evaluation that determines whether the SBIT strategy has brought about improved schooling. The focus of evaluation, in this case, is to look in to the impact of the SBIT programs on the pupils' learning processes and outcomes. In fact changes on performance and attitude of teachers arrangements for the teaching learning process and the efforts of school management through and after the in-service training sessions will be examined in relation to the impact on behavioral changes of learners and their contribution in improving the life condition of the community at large. In evaluating the actual change of school life, involvement of teachers, student and parent is crucial by strengthen one of the intentions of SBIT program. Collegial supervision or shares of experiences are used for enhancing local creativity and responsiveness (Dimmock, 1993: 102).

2.7 An Overview of School-and Cluster-Based In-service Training in Different Countries

This part of the research discusses how school clusters in-service training are being managed to develop about staff and to improve the education quality at school. The training is practiced differently due to various reasons (manpower, finance, and other resources).

Thus, the experience of same countries like Austria and Pakistan have established special resources centers at district level to train resource teachers who are selected from each member of the cluster in order to conduct training in their respective schools. Other nations such as Bangladesh, Srilanka and Thailand have decentralized the responsibilities of resource center down to school and by clustered it and by adjusting adequate resource are school that serves as the coordinating center for both training and share of experiences. Different practices of

clustering strategy have been also indicated in the amount of number schools, distance between the center, and willingness of resource teachers and continuity of trainings' or share of experiences. The practice of Srilanka, that includes 10-15 schools in one cluster. However, the number of school increased in one cluster creates the problem of coordination and performance. The training programs designed from only principals like Kenya and Uganda may not also be sound. Hence, this could integrate the activities of the cluster with the formal education system there by facilitating continuity and sustainability of worth full achievement of the model (BESO, 2001: 10-15).

In addition, the summary table shows and that follows indicates how school-and cluster-based in-service teacher professional development approach manage in three deferent continents and three levels of development. This indicates that the application of situational management theory, which different writers supports. Then, Cambodia, Malawi and United States are treat staff training based on SBIT or CBIT shown below in table – 3.

Table- 4. School-based or cluster-based in-service Training program in three different Continents and levels of development

Country	New York district # 2	Malawi	Cambodia
Establishment	1984	1994	1998
Objective	<ul style="list-style-type: none"> To develop comprehensive instructional reform, because of diverse ethnic mix of immigrants from 100 countries 	<ul style="list-style-type: none"> To alleviate teacher shortages, because of primary enrollment increases from 1992/93 (1-8 million) to 1994/95 (2-9 million) 	<ul style="list-style-type: none"> To introduce an innovative, hands-on way of learning that integrates content from science, mathematics, khimer language and presentation skills
Method	<ul style="list-style-type: none"> Linking staff development to comprehensive instructional reform 	<ul style="list-style-type: none"> An integrated approach 	<ul style="list-style-type: none"> Experiential, participatory learning methods.
Implications	<ul style="list-style-type: none"> The importance of strong leadership is showed in promoting a clear vision and ensuring consistent implementation of TPD over the long term. TPD also a mixed-mode approach that effectively combines on and offsite activities that are supported by both external and internal experts. Leadership was to set a clear agenda for TPD and then decentralize responsibility. 	<ul style="list-style-type: none"> The importance of this program is undoubtedly having clear realistic and achievable objectives. In particular to provide a crash-training program with the implementation of a radical new approach provide unrealistic. Un attainable for the undereducated student teachers for resource poor schools and over worked tutors. Improving pedagogy. Poor countries that are experiencing critical teachers shortages may have 	<ul style="list-style-type: none"> A focus on tangible relevant content and a process in a supportive environment. An understanding of situated cognition Multi-stake holder collaboration A curriculum that is grounded in theory and practice, developed through a lengthy research and development process and modified to local conditions, creative use and critical thinking are built in to the curriculum

	<ul style="list-style-type: none"> The effective leader has to recognize the tension between strong central and local authority. 	to a second generation consideration	
Designing clear professional development objectives	<ul style="list-style-type: none"> Reinvigorating teachers' appreciation for their content areas and a new learning experience through an off-site immersion might be done better. 	The importance of the program is undoubtedly having clear realistic and achievable objectives.	<ul style="list-style-type: none"> The introduction of specific instruction practice is most effectively achieved through intensive school-based approach
Mixing modes and finding the right lows of intervention	<ul style="list-style-type: none"> PDL (professional development laboratory) takes places at the school level, but the inter-visitations took them to other schools with in the district and beyond. 	<ul style="list-style-type: none"> Integrated in-service Teacher Education Program combined in college residence with school based distance learning. 	<ul style="list-style-type: none"> Teachers were drawn from the cluster level for their teacher school and they later implemented the second phase of their learning (conducting the student field school at their respective schools.)
Administrative level in curriculum development of in-service Teacher professional development	School community (principals and teachers) is accountable to the program, and became the natural prime mover and monitor of in-service Teacher professional development program.		<ul style="list-style-type: none"> The central government devotes 10% of curriculum development to the school level in-service teacher professional development design

<p>In-service Teacher professional Development objectives coverage and achievement</p>	<p>Administratively mature system capable of managing complex schemes and myriad objectives. and less extensive than Malawi program and more ambitious them Cambodia</p>	<p>The program shows, how an under developed education infrastructure was unable to fully cope with a complex in-service teacher professional development scheid. The objective derived for the newly certified teachers to return to their schools, and then the teaching learning processes in the classroom was unrealistic. It was quite successful in same of its main objectives, but it could not deliver on them all.</p>	<p>Focused on specific curricula capacity building objective small numbers of beneficiaries any given time-whether this focus can be maintained a teacher field school goes to through the primary teacher to colleges to be seen.</p>
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Source: Adapted from Mac Neil, D. (2004: 8-23) school-and cluster-based Teacher Professional Development: Bringing Teacher Learning to the Schools.

Generally, in table-3, each country was designed to meet the demands of the local context in school-based or cluster-based in-service training program in away that agree with generated highly pressurized results. However, the program continues to struggle with its own weakness and constraints. Some researchers have argued that the cost-effectiveness of school-based or cluster-based in-service training program and some of them has been able to link to improvements in achievements of students. However, observations can be made and “there are not meant to be conclusive, but rather they high lights knowledge gaps for researchers and design considerations for policy makers and practitioners” in school-based or cluster-based in-service training program (MacNeil, 2004: 21).

CHAPTER THEREE

3. Research Design and Methodology

This chapter deals with the research design, data source, sampling technique and the study population, instruments and procedures of data collection, pilot test of the instrument and methods of data analysis.

3.1 The Research Design

The descriptive survey method was adopted for the purpose of this study. The relevance of this method to such purpose is important to describe the status of the various subjects of the study (Best and Kahn, 1989:76-78). Furthermore, this method is used to describe the salient points about opinions, attitudes, and suggestion of management of teachers' in-service training of school cluster in respect to the objectives of CBIT model.

3.2 Data Source

The target population in this study consists of Primary school principals, teachers, supervisors and relevant officers from Amhara Education Bureau, West Gojjam Zone Education Department and Woreda Education office were used as source of data for the purpose of the study. Accordingly, a list of 12 Woreda education officers, 111 cluster schools, 7152 primary school teachers, 93 primary school cluster supervisors and 504 primary school principals were made available for sampling purpose.

3.3 Sampling Technique and the Study Population

West Gojjam Administration Zone has twelve (12) Woredas or districts. From those, four of them are remote woredas, eight of them are relatively moderate woredas, and from eight moderate woredas, two of them cover large surface areas with respect to the population size in the study area and one Town Administrative (Fenoteselam)(See Appendix-c).

Table 5 – Sampling of Woredas and respondents in cluster-based primary schools

No.	Name of woreda	No. of clustered school	No. of Supervisors'	No. of principals	Sex	Qualification of Teachers			Remark
						Diploma	Certificate (TTI)	Total	
1	Mecha	10	10	53	M	170	244	414	Relatively moderate woreda
					F	55	250	305	
2	Sekela	9	6	48	M	43	245	288	remote woreda
					F	20	221	241	
3	Wanberma	6	6	22	M	64	212	276	remote woreda
					F	33	124	157	
4	Burie Shikudad	6	5	27	M	76	193	269	relatively moderate woreda
					F	36	204	240	
5	Fenoteselam	1	1	6	M	26	47	73	Town Administrative
					F	19	43	62	
6	Achefer	13	12	60	M	97	267	364	woreda, that covers large surface area
					F	30	379	409	
Total		45	40	216		669	2429	3098	

Sources: - west Gojjam Administrative zone

According to this in determining the sample size, the nature of distribution and characteristics each target population were considered. Hence, to ensure proportionate representation of Woreda and clustered (by considering the way of clustering in the region) schools for the diverse population, stratified random sampling were used. From twelve (12) woredas: two woredas were selected from remote woredas, one woreda was selected from large population size woredas, one Town Administrative was selected and two woredas were selected from five remaining woredas, see Appendix-C. Thus from twelve woredas, six woredas were selected. By considering the selected woredas, from 111 clustered primary schools 16(14.41%) were selected. From 16 school clusters, 6 of them were urban, 5 of them were rural, and 5 of them were remote rural cluster. According to the selected woredas 35(77.78%) cluster school supervisors, 50 (23.15%) principals, and 732 (23.63%) teachers were selected. To ensure

proportionate representations of teachers various characteristics such as sex, way of clustering and qualification were considered. Hence, 334 female teachers (23.63%), 398 male teachers (23.63%), 171 diploma teachers (25.56%), 561 (23.10%) TTI teachers, 207 teachers in urban cluster, 191 teachers in rural cluster, and 185 teachers in remote rural cluster were selected. Besides, 22 CBIT coordinating committees (principals and supervisors) in urban cluster, 37 CBIT coordinating committees in rural cluster, and 26 CBIT coordinating committees in remote rural cluster were selected.

Apart of from this purposeful sampling techniques was employed to involve respondents ad training expertise from the Region (one), zone (one) and woredas (four) for four selected woreda one expertise for each, totally six(6) officials were selected. The four(4)Woreda experts selected from remote woredas one(sekela) and from relatively moderate woredas one(Bure) randomly, and from the remaining woredas two experts(Fenoteselam and Achefer).

3.4 Instruments and procedures of data collection

Questionnaire and interview were employed for colleting data pertinent to the objectives of the research.

Hence, to obtain descriptive information about the management of teachers' in-service training of clustered primary schools, one set of survey questionnaire was developed based on the literature to answer and test basic questions and hypotheses of the research respectively. The questionnaire has three sections and contain open-ended and closed-ended. The first section was designed to collect basic information about respondents. These data include age, sex, years of teaching experience, current career status (for only teachers) and academic qualification. Section two was designed based on the formulated basic questions and hypotheses regarding the management of teachers' in-service training of clustered primary schools. The third section was allowed for further individual suggestions from the respondents about the major problems that hinder the management of teachers in CBIT program. The questionnaire was distributed to 10.23% of the total population from clustered school teachers,37.63% of the total population clustered school supervisors and 9.92% of the total population clustered school principals in the study area (West Gojjam Administrative Zone) and in the selected six woredas 35(77.78%) cluster school supervisors, 50 (23.15%) principals, and 732 (23.63%) teachers were selected.

The questionnaire was translated from English to Amharic to minimize and overcome barrier and promote better understanding of the item.

Besides, the semi-structure interview questionnaire schedule was employed for four woredas' training expertise, and West Gojjam Education Department Head, and Amhara Region Education Bureau Head. The reasons for these additional instruments are to secure adequate information and give in-depth descriptions.

3.4.1 Pilot Test of the Instrument

All questionnaires were pre tested on a small population to test whether any items that they may have difficult in understanding or in comprehending exactly what the writer of the questionnaire is seeking to determine and /or in order to develop and refine the instrument to the point that it has satisfactory measurement properties (Gall, Meredith D. and others, 1996:65).

Therefore, for pilot test one woreda was selected randomly from the selected six woredas (Sekela Woreda was selected for pilot test). Hence, the closed and open ended draft questionnaire was administered to nine(9) school principals, three(3) clustered school supervisors and thirty six(36) primary school teachers in three different clustered primary schools by considering way of clustering (urban, rural, and remote rural school clusters), sex, and qualification. From the distributed questionnaires, 89.58% were returned. After completion of questionnaires, each questionnaire item was examined critically to develop satisfactory measurement. Hence, in the questionnaires two (2) questions were modified, and the reliability (coefficient of alpha)of the items objective and rationale ,planning ,decision-making, leadership, professional development, and evaluation or outcome were investigated, $\alpha=.936$, $\alpha=.881$, $\alpha=.921$, $\alpha=.907$, $\alpha=.921$,and $\alpha=.878$ respectively. In addition to this, two copies of the questionnaire were also administered to researchers to get feedback. After the necessary corrections were made, the final version was prepared and administered (see Appendix- E).

3.4.2 Methods of Data Analysis

The purpose is to investigate whether there is conformity with theory associating with practice, experience a principle of clustering system indicated in the literature.

Mean score was used to analysis the obtained data. In addition, the standard deviation was used to describe and compare the variation of several distributions.

The level of significance of the rules, and /or participation of the various sample population in the organization and management of teachers in CBIT program progress and out comes of clustering was determined and presented by employing mean, standard deviation, T-test and one-way ANOVA. In addition to this, correlations and regressions were employed to see the relationship between the dependant and independent variables and predictor variables.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter deals with the background information of the respondents, results and discussions of the collected data.

4.1 Background Information of the Respondents

Table – 6 Number of Respondents by woreda and school cluster

No	Name of Woreda	Name of school cluster	Respondents									Teachers RQ (%)	Principal s RQ (%)	Supervisors RQ (%)	Remark
			Teachers			Principals			Supervisors						
			N	DQ	RQ	N	DQ	RQ	N	DQ	RQ				
1	Sekela	Zeleke Desta	53	53	39	3	3	3	6	6	6	80.30	100	100	UC
		Ambisie	48	48	40	3	3	3							RC
		Abesken	31	31	27	4	4	3							RRC
2	Wonberima	Shindie primary	34	34	24	3	3	3	5	5	4	75.24	87.5	80	RC
		ShindieGeneral primary	36	36	23	3	3	2							UC
		Wogedad	35	35	32	2	2	2							RRC
3	Achefer	Ayalew Mekonnen	56	56	40	2	2	2	8	8	7	76.69	75	87.5	UC
		Abechiklie	36	36	29	3	3	2							RC
		Azena	41	41	33	3	3	2							RRC
4	Mecha	MerawieKebele	65	65	42	3	3	2	9	9	7	82.14	80	77.78	UC
		Addis Alem	55	55	50	4	4	3							RC
		Dage	48	48	46	3	3	3							RRC
5	Burie	Burie 01kebele	49	49	35	3	3	3	6	6	6	85.91	90	100	UC
		Burie 02kebele	50	50	46	4	4	3							RC
		Derekua	50	50	47	3	3	3							RRC
6	Fenotselam	Fenoteselam	45	45	30	4	4	3	1	1	1	66.67	75	100	UC
Total			732	732	583	50	50	42	35	35	30	79.64	84	85.71	

Note: N – Number of respondents

UC-Urban Cluster

DQ – Number of distributed questionnaire

RC-Rural Cluster

RQ – Number of collected/Returned questionnaire

RRC-Remote Rural Cluster

Table - 6 shows sample woredas, school clusters (urban, rural and remote rural) and number of respondents (teachers, principals and school cluster supervisors) to which the questionnaire was distributed and returned from. Out of 12 woredas in West Gojjam Administrative zone 6(50%) were selected or included in the study. The numbers of school cluster included in the study were identified based on ways of clustering. This indicated that, except Fenoteslam town Administrative, three clusters (one urban, one rural and one remote rural) in each woredas were included in the study. Accordingly, from Sekela 3 (33.33%) Wanberima 3 (50%), Achefer 3 (23.08%), Mecha 3 (30%), Burie 3 (50%) and Fenoteslam 1(100%) School cluster have included in the sample (See, Appendix C).

Based on the determined methodology, the questionnaire was distributed to 732 teachers (29.2%), 50 principals (24.2%) and 35 supervisors (68.63%) in sampled school clusters and woredas accordingly.

In Sekela 148 (132 teachers, 10 principals and 6 supervisors), Wonberma 118 (105 teachers, 8 principals, and 8 supervisors), Mecha 187 (168 teachers, 10 principals, and 9 supervisors), Burie 165 (149 teachers, 10 principals, and 6 supervisors), and Fenoteslam 50 (45 teachers, 4 principals and 1 supervisors) and 817 questionnaire was distributed. Among the distributed questionnaire from teachers 583 (79.64%), principals 42 (84%) and supervisors 30 (85.71%) were returned. Therefore, it was possible to proceed with the analysis and interpretation of the data.

Table-7 Background of the Respondents

No.	Item	Respondents								Grand total All respondents	
		Teachers		CBIT Coordinators				Total CBIT coordinators		No	%
				Supervisors		principals					
		No	%	No	%	No	%	No	%		
2	Ways of clustering:										
	a. Urban cluster	207	35.51	3	10	16	38.10	19	26.4	226	34.5
	b. Rural cluster	191	32.76	20	66.67	17	40.48	37	51.4	228	34.81
	c. Remote Rural cluster	185	31.73	7	23.33	9	21.42	16	22.2	201	30.69
	Total	583	100	30	100	42	100	72	100	655	100
3	Sex: a. Male	341	58.49	30	100	35	83.33	65	90.3	406	61.98
	b. Female	242	41.51	-	-	7	16.67	7	9.7	249	38.02
	Total	583	100	30	100	42	100	72	100	655	100
4	Age: a. < 20 years	8	1.37	-	-	-	-	-	-	8	1.22
	b. 20-29 years	383	65.69	-	-	21	50	21	29.2	404	61.68
	c. 30-39 years	78	13.38	16	53.33	8	19.05	24	33.3	102	15.57
	d. 40-49 years	102	17.50	14	46.67	11	26.19	25	34.7	127	19.39
	e. 50 and above	12	2.06	-	-	2	4.76	2	2.8	14	2.14
	Total	583	100	30	100	42	100	72	100	655	100
5	Teaching Experience:										
	a. 1-5 years	351	60.21	2	6.67	17	40.48	19	26.4	370	56.49
	b. 6-10 years	59	10.12	10	33.33	9	21.43	19	26.4	78	11.19
	c. 11-15 years	44	7.55	5	16.67	2	4.76	7	9.7	51	7.79
	d. 16-20 years	22	3.77	1	3.33	3	7.14	4	5.6	26	3.96
	e. 21-25 years	100	17.15	11	36.67	11	26.19	22	30.6	122	18.63
	f. above 25 years	7	1.20	1	3.33	-	-	1	1.4	8	1.22
	Total	583	100	30	100	42	100	72	100	655	100
6	Qualification:										
	a. TTI	412	70.67	-	-	26	61.90	26	36.1	438	66.87
	b. Diploma	171	29.33	30	100	16	38.10	46	63.9	217	33.13
	c. Others	-	-	-	-	-	-	-	-	-	-
	Total	583	100	30	100	42	100	72	100	655	100
7	Current Status										
	a. Beginning Teacher	350	60.03								
	b. Junior Teacher	51	8.75								
	c. Teacher	20	3.43	-	-	-	-	-	-	-	-
	d. Senior Teacher	55	9.43								
	e. Associate leader	107	18.36								
	f. Leader-Teacher	-	-								
	Total	583	100								
	Total	583	100%	30	100%	42	100%	72	100%	655	100

Table -7, deals with the general characteristics of the respondents. As can be seen in the table, 207 teachers in urban cluster, 191 teacher in rural cluster and 185 teachers in remote rural

cluster were involved in the study. With regard to sex, 58.49% of teachers 100% of supervisors, 83.33% of principals were males, and 41.51% of teachers and 16.67% of principals were females.

With regard to their age, 8 (1.37% of) teachers were below 20 years old, 383 (65.69% of) teachers and 21 (50% of) principals were between 20 and 29 years old, 78 (13.38% of) teachers. 16 (53.33% of) supervisors, and 8 (19.05% of), principals were between 30 and 39 years old, 102(17.50% of) teachers, 14 (46.67% of) supervisors, and 11 (26.19% of) principals were between 40 and 49 years old, and 12 (2.06% of) teachers, 2 (4.76% of) principals were 50 and above years old. This reveals that the majority of the staff members is the most productive age group and may contribute to educational development and management of CBIT if efficiently utilize and mobilize them.

In terms of teaching experiences, 351(60.21% of) teachers, 2 (6.67% of) supervisors, and 17 (40.48% of) principals were served from 1-5 years, 100 (17-25% of) teacher, 11 (36.67% of) supervisors and 11 (26.19 % of) principals were served from 6-10 years, and 7(1.2% of) teachers and 1(3.33% of) supervisors were served above 10 years.

In terms of qualification, 412 (70.67% of) teachers, and 26 (61.9% of) principals were TTI graduates, and 171 (29.33% of) teachers, 30 (100%) supervisors, and 16 (38.1% of) principals were diploma holders. Besides the current status of teachers that 350 (60.03% of) teachers are beginning teacher 51 (8.75% of), 20 (3.43% of), 55 (9.43% of), and 107 (18.36% of) teachers are junior, teacher, senior, and associate leader teachers respectively.

4.2 RESULT OF THE STUDY

4.2.1 Spearman Rank-order correlation Analysis

Research Question-1

What are the constraints that hinder the organization and management of Primary school cluster in-service training program?

Table-8a Rank-order of assumed major problems that hinder the management of teachers in CBIT program in urban, rural, and remote rural clusters teachers

No	Ranked Items	$\Sigma x (N)$			ΣR			XR			AVe-R			r_s		
		U C	RC	RR C	UC	RC	RR C	U C	RC	RR C	U C	R C	RR C	U.R C	UR. RC	RR. RC
1	Long distance between cluster center and member schools which has made frequent meetings and experience sharing difficult.	207	191	185	718	530	504	3.4686	2.7749	2.7243	4	1	2	0.40	0.70	0.90
2	Cluster school supervisors do not have the capacity to transmit CPD content, to supervise and support teachers effectively	207	191	185	595	593	565	2.8744	3.1047	3.0541	3	4	4			
3	CPD topics do not correspond with real demand of teachers	207	191	185	545	581	516	2.6329	3.0419	2.7802	2	3	3			
4	WEO have not sufficient qualified personnel to coordinate the program to effective implementation and have limited vision and understanding of what school cluster in-service training could accomplish.	207	191	185	504	549	488	2.4348	2.8743	2.6378	1	2	1			
5	Program commitment problem of responsible body at grass root level (school cluster)	207	191	185	720	677	686	3.4783	3.5445	3.7081	5	5	5			

Note: $\Sigma X (N)$ = Number of respondents

Uc = urban cluster

ΣR = sum of the ranks

Rc = rural cluster

XR = Mean of the ranks

RRc = Remote rural cluster

Ave. R = Average of the ranks

The observed value in table -8a revealed, that among the major problems that hinder the management of teachers in CBIT, the one that WEO have no sufficient qualified personnel to

coordinate the program to effective implementation and have limited vision and understanding of what CBIT could accomplish has ranked 1st in urban and remote rural cluster. Similarly this item has ranked 2nd by rural cluster.

As can also seen from Table – 8a among the major problems that hinder the management of teachers in CBIT, CPD topics do not correspond with real demands of teachers has ranked 3rd in remote rural cluster and rural cluster, while in urban cluster this item has ranked 2nd.

A look at the distribution of data in table -8a showed that cluster school supervisors do not have the capacity to transmit CPD content, supervise and support teachers effectively has ranked 3rd in urban cluster, while the same item has ranked 4th in rural and remote rural cluster. Besides, long distance between cluster center and member schools that has made frequent meetings and experience sharing difficult has ranked 1st, 2nd and 4th in rural, remote rural and urban cluster respectively.

As shown in the table – 8a in both way of clusters, program commitment problem of responsible body at grass root level (school cluster) has ranked 5th (last).

Moreover, except the 5th item there were the variations in ranking order among clusters (urban, remote rural and rural cluster). The variation in ranking order between urban and remote rural cluster ($r_s = 0.70$) and rural and remote rural clusters ($r_s = 0.90$) were lacks statistically significant difference. However, the variation in ranking order among urban and rural clusters were statistically difference ($r_s = 0.40$).

Table-8b Rank-order of assumed major problems that hinder the management of teachers in CBIT program in urban, rural, and remote rural cluster principals and supervisors

No	Ranked Items	$\Sigma x (N)$			ΣR			XR			AVE-R			r_s	
		UC	RC	RRC	UC	RC	RRC	UC	RC	RRC	UC	RC	RRC	U. RC	U.RR C
1	Long distance between cluster center and member schools which has made frequent meetings and experience sharing difficult.	19	37	16	45	99	32	2.3684	2.6757	2.00	2	1	1	0.90	0.70
2	Cluster school supervisors do not have the capacity to transmit CPD content, to supervise and support teachers effectively	19	37	16	55	117	56	2.8947	3.1622	2.8750	4	4	4		
3	CPD topics do not correspond with real demand of teachers	19	37	16	54	114	41	2.8421	3.0811	2.5625	3	3	2		
4	WEO have not sufficient qualified personnel to coordinate the program to effective implementation and have limited vision and understanding of what school cluster in-service training could accomplish.	19	37	16	44	100	49	2.3158	2.7027	2.8125	1	2	3		
5	Program commitment problem of responsible body at grass root level (school cluster)	19	37	16	80	138	68	4.215	3.7297	4.25	5	5	5		

Note: $\Sigma X (N)$ = Number of respondents

ΣR = sum of the ranks

XR = Mean of the ranks

Ave. R = Average of the ranks

Uc = urban cluster

Rc = rural cluster

RRC = Remote rural cluster

As observed in Table -8b the value revealed at that, among the major problems that hinder the management of teachers in CBIT the one that, long distance between cluster center and member schools which has made frequent meetings and experience sharing difficult has ranked 1st in rural and remote rural cluster, while it has ranked 2nd in urban cluster.

As shown in table – 8b among the major problems WEO have not sufficient qualified personnel to coordinate the program to effective implementation and have limited vision and understanding of what school cluster in-service training could accomplish has ranked 1st, 2nd

and 3rd in urban, rural and remote rural clusters respectively. Besides CPD topics do not correspond with real demands of teachers has ranked 3rd in urban and rural clusters, 2nd in remote rural cluster and cluster school supervisors do not have the capacity to transmit CPD content has ranked 4th all clusters.

In addition, in table -8b among the problems in both groups of clusters, program commitment problem of responsible body at grass root level (school cluster) has ranked 5th (last).

Moreover, except the 5th item, there were the variation in ranking order among cluster (Town, rural and remote rural) lacks statistically significant difference. The variation seems to be occurred by chance. Because the respondents ranked the major problems that hinder the management teachers in CBIT between urban and rural ($r_s = 0.90$), urban and remote rural ($r_s = 0.70$) and rural and remote rural clusters ($r_s = 0.90$) had strong association between them.

Table-8c Rank-order of assumed major problems to manage teachers in cluster based in-service training (teachers, and principals and supervisors)

No	Ranked Items	$\Sigma x (N)$		XWR		Ave. WR		r_s	Total Ave. P
		Teacher	Principal & Supervisor	Teacher	Principal & Supervisor	Teacher	Principal & Supervisor		
1	Long distance between cluster center and member schools which has made frequent meetings and experience sharing difficult.	583	72	3.0051	2.4444	3	1	0.70	2
2	Cluster school supervisors do not have the capacity to transmit CPD content, to supervise and support teachers effectively.	583	72	3.0069	3.0278	4	4		4
3	CPD topics do not correspond with veal demand of teachers.	583	72	2.8165	2.9028	2	3		3
4	WEO have not sufficient qualified personnel to coordinate the program to effective implementation and have limited vision and understanding of what school cluster in-service training could accomplish.	583	72	2.6432	2.6806	1	2		1
5	Program commitment problem of responsible body at grass root level (school cluster).	583	72	3.572	3.972	5	5		5

Note: $\Sigma X (N)$ - Sum of respondents
 XWR - Mean of weighted ranks
 $Ave. WR$ - Average of the weighted ranks

As shown in table-8c among the major problems WEO have not sufficient qualified personnel to coordinate the program to effective implementation and have limited vision and understanding of what school cluster in-service training could accomplish has ranked 1st by teachers and 2nd by CBIT Coordinators. Cluster school supervisors do not have the capacity to transmit CPD content, supervises and support teachers effectively and program commitment problem of responsible body at grass root level (School Cluster) have ranked 4th and 5th respectively by supervisor and principal, and Teachers. While, CPD topic do not correspond with real demands of teachers has ranked 2nd and 3rd by teachers, and supervisors and principals respectively. Similarly, long distance between cluster center and member schools that had made frequent meetings and experience sharing difficult has ranked 3rd and 2nd by teachers and supervisor and principals respectively.

Moreover, except the 5th and 2nd items, there were the variations in ranking order among respondent in different position (teachers, principals and supervisors) lacks statistically significant difference. Thus, teachers and CBIT coordinators were strong association in the ranked major problem that hinder the management of CBIT ($r_s = 0.70$).

4.2.2 Descriptive Statistics and Pearson Product Moment Correlation Analysis

Hypothesis-1 There is a significance relationship between management of CBIT and the outcome of the program.

Table-9 The correlation between the management of CBIT and outcomes of the program

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	VIF
School clustering (1)	-	-	1										1.778
Sex (2)	-	-	-0.029	1									1.028
Teaching Experiences(3)	-	-	0.639**	-0.057	1								1.807
Qualification (4)	-	-	-0.099*	0.069	-0.090	1							1.092
Objective and Rationale (5)	3.6	0.86	0.081*	0.056	-0.083*	-0.124**	(0.934)						3.063
Planning (6)	3.49	0.71	0.141**	0.055	-0.160**	-0.119**	0.768**	(0.796)					3.360
Leadership(7)	3.51	0.76	0.123*	0.083*	-0.160**	-0.080	0.755**	0.784**	(0.8710)				3.86
Decision Making (8)	3.54	0.73	0.095*	0.090*	-0.134**	-0.085*	0.671**	0.704	0.770**	(0.841)			3.010
Professional Development(9)	3.83	0.71	0.099*	0.105*	-0.097*	-0.158**	0.669**	0.651**	0.692**	0.713**	(0.878)		2.478
Evaluation (outcome) (10)	3.69	0.65	0.078	0.081	-0.078	-0.140**	0.664**	0.650**	0.702**	0.669**	0.796**	(0.875)	-

** p<0.01, 2 tailed
* P P<0.05, 2 - tailed

Note: 0.5 – 1.49 strongly disagree
1.5 – 2.49 Disagree
2.5 – 3.49 undecided

3.5 – 4.49 Agree
4.5 – 5 strongly agree

M=Mean
SD=Standard deviation

- Reliability (on the diagonal)

VIF=Variance inflation factors (independent variables)

Table-9 shows that the correlation coefficients indicated that multicollinearity could have existed among the independent variables. That is, there were high correlation between the independent variables objective and rational, and planning ($r = 0.768$, $p < 0.01$), leadership, and objective and rationale ($r = 0.755$, $p < 0.01$), leadership and planning ($r = 0.784$, $p < 0.01$), decision making and planning ($r = 0.704$, $p < 0.01$), decision-making and leadership ($r = 0.713$, $p < 0.01$). Besides, the Variance Inflation Factors these variables (objective and rationale, planning, leadership, decision-making, and professional development) were between 2.478 and 3.86.

In the descriptive statistics, the respondents were highly agreed with the clarity, importance and achievement level of objective and rational, leadership activities, decision-making, professional development activities and evaluation or out come of CBIT program. But the respondents (teachers) were undecided in the way of planning in CBIT.

In addition, there were high correlation between the dependent variable (Evaluation/outcome) and the independent variables professional development ($r = 0.796$, $P < 0.01$) and leadership ($r = 0.72$, $P < 0.01$).

Moreover, the correlation between the independent variables and dependent variables (evaluation or out come), and among the independent variables were greater than 0.5 and less than 0.7. Therefore, there was a significant positive relationship between the management of CBIT and the outcome of the program.

4.2.3 Regression Analysis

Research Question-2

To what extent does cluster-based in-service training program help professional development of teachers?

Hypothesis-2 School cluster-based management positively influences the implementation of CBIT via professional development activities.

4.2.3.1 Multiple Regression Analysis

Table-10a Regression Coefficient and F- test value for outcome or Evaluation of cluster- based in-service training

Criterion variable	Predictor variable	B	Std. error	t-value	β	Std. error of the estimate	F	R	R ²
Evaluation or outcome	Objective & Rationale	.092	.041	2.231	.092*	5.88473	113.372 (11,571 p<0.05)	.828	.686
	Planning	.100	.78	1.279	.055				
	Leadership	.222	.053	4.191	.193*				
	Decision-making	.042	.058	.720	.029				
	Professional Development	.662	.045	14.725	.544*				
	Constant	11.342	2.423	4.682	-				

* P < 0.05

P > 0.05

The results in table-10a show the multiple regression analysis of the outcome of the outcome or evaluation of cluster based in service training. In the regression analysis, the basic components of outcome or evaluation of CBIT was included in the equation. Table-10a shows that three predictors variables, objective and rational, leadership and professional development were statistically significant predictors of outcome or evaluation of cluster based in service training and explained 68.6 % of its variance (F(11,571)=113.372, p<.05).The prediction equation is:

$$\text{Evaluation or outcome} = 0.092 (\text{Objective and Rational}) + 0.222 (\text{leadership}) + 0.662 (\text{professional development}) + 11.342 (\text{constant})$$

The t-values in the table-10a indicate the strength of the independent variable each predictor contribution in the prediction equation. Thus ,analysis of this study indicates that, objective and rationale of CBIT(with significant t-value of 2.231), leadership activity of cluster based in service training (with significant t-value of 4.191), and professional development of cluster based in service training (with significant t-value of 14.725) are positively significant predictor of outcome or evaluation of cluster- based in service training.

4.2.3.2 Stepwise Regression Analysis

Table-10b Stepwise regression analysis of the proportion of variance account by professional development, leadership and objective and rationale in outcome or evaluation of CBIT

Step	Predictor variables	R	R ²	Change in R ²	A R ²	F-ratio	t-value
1	Professional development	.796	.634	-	.633	100.761**	31.729
2	Professional development, leadership	.823	.678	.044	.677	610.861**	18.256 8.905
3	Professional development, leadership, objective and rationale	.827	.683	.005	.682	416.733**	16.521 5.805 3.138

** P < 0.05(1,581, P<0.05)

The result in table-10b shows that professional development has entered in first in to the stepwise regression with a contribution of 63.3 % of the variance in the evaluation or outcome of CBIT. In the second step, leadership has entered into the stepwise regression model that accounting only about 4.4 % of the variance in the evaluation or outcome of cluster-based in-service training. In the third step objective and rational has entered in to the stepwise regression model, that accounting only for about 0.5 % of the variable in evaluation or outcome of CBIT by each predictor was statistically significant. Hence, in management functions leadership was influenced positively the implementation of CBIT via professional development activities. However, the other management functions (planning and decision-making) were no influenced the implementation of CBIT via professional development activities.

4.2.4 T-Test Analysis between Teachers and CBIT Coordinators, Female and Male Teachers, and TTI and Diploma Teachers

Hypothesis-3 There is a significant difference between CBIT coordinators' and teachers' opinions on how CBIT programs are managed.

Table-11a Teachers' and CBIT coordinators' opinions on managing CBIT programs

Variable	Teachers		Coordinators		t-value	p-value
	WM	SD	WM	SD		
Management	3.58	0.63	3.90	0.34	-4.352*	.000

* P<0.05

Note:

<i>Strongly disagrees.</i>	<i>0.50_1.49</i>
<i>Disagrees</i>	<i>1.50_2.49</i>
<i>Undecided</i>	<i>2.50_3.49</i>
<i>Agree</i>	<i>3.50_4.49</i>
<i>Strongly agree</i>	<i>4.50_5.00</i>

As can be seen from table-11a it was proposed that CBIT coordinators are more positive opinions than teachers in the management of CBIT programs. When the management indices of the two groups were analyzed, the weighted mean management index of CBIT coordinators higher than that of teachers (3.90 Vs 3.58). Moreover, the t-test showed that the two groups differed from each other at a statistically significant level, $p < 0.05$, $t = -4.352$ (see table-11a). Hence, there was a significant difference between CBIT coordinators and teachers opinions on how CBIT programs are managed. Besides, there were significant differences between CBIT coordinators and teachers opinions on how CBIT programs are managed with respect to management functions (planning, leadership, decision making and evaluation)(see table-11b).

Table-11b Teachers' and CBIT coordinators' opinions on managing CBIT programs with respect to planning, decision-making, leadership, and evaluation or outcome

No	Variable	Teachers		Coordinators		t-value	p-value
		WM	SD	WM	SD		
1	Planning	3.49	0.71	3.72	0.43	-2.732*	.006
2	Leadership	3.51	0.76	4.11	0.36	-6.685*	.000
3	Decision making	3.54	0.73	3.86	0.49	-3.676*	.000
4	Evaluation (dependent var.)	3.69	0.65	3.86	0.38	-2.135*	.033

* P<0.05

Note:

<i>Strongly disagrees.</i>	0.50_1.49
<i>Disagrees</i>	1.50_2.49
<i>Undecided</i>	2.50_3.49
<i>Agree</i>	3.50_4.49
<i>Strongly agree</i>	4.50_5.00

As can be seen from table-11b the difference in the management of teachers in cluster- based in-service training between teachers and coordinators in planning, leadership, decision making and outcome or evaluation were statistically significant at a level of alpha 0.05. The weighted mean score of coordinators opinions about planning of cluster –based in-service training 3.72 (SD=0.43) significantly higher than the weighted mean score of teachers opinions 3.49 (SD=0.71). Similarly, the weighted mean score of coordinators opinions about leading (leadership activity), decision making and evaluation or outcome (dependent variable) 4.11(SD=0.36),3.86 (SD=0.49) and 3.81 (SD=0.47) were significantly higher than the weighted mean score of teachers opinions 3.49 (SD=0.71), 3.51 (SD=0.76), 3.54 (SD=.73) and 3.69 (SD=0.65)respectively.

Hypothesis-4 There is a significant difference between Female and male teacher's opinions on how CBIT programs are managed.

Table -12a Female and male teachers' opinions on managing CBIT programs

Variable	Female Teacher		Male Teacher		t-value	p-value
	WM	SD	WM	SD		
Management	3.45	0.51	3.34	0.57	-2.339*	.020

* P<0.05

Note:

<i>Strongly disagrees.</i>	0.50_1.49
<i>Disagrees</i>	1.50_2.49
<i>Undecided</i>	2.50_3.49
<i>Agree</i>	3.50_4.49
<i>Strongly agree</i>	4.50_5.00

Table-12a above shows a t-test between the opinions of male and female teachers on how CBIT programs are managed. Analysis revealed that the mean management of CBIT opinions

index of those teachers who were Female was 3.45, while that of teachers who were Male was 3.34, which means that female teachers were more positive opinions of CBIT management than the male teachers. And the t-test showed that the two groups differed from each other at a statistically significant level, $p < 0.05, t = -2.339$. Thus, there were a significant difference between Female and male teachers' opinions on how CBIT programs are managed. Besides this, there were a significant mean difference between male and female teachers' opinions on how CBIT managed with respect to leadership, and decision-making. On the other hand, there was no significant mean difference between the two groups respect to evaluation or outcome of CBIT management (see table-12b).

Table-12b Female and Male teachers' opinions on managing CBIT programs with respect to planning, decision-making, leadership, and evaluation or outcome

No	Variable	Female teacher		Male teacher		T	p-value (2-tailed)
		WM	SD	WM	SD		
1	Planning	3.54	0.69	3.46	0.73	-1.289	0.198
2	Leadership	3.58	0.69	3.45	0.79	-2.026*	0.043
3	Decision Making	3.61	0.67	3.48	0.76	-2.172*	0.030
4	Evaluation or outcome	3.76	0.61	3.65	0.67	-1.958	0.051

* $P < 0.05$, two tailed , $P > 0.05$

Note: Strongly disagrees. 0.50_1.49

Disagrees 1.50_2.49

Undecided 2.50_3.49

Agree 3.50_4.49

Strongly agree 4.50_5.00

As can be seen from table-12b, the value of the weighted mean and standard deviation of female and male teachers opinions about the planning of CBIT were 3.54 (SD = 0.69) and 3.46 (SD = 0.73) at a level of $p > 0.05, t = -1.289$ respectively, show that statistically there was no significance difference between female and male teachers opinions. Similarly, there was no significant difference between sex about evaluation or outcome of cluster-based in service training management.

As observed in table-12b the values of the weighted mean and standard deviation of female and male teachers opinions about leadership in cluster-based in service training were 3.58 (SD= 0.69) and 3.45 (SD=0.79) at a level of $p < 0.05, t = -2.026$ respectively. This result shows that statistically, there was significance difference between female and male teachers' opinions about leadership activities in cluster-based in-service training and the weighted mean score of

Table-13 Teachers' and CBIT Coordinators' opinions on implementing and the achievement of objectives of CBIT programs

No	Item	Teachers		CBT coordinators		t-value	P-value (2-tailed)
		WM	SD	WM	SD		
1	Promote quality improvement in teaching learning processes in a class rooms with cooperative participation of all teachers.	3.69	1.10	3.96	.72	-2.004*	.045
2	Enable teachers to have the necessary instructional skills in the subject which they teach.	3.49	1.17	3.96	.78	-3.313*	.001
3	Provide continues support to teachers to acquaint them with current scientific findings.	3.46	1.12	3.88	.77	-3.004*	.002
4	Build confidence of teachers and up grade their pedagogical skills, and competence.	3.73	1.06	4.06	.60	-2.580*	.010
5	Promote optimal use of the material, financial and human resource among teachers in cluster school for the benefits of all in order to reduce disparity among school.	3.52	1.13	3.97	.89	-3.303*	.001
6	Develop positive attitude to wards change and encourage to improve their effectiveness and efficiency.	3.53	1.12	4.04	.62	-3.423*	.001
7	Create team sprit and better working atmosphere among teachers.	3.80	1.09	4.22	.63	-3.283*	.001
8	Initiate teachers to hold frequent meeting so that they could evaluate the outcomes of training programs conducted at school.	3.62	1.16	3.97	.90	-2.454*	.014
9	Provide an opportunity to share professional experiences.	3.92	1.07	4.24	.70	-2.460*	.014
10	Motivate teachers to conduct action research to solve problems faced in teaching-learning process in the classroom.	3.38	1.20	3.42	1.04	-0.231	.818
11	Encourage and assist teachers to produce local teaching materials.	3.76	1.14	3.99	.81	-1.653	.099
12	Encourage teachers to solve local problems/school or cluster school problems/quickly through the decentralized organization and management system.	3.28	1.23	4.07	.74	-5.368*	.000

*P<0.05, two tailed

P > 0.05

Note: 0.5 – 1.49 = strongly disagree

1.5 – 2.49 = disagree

2.5 – 3.49 = undecided

3.5 – 4.49 = Agree

4.5 – 5.00 = strongly agree

As can be seen from table -13 the values of the first item in CBIT objective and rationale, the weighted mean and standard deviation of teachers' and CBIT coordinators' opinions on how

Table-13 Teachers' and CBIT Coordinators' opinions on implementing and the achievement of objectives of CBIT programs

No	Item	Teachers		CBT coordinators		t-value	P-value (2-tailed)
		WM	SD	WM	SD		
1	Promote quality improvement in teaching learning processes in a class rooms with cooperative participation of all teachers.	3.69	1.10	3.96	.72	-2.004*	.045
2	Enable teachers to have the necessary instructional skills in the subject which they teach.	3.49	1.17	3.96	.78	-3.313*	.001
3	Provide continues support to teachers to acquaint them with current scientific findings.	3.46	1.12	3.88	.77	-3.004*	.002
4	Build confidence of teachers and up grade their pedagogical skills, and competence.	3.73	1.06	4.06	.60	-2.580*	.010
5	Promote optimal use of the material, financial and human resource among teachers in cluster school for the benefits of all in order to reduce disparity among school.	3.52	1.13	3.97	.89	-3.303*	.001
6	Develop positive attitude to wards change and encourage to improve their effectiveness and efficiency.	3.53	1.12	4.04	.62	-3.423*	.001
7	Create team sprit and better working atmosphere among teachers.	3.80	1.09	4.22	.63	-3.283*	.001
8	Initiate teachers to hold frequent meeting so that they could evaluate the outcomes of training programs conducted at school.	3.62	1.16	3.97	.90	-2.454*	.014
9	Provide an opportunity to share professional experiences.	3.92	1.07	4.24	.70	-2.460*	.014
10	Motivate teachers to conduct action research to solve problems faced in teaching-learning process in the classroom.	3.38	1.20	3.42	1.04	-0.231	.818
11	Encourage and assist teachers to produce local teaching materials.	3.76	1.14	3.99	.81	-1.653	.099
12	Encourage teachers to solve local problems/school or cluster school problems/quickly through the decentralized organization and management system.	3.28	1.23	4.07	.74	-5.368*	.000

*P<0.05, two tailed

P > 0.05

Note: 0.5 – 1.49 = strongly disagree

1.5 – 2.49 = disagree

2.5 – 3.49 = undecided

3.5 – 4.49 = Agree

4.5 – 5.00 = strongly agree

As can be seen from table -13 the values of the first item in CBIT objective and rationale, the weighted mean and standard deviation of teachers' and CBIT coordinators' opinions on how

objective and rationale of CBIT programs are achieved were 3.69 (SD = 1.10) and 3.396 (SD = .72) at a level of $P < 0.05$, $t = -2.004$, respectively. This result shows that, statistically, there was a significant difference between teachers and CBIT coordinators. Similarly, there was a significant difference between teachers and CBIT coordinators opinions on how objective and rationale of CBIT programs are achieved in items 2, 3, 4, 5, 6, 7, 8, 9, and 12. Besides the weighted mean scores of CBIT, coordinators were significantly higher than the weighted mean scores of teachers in the above stated objectives.

On the other hand, as seen from table-13, motivate teachers to conduct action research to solve problems faced in teaching-learning process in the classroom; and encourage and assist teachers to produce local teaching materials are CBIT objective and rationale. Those CBIT objective and rationale weighted mean and standard deviation of teachers and CBIT coordinators opinions on how objective and rationale of CBIT programs are achieved were 3.38 (SD = 1.20) and 3.42 (SD= 1.04)); and (3.76 (SD = 1.14) and 3.99 (SD = .81)) at a level of $P > 0.05$, $t = -0.231$ and $t = -1.653$ respectively. These result shows that statistically there were not significant difference between teachers and CBIT coordinators opinions on how objective and rationale of CBIT programs are achieved.

Hypothesis-6 There is a significant difference between diploma and TTI teachers' opinions on how CBIT programs are managed.

Table -14a Diploma and TTI teachers' opinions on managing CBIT programs

Variable	Diploma Teacher		TTI Teacher		t-value	p-value
	WM	SD	WM	SD		
Management	3.28	0.55	3.43	0.54	2.929*	.004

* $P < 0.05$

Note:

<i>Strongly disagrees.</i>	<i>0.50_1.49</i>
<i>Disagrees</i>	<i>1.50_2.49</i>
<i>Undecided</i>	<i>2.50_3.49</i>
<i>Agree</i>	<i>3.50_4.49</i>
<i>Strongly agree</i>	<i>4.50_5.00</i>

Table-14a above shows a t-test between the opinions of male and female teachers on how CBIT programs are managed. Analysis revealed that the mean management of CBIT opinions index of those teachers who were TTI holders was 3.43, while that of teachers who were diploma holders was 3.28 which means that TTI holder teachers had more positive opinions of CBIT management than diploma. In addition, the t-test showed that the two groups differed from each other at a statistically significant level, $P < 0.05$, $t = 2.929$ (see table 14a). Thus, there was a

significant difference between qualification (diploma and TTI holders) on how CBIT programs are managed. Moreover, there were significant mean differences between diploma and TTI holder teachers' opinions on how CBIT programs managed with respect to planning, decision-making and evaluation or outcome. On the contrary, there was no significant mean difference between diploma and TTI holder teachers' opinions on how CBIT programs managed with respect to leadership (see table 14b).

Table-14b Diploma and TTI teachers' opinions on managing CBIT programs with respect to planning, leadership, decision-making, and evaluation or outcome

No.	Variable	Diploma Teacher		TTI Teacher		t- value	P-value (2-tailed)
		WM	SD	WM	SD		
1	Planning	3.36	.71	3.54	.71	2.897*	.004
2	Leadership	3.41	.72	3.55	.77	1.931	.054
3	Decision making	3.44	.72	3.58	.73	2.049*	.041
4	Evaluation	3.55	.72	3.75	.61	3.405*	.001

*P < 0.05, two tailed, P > 0.05:

Note:

Strongly disagrees. 0.50_1.49
Disagrees 1.50_2.49
Undecided 2.50_3.49
Agree 3.50_4.49
Strongly agree 4.50_5.00

As can be seen from table-14b the values of the weighted mean and standard deviation of diploma and TTI holder teachers opinions about the planning of cluster-based in-service training were 3.36 (SD = .71) and 3.54 (SD = .71) at a level of P < 0.05, t = 2.897 respectively. This result shows that, statistically, there was significant difference between diploma and TTI holder teachers' opinions regarding the process of planning of cluster-based in-service training. Similarly, there were significance differences between diploma and TTI holder teachers in decision-making, and outcome or evaluation CBIT. Besides, the weighted mean score of TTI holder teachers was significantly higher than the weighted mean score of diploma holder.

On the other hand, as seen from the table – 14b the values of the weighted mean and standard deviation of diploma and TTI teachers were 3.41 (SD = .72) and 3.55 (SD = .77) at a level of P > 0.05, t = 1.931 respectively about leadership in cluster-based in-service training. This result show that statistically there was not a significance difference between diploma and TTI teachers about leadership in CBIT program.

4.2.5 One-way ANOVA Analysis Between in ways of clustering and in years of Teaching Experiences

Hypothesis-7 There is a significant difference between urban, rural, and remote rural cluster teachers' pinions on how CBIT programs are managed.

Table-15a Summary of one-way ANOVA for the management of teachers between urban, rural, and remote rural cluster teachers' opinions in CBIT

Source		Sum of square	df = degree of freedom	Mean square	p- value 2-tailed	F- test
Management	Between Groups	.794	2	.397	.268	1.320
	Within groups	174.442	580	.301		
	Total	175.236	582			

*P < 0.05, two tailed P > 0.05

The result of table-15a showed that, there were no significant mean differences between groups opinions on how CBIT programs managed ($F(2,580) = 1.320$, $p > 0.05$). In other words, statistically significant mean difference in the management of CBIT programs due to way of clustering (remote rural, rural, and urban clusters) was not found ($F(2,580) = 1.320$, $p > 0.05$). But with respect to the management functions except evaluation, there were a significant mean difference from one cluster to other cluster in CBIT programs (see table -15b).

Table-15b Summary of one-way ANOVA for the management of teachers between urban, rural, and remote rural cluster teachers' opinions in CBIT with respect to management functions (planning, decision-making, leadership, and evaluation or outcome)

No	Source	Sum of square	df = degree of freedom	Mean square	p- value 2-tailed	F- test	
1	Evaluation (implementation) or out come	Between Groups	413.386	2	206.693	.148	1.917
		Within groups	62547.232	580	107.840		
		Total	62960.617	582			
3	Decision making	Between Groups	385.468	2	192.734	.026	3.678*
		Within groups	30396.505	580	52.408		
		Total	30781.973	582			
4	Leadership	Between Groups	1228.606	2	564.33	.001	6.996*
		Within groups	46783.442	580	80.661		
		Total	47912.048	582			
5	Planning	Between Groups	471.283	2	235.641	.001	7.376*
		Within groups	18528.079	580	31.945		
		Total	18999.362	582			

*P < 0.05, two tailed

P > 0.05

The result of the above table-15b showed that planning differ from one cluster to the other cluster among primary school teachers ($F(2,580) = 7.376, P < 0.05$). In other words, cluster-based in-service training coordinators coming to individual clusters exercising planning to implement the program, show different level of achievement or out come in school cluster. Similarly, decision-making, and leadership, differ from one cluster to the other cluster in cluster-based in-service training among primary school teachers ($F(2,580) = 3.674, *P < 0.05$), and ($F(2,580) = 6.996, *P < 0.05$) respectively. In primary school, however, statistically significant difference in weighted mean evaluation scores due to way of clustering was not found ($F(2,580) = 1.917, P > 0.05$).

This indicates, primary school teachers coming in to their school exercising to the implementation of the program were not different from one cluster to others.

As it was difficult to show which groups contributed more to this differences, Tukey's post HOC pair wise comparison was carried out and the result is presented in table-15c.

Table-15c Tukey Post HOC pair wise comparison of ways of clustering in management functions (planning, leadership, and decision-making)

Variable	Compared groups respect to way of clustering	N	Mean	SD	Mean Difference	Standard Error	Significant of the Test
Planning	Rural cluster	191	3.5677	.61280	.23013*	.07085	0.004
	Urban cluster	207	3.3376	.76121			
	Remote cluster	185	3.5791	.73160	.24149*	.07144	0.002
	Urban cluster	207	3.3376	.76121			
Leadership	Rural cluster	191	3.5982	.70633	.24752*	.07517	0.003
	Urban cluster	207	3.3506	.82720			
	Remote cluster	185	3.5892	.69662	.23855*	.07574	0.005
	Urban cluster	207	3.3506	.82720			
Decision making	Rural cluster	191	3.6010	.368541	.17351*	.07263	.045
	Urban cluster	207	3.4275	.80234			

The mean difference is significant at the 0.05 level. ($P < 0.05$), two-tailed

The Post HOC multiple comparisons using the Tukey method indicated that those who have managed in rural cluster achieved the management of cluster-based in service training significantly higher than those who have managed in urban cluster, particularly, in decision-making, leadership, and planning. Similarly, those who have managed remote rural cluster-based in-service training achieved significantly better than urban cluster in leadership and planning.

Hypothesis-8 There is a significant difference between teachers' opinions in years of teaching experience on how CBIT programs are managed.

Table-16a Summary of one-way ANOVA between teachers' opinions in years of teaching experience on how CBIT programs managed

Source		Sum of square	df = degree of freedom	Mean square	p- value 2-tailed	F- test
Management	Between Groups	1.458	5	.292	.968	.437
	Within groups	173.778	577	.301		
	Total	175.236	582			

*P < 0.05, two tailed

P > 0.05

The result of table-16a showed that, there were no significant mean differences between groups opinions on how CBIT programs managed in teachers years of teaching experience (F (5,577) =.437), $p > 0.05$). In other words, statistically significant mean difference in the management of CBIT programs due to teachers years of teaching experience was not found (F(5,577)=.437) , $p > 0.05$). But with respect to the management functions except evaluation, there were a significant mean difference between teachers years of teaching experience on how CBIT programs are managed (see table -16b).

Table-16b Summary of one-way ANOVA for the management of teachers between teachers' years of teaching experience opinions in CBIT with respect to planning, decision-making, leadership, and evaluation or outcome

No	Source	Sum of square	df = degree of freedom	Mean square	F-value	Significant of the Test (2- tailed)	
1	Evaluation (implementation) or out come	Between Groups	942.025	5	188.405	1.753	.121
		Within groups	6218.593	577	107.485		
		Total	62960.617	582			
2	Decision making	Between Groups	885.922	5	177.184	3.420*	.005
		Within groups	29896.050	577	51.813		
		Total	30781.973	582			
3	Leadership	Between Groups	1474.715	5	294.943	3.665*	.003
		Within groups	46437.33	577	80.481		
		Total	47912.048	582			
4	Planning	Between Groups	539.435	5	107.887	3.372*	.005
		Within groups	18459.927	577	31.993		
		Total	18999.362	582			

*P < 0.05, two tailed, P > 0.05

The result of Table-16b showed that the management of teachers in cluster-based in-service training teachers opinions in decision making differ in different teaching experience among primary school teachers ($F(5,577) = 3.420, P < 0.05$). Similarly leadership and planning differ in different teaching experience among primary school teachers ($F(5,577) = 3.665, P < 0.05$), and ($F(5,577) = 3.372, P < 0.05$) respectively. In primary school, however, statistically significant in mean evaluation scores due to different teaching experience were not found ($F(5,577) = 1.753, P > 0.05$).

As it was difficult to show which group contributed to this difference, Tukey's post HOC pair wise comparison was carried out and the result is presented in table 16c.

Table-16c Tukey post HOC pair wise comparison in years of teaching experiences in planning, leadership, and decision-making

Variable	Compared groups respect to way of clustering	N	Mean	SD	Mean Difference	Standard Error	Significant of the Test
Planning	1-5 years	351	3.9402	1.12090	.30905*	.08010	0.002
	21-25 years	100	3.6800	1.09064			
Leadership	1-5 years	351	3.5943	.71730	.32759*	.08479	0.002
	21-25 years	100	3.2667	.81409			
Decision making	1-5 years	351	3.6157	.66398	.26767*	.08159	0.014
	21-25 years	100	3.3480	.81495			

Note: number of respondent in years of teaching experiences 6-10 = 59,

11-15 = 44, 16-20 = 22, and above 25=7

The post HOC multiple comparisons using the Tukey method indicated that those who have (1-5) years teaching experience significantly higher opinion score than those who have (21-25) years teaching experience about decision making, leadership and planning in cluster-based in-service training.

4.3 DISCUSSIONS OF THE STUDY

Research Question-1

4.3.1 Major Problems that Hinder the Organization and Management of Primary School Cluster-Based In-service Training (CBIT) Program

The findings regarding the major problems that hinder the management of primary school CBIT program showed, that from the five problems, WEO have no sufficient qualified personnel to coordinate the program to effective implementation and have limited vision and understanding of what CBIT could accomplish has ranked 1st by teachers and school cluster in-service training coordinators (principals and supervisors). The similarity of the result shows that the question of sufficient qualified personnel to coordinate the program and have a vision and understanding of what school cluster in-service training could accomplish at WEO is more emphasized. The reason may be, WEO holds a key role in the effective support and development successful clusters (MOE, 2003: 125). This item ranked differently between teachers in urban and rural clusters, in remote rural and rural clusters and between school cluster in-service training coordinators in urban and rural clusters, in urban and remote rural clusters and in remote rural and rural clusters. However, the variation between the ranks lacks statistically significant difference. This indicates, they have strong correlation between respondents ranked that hinder the organization and management of primary school cluster in-service training program.

The result of the study showed that, the CPD topics do not corresponds with real demand of teachers has ranked 2nd by teachers and has ranked 3rd by school cluster in-service training coordinators. However the variation between the ranks (2nd and 3rd) lacks statistically significant difference ($r_s = 0.90$). This indicates that the respondents in the two groups have strong correlation to give rank the assumed problems that hinder the organization and management of primary school cluster in-service training program. Similarly, this item has ranked differently in rural, remote rural and urban clusters by the two groups of respondents. Hence, it has ranked 3rd by teachers in rural and remote rural clusters, while it has ranked 2nd in urban clusters. On the other hand, it has ranked 3rd by coordinators in urban and rural cluster while it has ranked 2nd in a remote rural cluster. This, question of CPD topic should correspond the real demand of teachers was emphasized. MOE (2003, 118) stated that cluster coordinating

committees should identify specific needs based on feedback from teachers in the cluster. Because, when teachers define their own needs they are more likely to implement the new concepts in the classroom.

Long distance between cluster centers and member schools which has made frequent meetings and experience sharing difficult has ranked 2nd by cluster-based in-service training coordinating committees, and has ranked 3rd by teachers. However, the variation between the ranks (2nd and 3rd) lack statistically significant difference ($r_s = 0.90$). Similarly, this item has ranked 1st, 2nd and 4th by teachers in rural, remote rural and urban clusters respectively. The variation between urban cluster, and rural cluster were differ statistical significantly ($r_s = 0.40$). The reason of weak correlation between them are the distance between the member and cluster center schools is less in urban than in rural and remote rural clusters.

Cluster school supervisors do not have the capacity to transmit CPD content to supervise and support teachers effectively has ranked 4th by all groups of respondents (teachers and CBIT coordinating committee). Because, they have strong correlation between them to rank the assumed major problems ($r_s = 0.90$). On the other hand, this item has ranked 4th by teachers (Rural and remote rural cluster), and by cluster-based in-service training coordinating committees (urban and rural clusters), and also it has ranked 3rd by teachers and CBIT coordinating committee in urban and remote rural clusters respectively. Hence, the variation is not statistically significant different, because, they have strong correlation (association) between them to rank this item.

Finally, program commitment problem of responsible body at grass root level (school cluster) has ranked 5th (last) by teachers and coordinating committees in all ways of clusters. This implies that in both groups of clusters significant attention is not paid to over come the problems than other problems. On the other hand, all groups of respondents ranked in the same way leads, the correlation between the groups were strong to rank this item.

Besides, the above problems the following major problems that hinder the management of teachers CBIT programs were listed by teachers and CBIT coordinators .These are:

1. There is no allocated budget for CBIT program;
2. CBIT Participation is not included in the evaluation of teachers' career;
3. CBIT is not considered the need and problems of teachers;

4. Lack of program commitment of teachers;
5. Lack of credit for the given training; and
6. Supervisors are transferred to other sectors, after some years.

In addition to this, from the interview, Woreda Education Official said that some of the problems that hinder the management of CBIT programs are lack of budget; trainings given at college, Region, and District level are not appropriately given at school cluster level; and trained supervisors are transfers to other sectors. Similarly, Zone Education Department Head said that there are constraining factors that hinder CBIT programs. Such as budget shortage; shortage of training materials; decreasing teachers' inters due to high student teacher ratio problems in implementing the skills and knowledge gain from the training; and transfer of some supervisors being hired in other sectors.

Moreover, Head of Region Education Bureau said that on the contrary of some tangible changes of CBIT programs, there are some problems, which are being observed .These are:

1. Disparity on the training between district education officials and supervisors;
2. Trained supervisors' transfer to other sectors;
3. Lack of facility;
4. No appropriate implementation of monitoring and evaluation as well as no practice of identifying problems and alternative solutions; and
5. Budget shortage, off course as a hard and fast rule, the district should have allocated sufficient budget for this CBIT program purpose. However, this budget shortage is not observed only in school cluster, rather it is a common problem for all education sectors. It may have explained that our country, Ethiopia being a developing country, could not solve the entire budget problem at one go.

Hence, the major problems that hinder the management of CBIT programs are known and cleared. But they were no gave the corresponding solutions.

Research Question-2

4.3.2 Contribution of Cluster-Based In-service Training (CBIT) Program to Teachers Professional Development

The result of the study showed that professional development was statistically significant predictors of the outcome or evaluation of CBIT and explained with the contribution of 63.3 %variance in the outcome or evaluation of the CBIT program. School and cluster-based

in-serve training program as the means of professional support of teachers. This indicates that school and cluster-based professional development activities develop sustainable and transferable learning skills and new knowledge (Leu, 2004: 1). The main objectives of local level (school and cluster level) professional development program are to: increase teachers' motivation, increase teachers' involvement in-group activities; improve teachers teaching skills provide feedback on their performance; and strength teachers' knowledge based (Taal, 1996: 12).

Besides, the correlation result revealed that professional development and dependent variable (Evaluation or implementation) and independent variables (objective and rationale, planning, decision-making and leadership) have strong positive relationship. This implies that, teachers develop professionally, they implement their experience, research findings and practice to meet learners' needs and realize current education thinking (Bland ford, 2000: 5).

Hence, works in a supportive environment at local level that stimulates and increase teachers' professional development and growth. This leads to more sustained improvement in teaching practice.

Hypothesis-1

4.3.3 Relationship Between Management of Cluster-Based In-service Training (CBIT) and the Outcome of the Programs

The result of this study revealed that a positive and significant relationship between management of CBIT and the outcomes of the program (see table-9). Hence, the degree of relationship between the independent variable planning and dependant variable evaluation or outcome with correlation $r=0.650$ provides only $r^2=0.4225$ or 42.25% accuracy of prediction. This indicates that 42.25% of the change in the outcome of CBIT could be predicted by changes in planning of CBIT management. Similarly, leadership ($r=0.702$, $r^2=0.4928$), and decision-making ($r=0.669$, $r^2=0.4476$) were appositive and significant relationship with outcome or evaluation of CBIT. Thus, 49.28%and 44.76%of the change in the outcome or evaluation of CBIT can be predicted by changes in leadership and decision making respectively. According to this result, leadership is predicted more than other management functions. Thus, the school leadership has the task of motivating and inspiring teachers to develop themselves professionally, encourages teachers to participate in decision-making

process (Fullan, 1991). The values and nature of school leadership are very important and key aspect of school improvement. Not only purposeful and values-driven, embrace the distinctive and inclusive context of the school and promote an active view of learning (values of school leadership) but also instructional focused, build capacity by developing the school as a learning community, futures-oriented and strategically driven (nature of school leadership) school leadership will improve the school effectively (Hopkins, 2005: 69).

Besides, according to the study about professional development and quality in Namibia at school or cluster level shows that teachers and other stakeholder participatory planning improves and increases teachers' professional development and quality, and understand how policies are perceived and practiced by them. Moreover, teacher professional development in combination with a whole-school program that involves all stakeholders working on a process of planning, reflection, and assessment is a promising approach to improving quality at the school or cluster levels (USAID, 2006: 6).

Moreover, Pearson product moment correlations are presented in table-9. Inspection of these correlation coefficients indicated that multicollinearity could have existed among the independent variables. That is, there were high correlation between the independent variables objective and rational, and planning ($r= 0.768$, $p<0.01$), leadership, and objective and rationale ($r = 0.755$, $p < 0.01$), leadership and planning ($r = 0.784$, $p < 0.01$), decision making and planning ($r = 0.704$, $p < 0.01$), decision-making and leadership ($r = 0.713$, $p < 0.01$). These variables were examined for multicollinearity by calculating variance Inflation factors (VIF) to determine if statistical instability would be present.

VIFS are measures that indicate if a strong linear relationship exists between independent variables and the remaining independent variables. For example, will planning and leadership have strong relationship (association) with decision-making? When VIFs exceed 10, Stevens (1996) cited in Rinehat et al (1998: 641) recommends that away to combat multicollinearity be sought. If multicollinearity is a statistical problem, software programs have defaults such that high VIFS will result in the analysis being terminated. Hence, as presented in Table -8, the VIFs for objective and rationale, planning, leadership, decision making and professional development are 3.063, 3.360, 3.860,3.010 and 2.478 respectively none exceeds 10 (the value of VIFs for each independent variables is not exceeds 10). Therefore, for the data, multi co linearity is not a statistical problem even though the bivariate correlations appear to be large.

In addition, there high correlations between the dependent variable (Evaluation/outcome) and among the independent variables professional development ($r=0.796$, $p<0.01$) and leadership ($r=0.72$, $p<0.01$). Thus, there was positive relationship between management of CBIT and the outcomes of the programs.

Hypothesis-2

4.3.4 The Influence of CBIT Management in the Implementation of CBIT Programs Via Professional Development Activities

The result of this study revealed that a positive and significant relationship between professional development and objective and rationale, planning, leadership and decision making of CBIT (see Table - 9). The degree of relationship between objective and rationale and professional development with correlation $r = 0.669$ provides only $r^2 = 0.448$ or 44.8% accuracy of prediction. This indicates that 44.8% of the changes in professional development could be predicted by changes in objective and rationale in CBIT. Similarly, leadership ($r = 0.692$, $r^2 = 0.479$), planning ($r = 0.651$, $r^2 = 0.424$), and decision-making ($r = 0.713$, $r^2 = 0.508$) were a positive and significant relationship with professional development. Thus, 47.9%, 42.45% and 50.8% of the changes in professional development can be predicted by changes in leadership, planning, and decision-making respectively. According to this result, decision-making is predicted more than others are. The result showed that CBIT objective and rationale, planning, leadership, and decision-making were positively influence the implementation of continuous professional development.

Besides, the result of this study showed that the implementation of CBIT measured by the evaluation of CBIT. This was indicated that the evaluation or out come of CBIT showed the performance of teachers that implement in the classroom by using professional development activities given in CBIT. Thus, objective and rationale, planning, leadership, decision-making and professional development were positive and significant relationship between evaluations or out come of CBIT. Hence, the degree of relationship between objective and rationale and evaluation or outcome with correlation $r = 0.664$ provides $r^2 = 0.44$. It was indicated 44% of the changes in evaluation or outcome could be predicted by changes in importance and clarity of objective and rationale of CBIT. Similarly, planning ($r = 0.650$, $r^2 = 0.42$), leadership ($r = 0.702$, $r^2 = 0.49$), decision-making ($r = 0.669$, $r^2 = 0.45$), and professional development ($r = 0.796$, $r^2 = 0.63$) were a positive and strong significant relationship with evaluation or out come

of CBIT. These were indicated that 42%, 49% 45% and 63% of change in evaluation or outcome could be predicted by way of planning, leadership, activity participative decision making, and professional development activity in CBIT respectively.

The result of this study is agreed with the study of Smylie et al (1996: 190-195). The findings of Smylie, et al (1996) suggested that the professional development of teachers may be a particularly important intermediary among (the relationship between) participation decision making and the implementation of CBIT. Therefore, participation decision making influences positively the implementation of CBIT via professional development activities. other study about professional development and quality in Namibia at school or cluster level shows that teachers and other stakeholder participatory planning improves and increases teachers' professional development and quality, and understand how policies are perceived and practiced by them (USAID, 2006: 6). Thus participatory planning and need assessment influences positively to the implementation of CBIT via professional development activities. Besides, the school leadership has the task of motivating and inspiring teachers to develop them selves professionally, encourages teachers to participate in decision-making process (Fullan, 1991). Therefore, leadership influences positively to the implementation of CBIT via professional development activities.

Furthermore, the analysis of the multiple and stepwise regression showed that objective and rationale, leadership and professional development were positively and significantly contributed to predict evaluation or out come of CBIT of the teachers. Professional development accounted the largest proportion of explained variance in implementation of CBIT (evaluation or outcome of CBIT). Besides objective and rationale, more than leadership accounted in proportion of explained variance in the implementation of CBIT (evaluation or outcome of CBIT). Therefore, professional development activities, clarity of objective and rationale and leadership activities are indicated that influence positively in the implementation CBIT in the classroom and out side the classroom.

Hypothesis-3

4.3.5 The Difference Between Cluster-Based In-service Training (CBIT) Coordinators' and Teachers' opinions on Managing CBIT Programs

The result revealed that, there were significant mean differences between teachers and CBIT coordinators in CBIT planning, decision-making, leadership, and evaluation or outcome. Of course, except planning the weighted mean scores of teachers and CBIT coordinators have agreed in CBIT decision-making, leadership, and evaluation or outcome. While in planning teachers and CBIT coordinators lays in different categories in addition to the significant mean differences stated above. This indicates that CBIT coordinators and teachers had the same opinions in CBIT decision making, leadership, and evaluation, while they had different opinions in CBIT planning. The central task of educational planning is to recognize in present conditions inadequacies that point to the desirability of change with respect to goals to find solutions of the problems faced the organization/school (Forojalla, 1993: 38-39).

Then the fundamental goal of educational planning under school-and cluster-based in-service training management is an attempt to understand the values, ideas, and experiences of potential implementers to achieve the goal of education.

Thus, teachers' participation in planning process improves the school because teachers will be more committed to their duties and hence there will be effective achievement of desired goals. The basic reason for this commitment is that the teachers themselves design the plan. The more that teachers work together in appropriate teams the more that a shared understanding emerges about the complexity of teaching and learning. Then, generally, the heart of an advanced teaching and learning culture is school-based or site-based participatory professional development planning (woods and Brighthouse, 1999: 88-90).

Therefore, there was a significant mean difference between teachers and CBIT coordinators on how CBIT programs are managed.

Hypothesis-4

4.3.6 The Difference Between Male and Female Teachers' Opinions on Managing Cluster-Based In-service Training (CBIT) Programs

The result of the present study showed that, there was a significant mean difference between female and male teachers' opinions on how CBIT managed. However, there was no a significant mean difference between them in CBIT planning. But, the weighted mean scores of

female teachers indicated that the respondent response was in the category of agreement in CBIT planning, and the weighted mean scores of male teachers indicated that the respondent response was in undecided category, with standard deviation of (0.73). This standard deviation showed that the response of male teachers were dispersed or not compacted. This indicates that they had the same opinion about CBIT planning. Besides, female and male teachers' opinions were agreed about the implementation or outcome of CBIT and there was no significance difference between them.

On the other hand, there was a significant difference between them in CBIT decision making. Results revealed that female teachers opinions were agree with decision making in CBIT and higher mean scores than men did. Hence, they had different opinions in Participative decision-making focused in curriculum and instruction, staff development and mission of CBIT. Teachers' participation in decision making may create CPD at the local level, this increases responsibility of school improvement and organizational learning aspect to better students' out come (Smylie, et al, 1996: 185-191). They stated in their study above instructional outcomes of school-based participative decision-making, and that high participative decision-making includes:

- I. Teacher participation is frequent, regular and inclusive;
- II. Decision making is collaborative and consensus driven;
- III. Decision making focus includes mission, curriculum and instruction, staff development.

Thus, female teachers' opinions agreed with the conditions in high participative decision making in cluster-based in-service training.

In addition to this, results revealed that female and male teachers' opinions were significant mean difference in leadership activities in CBIT. Female teachers agreed with leaders' leadership activities in CBIT, but male teachers did not. Hence, according to female teachers' opinions, leaders in school cluster have clear vision to bring quality education; cluster school vision inspires teachers' best performance; teachers were constantly motivated to consider their own educational practice critically; leaders take teaches educational opinions seriously, and appreciate creative teachers in cluster-school.

Hence, different study revealed that different attitudes of female and male teaches performance. According to Bennett study cited in Fetene (1998: 29) female teachers were teach effectively

than men did. He found that student perception of a teacher as warm, supportive and interested individual. Besides, Hemphill et al cited in Fetene (1998: 29) revealed that women possessed interest in the objectives of teaching, encouraging, pupil participation, gaining positive reaction from teachers and supervisors and evaluating learning to a significant greater degree than did men. Hence the aforementioned women's' personality traits and their particular attributes (feminine roles) seem to make them especially fitted for the world of elementary school Gebre-Egziabher (1998: 11). On the other hand, Kyriacou and Cliffe cited in Gebre-Egziabher (1998: 11) male teachers were found to be more concerned about their pupils, conditions of teaching and the attitude of the community. The conclusion of the investigators revealed also those male teachers less satisfied with their work and are considerably less certain than female teaches that they would repeat their decision to teach again. Hence, male and female teachers might have different opinions in CBIT management.

Therefore, there was a significant difference between female and male teachers' opinions on how CBIT programs are managed.

Hypothesis-5

4.3.7 The Difference Between Cluster-Based In-service Training(CBIT) Coordinators' and Teachers' opinions on Implementing and the Achievement of CBIT Objectives

The result of the present study revealed that teachers and CBIT coordinators opinions about the implementation of CBIT objectives was significantly different. In promote quality improvement in teaching learning presses in a classroom with cooperative participation of all teachers. In this CBIT objective, the result showed that the mean score of CBIT coordinators were significantly better than teachers did, even if the mean score of CBIT coordinators and teachers opinions about implementation of CBIT objectives showed in the categories of agreement and indicates that the objective achieved high. Similarly, the result showed that in CBIT objectives, there was significantly mean different between teachers and CBIT coordinator in implementation. Some of the mean differences from the objectives are in Build confidence of teachers and up grade their pedagogical skills and competence; Develop positive attitude towards change and encourage to improve their effectiveness and efficiency; Creative team spirit and better working atmosphere among teachers; and Provide an opportunity to share professional experiences. The result revealed that the mean score of CBIT coordinators were

higher than teachers but teachers and coordinators opinions agreed in the implementation of those CBIT objectives.

Besides, there was a significant mean difference between teachers and CBIT coordinators opinions in the objectives of CBIT. Hence, the difference lays in different categories in the following objectives of CBIT. These were: Enable teachers to have the necessary instructional skills in the subject that they teach; provide continuous support to teachers to acquaint them with current scientific findings; and encourage teachers to solve local problems/school or cluster school programs/ quickly through the decentralized organization and management system. In addition, CBIT coordinators had more mean score than teachers had, and CBIT coordinators had high agreement with implementation objectives, while teachers had medium agreement with implementation of CBIT objective.

On the other hand, there was no significant difference between them in CBIT objective implementation in motivate teachers to conduct action research to solve problems faced in teaching-learning process in the classroom; and encourage and assist teachers to produce local teaching materials. These two groups of respondents gave a response about the implementation extent of the objectives. These were: motivate teachers to conduct action research to solve problems faced in teaching-learning process in the class room was medium other than high or low, and encourage and assist teachers to produce local teaching materials was high achievement. Hence, according to Ayalew (2004: 40) the motivation teachers decreased according lack of institutional commitment, lack of credit for the training program and lack of sufficient and efficient follow up and monitoring.

Hypothesis-6

4.3.8 The Difference Between Diploma and TTI Teachers' Opinions on Managing Cluster-Based In-service Training (CBIT) Programs

The result of the present study showed that, there was a significance difference between TTI and diploma holder teachers' opinions on how CBIT are managed. Specifically, there were significantly different in planning, decision-making, and evaluation or outcome of CBIT. TTI teachers opinions agreed with CBIT planning. According to the previous study about the effectiveness of school-based and cluster-based professional development in secondary schools in Botswana, Professional development planning at local level (school and cluster-based) was

very useful. Because of that, the needs were identified at school or cluster level by the teachers themselves and then the teachers feel that they are being valued and therefore develop commitment and ultimate ownership of the outcomes (Monyatsi pp, 2006: 155). Hence, TTI teachers believed that planning in school cluster was participatory to identify the need, and to coordinate and integrate with woreda, zonal and regional TPD plan. However, in the interview result, the WEOs and zone education department said that it was difficult to say CBIT planning was participatory to identify the need of the teacher and also integrate and coordinate with woreda, zone and region TPD plan. Because in some cluster, there had no CBIT development plan at all whatever CBIT program improves interaction and experience sharing of teachers between them.

Besides, TTI teachers agreed with CBIT decision making. According to them, CBIT decision-making was frequent, regular and inclusive; collaborative and consensus driven; and decision making focus on mission curriculum and instruction and staff development. Hence, Smylie, et al (1996: 185-191) studied about instructional outcomes of school-based participative decision-making, supported the present study and the ways of decision-making stated in above in high participative decision-making.

In addition, TTI and diploma teachers' opinions agreed in implementation and professional development activities given in CBIT. However, there were significant mean differences between them. The result revealed that the weighted mean of TTI teachers were more than that of diploma teachers. This result indicated that, TTI teachers participative in professional development activities and implementer of the program than diploma teachers. For example, TTI teacher used the reaction of the pupils to improve this teaching practice; attend their colleagues classroom to learn from them; experiment with various didactic methods to use the best in different situations; carry-out action research to identify and solve problems arising from the teaching-learning process than diploma teachers.

On the other hand, there was no a significant mean difference between TTI and diploma holder teachers in leadership activities in CBIT. This indicates that they had the same opinions in CBIT planning. But the weighted mean of TTI teachers were higher than diploma teachers and agreed with CBIT leadership activities, while diploma teachers were not. Generally, TTI teachers agreed with the management of teachers in CBIT and its implementation. The reason

might be the coordinating committees had certified in diploma and TTI, and had more experience than TTI teachers. Thus, it might be indicated, they might have more opportunity to support, lead, convince, coach, motivate and encourage TTI teachers in CBIT to achieve the objective than diploma teachers. However, it might have the in-service training given to the supervisors and principals for improving the performance in an already assigned position did not help to support, lead, convince, coach, motivate and encourage teachers qualified in diploma. Because it might be no significant, difference between trained in supervision and principal ship and the diploma teacher. Besides, Ayalew (2004: 32) study revealed that some principals as well as teachers had lack of adequate skills and lack of commitment to support teachers in school cluster program, and had major problems of CBIT.

Hypothesis-7

4.3.9 The Difference Between Ways of Clustering(Remote rural, Rural and Urban Cluster) Teachers' Opinions on Managing Cluster-Based In-service Training (CBIT) Programs

The result revealed that there was not significant mean difference between Remote rural and Rural clusters, Remote rural and Urban Cluster, and Rural and Urban Cluster CBIT management. But, specifically with respect to management functions, in CBIT there was significant mean difference in teachers' opinions between rural and urban clusters in planning, leadership, and decision-making. Besides, teacher opinions in way of planning, leadership activity, and decision making in rural clusters have significantly higher mean score than urban clusters. Similarly, there was a significant mean difference between Remote rural and urban clusters teachers' opinions in CBIT planning and leadership.

The result indicated that those who have managed in rural cluster well implemented CBIT program significantly higher than those who have managed in urban clusters with respect to management functions in decision making, leadership, and planning. Similarly, those who have managed in remote rural well implemented CBIT program significantly higher than those who have managed urban clusters with respect to management functions in planning and leadership. Generally, rural cluster coordinators were managing teachers better than urban cluster in CBIT decision-making, leadership, and planning. Similarly, remote rural cluster CBIT coordinators were managing teachers better than urban clusters in CBIT planning and leadership.

On the other hand, there was no significant mean difference between rural and urban in implementation and, remote rural and urban in implementation, decision-making in CBIT.

Research undertaking geared to find out the effect of way of clustering in the management of teachers in cluster-based in-service training is not the opportunity to get it. Even if the previous studies are not available, the researcher used a few research findings about rural and urban schools teachers' opinions and performance. Kline cited in Gebre-Egziabher (1998: 20) noted that teachers in rural school reported less favorable attitude than teachers in urban schools did differences in attitude and performance of teachers related to school location. Other studies reported that there was not significance difference in attitude between urban and rural schools (Durosaiye cited in Gebre-Egziabher, 1998: 20). In performance, rural school teachers performed better than urban schools teachers (Carnoy cited in Gebre-Egziabher, 1998: 21).

Hypothesis-8

4.3.10 The Difference Between Teachers' Opinions and years of Teaching Experience on Managing Cluster-Based In-service Training (CBIT) Programs

The result of the present study revealed that, there was no significant mean difference between teachers' opinions and years of teaching experiences on how CBIT programs are managed. But, specifically with respect to management functions, in CBIT there was significant mean difference in teachers' performance between 1-5 years teaching experience and 21-25 years teaching experience in planning, leadership, and decision-making. Besides, teacher opinions in way of planning, leadership activity, and decision making in 1-5 years teaching experience have significantly higher mean score than 21-25 years teaching experience.

On the other hand, the study showed that, there was no a significant difference between teachers' opinions in different teaching experience (1-5 years teaching experience and 21-25 years teaching experience) in evaluation or outcome of CBIT. Similarly, the effect of teaching experience on the performance of teachers was found to be non significant Borich (1988). In this study, 1-5 years teaching experience was significantly better positive opinions in planning, decision-making and leadership of CBIT than 21-25 years teaching experience. According to Evertson and Emmer cited in Feten (1998: 25-26) found that more experienced and old junior high school teachers had better organization, sequence smoothness and eye contact and visual scanning than in experienced and young teachers. Contrary, Husen cited in Gebre-Egziabher (1998: 13) found that experienced teachers reject innovations and alternations in educational

policy than less experienced teachers. Richey cited in Feten (1989: 13) also reported that as teachers stay long they regress rather than progress. Thus, CBIT is a new system to develop teachers professionally. Hence the significance difference between teaching experience (1-5 years) and (21-25) years might be the learning style of teachers. Teachers with teaching experience (1-5 years) have been learned in the new education and Training Policy curriculum. That is why they had better opinions in CBIT planning, decision making and leadership activity. Teachers with teaching experience (21-25 years) have been learned in old education curriculum. According to MOE (2002), the primary reason for the poor quality of education in the past was the training as well as the overall opinions towards teachers. In order to correct this “deplorable situation” profiles that teachers at every level must fit has been determined; teacher training institution have been strengthened and enriched and teacher advancement or promotion scale have been set and are under implementation.

Similarly, Ayalew (2004: 36) found that at the beginning teachers were highly motivated and proud of being teachers in cluster schools. The high level of motivation in the initial year is not sustained. Some of the major reasons are lack of institutional commitment; lack of efficient school management; lack of sufficient and efficient follow up and monitoring; lack of continuity of the training programs; and lack of credit for the training taken.

Therefore, the difference might be the learning style, lack of credit for the training taken, and lack of sufficient and efficient follow up and monitoring, and the determination that teachers at every level must fit has been not properly handled and organized.

CHAPTER FIVE

5. Summary, Conclusion, Implication, and Recommendation

5.1 Summary

The major purpose of this study was to investigate real status and/or problems and outcomes of organization and management of teachers in cluster-based in-service training in Amhara Region, Particularly in West Gojjam Administrative zone. Moreover, the objective of this study was to:

1. Evaluate the extent to which CBIT program have significant contributions to the professional development of teacher at the school and school cluster level.
2. Evaluate the extent to which the achievement of the objectives and activities of CBIT program.
3. Evaluate the extent to which professional development at the school cluster level is significantly contributing to the motivation of teachers for educational quality.
4. Identify the organization and management problems of primary school CBIT program and suggest possible solutions of the problem.
5. Describe the management functions employed by principals, and school cluster supervisors in CBIT program at the school and cluster level.

Inorder to achieve these objectives and purpose of the study, the following research questions were raised.

1. What are the constraints that hinder the organization and management of primary school cluster in-service training program?
2. To what extent does CBIT program contributes to the professional development of teachers?

In addition to the above basic questions to achieve the objectives and purpose of the study, the following research hypotheses were hypothesized.

Hypothesis-1.There is a significant relationship between management of CBIT and the outcomes of the program.

Hypothesis-2.School cluster-based in-service training management positively influences the implementation of cluster-based in-service training via professional development activities.

Hypothesis-3. There is a significant difference between CBIT coordinators' and teachers' opinions on how CBIT programs are managed.

Hypothesis-4 There is a significant difference between Male and Female teachers' opinions on how CBIT programs are managed.

Hypothesis-5. There is a significant difference between teachers' and CBIT coordinators' opinions on how CBIT programs objective and rationale are achieved.

Hypothesis-6. There is a significant difference between Diploma and TTI teachers' opinions on how CBIT programs are managed.

Hypothesis-7. There is a significant difference between Urban, Rural and Remote rural cluster teachers' opinions on how CBIT programs are managed.

Hypothesis-8. There is a significant difference between teachers' opinions in years of teaching experience on how CBIT programs are managed.

The study was conducted in six woredas (Sekela, Burie, Mecha, Achefer, Fenoteselam and Wonberma) in West Gojjam administrative zone, Amhara Region.

The sources of the data in the study were teachers, CBIT coordinators (principals and school cluster supervisors) woreda officials, zone officials, and Amhara Region Bureau officials. 732 primary school teachers, 50 primary school principals, and 35 primary school supervisor were selected through stratified random sampling from six selected woredas respect to sex, qualification and way of clustering in west Gojjam Administrative zone. Also, four woreda training experts, one zone education department official and one region education bureau official were selected by purposeful random sampling technique for interview questionnaire. The study employed questionnaires and interview as data collection tools. The information obtained through closed ended questionnaire was analyzed by using Pearson product moment correlation, spearman rank-order correlation, t-test, multiple regression, stepwise regression and one-way ANOVA. Also the information obtained through open ended questionnaire and Semi-structured interview were analyzed by using qualitative method of analysis. According to the analysis made the following major findings can be summarized as follows:

The result revealed that professional development was statistically significant predictor of the implementation or outcome of CBIT and explained with the contribution of 63.3 % variance of the CBIT program outcome. Hence, CBIT contributes to professional development of teachers

and it increased or contributed 63.3 % of variance to the implementation or outcome of CBIT. Besides, the correlation result revealed that professional development had strong positive relationship between objective and rationale, planning, decision-making, and leadership. Thus, contribution of CBIT to the professional development of teachers increased the clarity and achievement of objective and rationale, planning, decision-making and leadership.

The result revealed that the finding regarding the major problems that hinder the organization and management of primary school cluster in-service training program are the following sequences according to the emphasize that hinder the program.

- i) WEO have no sufficient qualified personnel to coordinate the program to effective implementation and have limited vision and understanding of what school cluster in-service training accomplished.
- ii) Continuous professional development topics do not corresponds with real demands of teachers.
- iii) Long distance between cluster center and member schools which has made frequent meetings and experience sharing difficult.
- iv) Cluster school supervisors do not have the capacity to transmit CPD content supervise, and support teachers effectively.
- v) Program commitment problems of responsible body at grass root level (school clusters).

Besides, the above problems the following major problems that hinder the management of teachers CBIT programs were listed by teachers, CBIT coordinators, and education officials' .These are:

1. There is no allocated budget for CBIT activities;
2. Participation in CBIT is not included in the evaluation of teachers' career;
3. The given training is not considered the need and problems of teachers'
4. Lack of program commitment of teachers;
5. Lack of credit for the given training;
6. Supervisors are transferred to other sectors, after some years;
7. Trainings given at college, Region, and District level are not appropriately given at school cluster level;
8. Decreasing teachers' inters due to high student teacher ratio problems

- in implementing the skills and knowledge gain from the training;
9. Disparity on the training between district education officials and supervisors; and
 10. The programs have no appropriate implementation of monitoring and evaluation as well as no practice of identifying problems and alternative solutions.

With regard to sex, the findings demonstrate that, there was significant mean difference between male and female teachers' opinions on how CBIT programs are managed. In addition to this, particularly with respect to management functions, there were a significant mean difference between them in CBIT leadership and decision-making. Thus, Female teachers agreed with teacher participation in decision-making in CBIT are frequent, regular, and inclusive: collaborative and consensus driven; and includes mission, curriculum and instruction and staff development better than male teachers did. Besides, female teachers agreed CBIT leadership activity more than male teachers did. Hence, leaders in CBIT have clear vision to bring quality education, CBIT vision inspires teachers' best performance; and leaders take teachers educational opinions seriously, and appreciate creative teachers. While female and male teachers' opinions were not significant mean difference in out come or evaluation and planning of CBIT. Hence, the differences might have, female teachers are supportive and interested individuals for children and special fitness of the world of elementary school. Besides, they might have gaining positive reaction from teachers and supervisors, and evaluating learning and teaching process than med did.

Concerning qualification, the findings revealed that, there was significant mean difference between TTI and diploma holder teachers' opinions on how CBIT programs are managed. In addition to this, particularly with respect to management functions, there were significant mean differences between them in CBIT leadership, decision-making and evaluation or outcome. However, there was no significant mean difference between them in CBIT leadership. Thus, TTI holder teachers' agreed better opinions than diploma holder teachers' in CBIT program leadership activities, decision-making, and evaluation or outcome, and also planning. Similarly, TTI teachers' agreed and performed high in CBIT planning while diploma teachers performed medium, that CBIT planning was participatory to identify the need, and to coordinate and integrate with woreda, zonal, Regional Bureau TPD plan. However, woreda

Education officials and zone education department had a doubt to support the idea of participatory planning to identify the need of teachers in CBIT.

Concerning ways of clustering to the management of teachers in CBIT, the result revealed that there was not significant mean difference between Remote rural and Rural clusters, Remote rural and Urban Cluster, and Rural and Urban Cluster CBIT management. However, specifically with respect to management functions, in CBIT there was significant mean difference in teachers' opinions between rural and urban clusters in planning, leadership, and decision-making. Besides, teacher opinions in way of planning, leadership activity, and decision making in rural clusters had significantly higher mean score than urban clusters. Similarly, there was a significant mean difference between Remote rural and urban clusters teachers' opinions in CBIT planning and leadership.

Concerning teaching experience, the result revealed that, there was no significant difference between teachers' opinions in different teaching experiences (1-5 years, 6-10 year, 11-15 years, 16-20 years, 21-25 years and above 25 years) in CBIT management. However, particularly in the management functions, there were significant mean difference between teachers' opinions in 1-5 years of teaching experiences and 21-25 years of teaching experiences in planning, decision-making, and leadership of CBIT. Besides, teachers in 1-5 years teaching experience was significantly higher opinions on performance than 21-25 teaching experience in planning, decision-making, and leadership of CBIT program. Researchers found that, teacher opinions on performance respect to teaching experiences, some of them argued that more experienced teachers had better organization, sequence, smoothness, and eye contact and visual scanning than in experienced and young teachers. Contrary, others argued that experienced teacher reject innovations and alterations in educational policy than less experienced teachers; and also teachers stay long they regress rather than progress.

MOE in the New Education and Training Policy stated that the primary reason for the poor quality of education in the past was the training as well as the over all opinions towards teachers. Inorder to change this situation teachers at every level must fit has been determined, teacher training institution have been strengthened and enriched; and teacher advancement or promotion scale have been set and are under implementation.

The result revealed about the objectives of CBIT achievement that, there was a significant difference between teachers and CBIT coordinators. From the differences in CBIT objectives were in build confidence of teachers and up grade their pedagogical skills and competence; develop positive attitude towards change and encourage to improve their effectiveness and efficiency; creative team spirit and better working atmosphere among teachers; and provide an opportunity to share professional experiences. Thus, the result showed that the weighted mean score of CBIT coordinators opinions in the achievement of the objectives were more than the weighted mean score of teachers' opinions in the achievement of the objectives, but teachers and coordinators agreed high or more in implementation and achievement of CBIT objectives. Similarly, there was a significant mean difference between teachers and CBIT coordinators opinions in the implementation and achievement of objectives in encourage teachers to solve local problems/quickly through the decentralized organization and management system. Thus, in this objective of CBIT the weighted mean score of coordinators had more than teachers and the level of their opinion in implementation and achievement of CBIT regarding this objective , CBIT coordinators had high agreement while teachers medium (weighted mean score is between 2.5 -3.49) agreement in the implementation and achievement of CBIT program objective.

On the other hand, there were no significant mean difference between them in CBIT objectives and activities implementation and achievement in motivate teachers to conduct action research to solve problems faced in teaching and learning process in the classroom; and encourage and assist teaches to produce local teaching materials.

The influence of school cluster-based management in the implementation of CBIT via professional development activities with respect to educational objectives, the result revealed that a positive and significant relationship or correlation between professional development with objective and rationale ($r = 0.669$, $r^2 = 0.448$) planning ($r = 0.651$, $r^2 = 0.424$), leadership ($r = 0.692$, $r^2 = 0.479$), and decision-making ($r = 0.713$, $r^2 = 0.508$). Thus, 44.8%, 42.4%, 47.9% and 50.8% of the change in professional development in CBIT could be predicted by change in achievement of objective and rationale, planning, leadership, and decision-making respectively. Hence, this result shows that CBIT objective and rationale, planning, leadership and decision-making were positive influence to the implementation of professional

development activities in CBIT. Hence, this result shows that CBIT objective and rationale, planning, leadership and decision-making were positive influence to the implementation of professional development activities in CBIT. Hence, the correlation between evaluation or outcome with objective and rationale ($r = 0.664$, $r^2 = 0.44$), planning ($r = 0.652$, $r^2 = 0.42$), leadership ($r = 0.702$, $r^2 = 0.49$), decision-making ($r = 0.669$, $r^2 = 0.45$) and professional development ($r = 0.796$, $r^2 = 0.63$) were strong and positive significant relationship. Thus, these were predicted that 44%, 42%, 49%, 45% and 63% of the change in implementation or outcome could be predicted in objective and rationale, planning, leadership, decision-making and professional development respectively.

Further more, the analysis the multiple and stepwise regression also showed that objective and rationale, leadership and professional development were positively and significantly contribute to predict evaluation or outcome of CBIT. Hence, professional development accounted 63.3 % the largest proportion of explained variance in evaluation or outcome of CBIT. Besides objective and rationale accounted (4.4 %) more than leadership accounted (0.5 %) in proportion of explained variance in evaluation or outcome of CBIT.

5.2 Conclusion

This paper was intended to investigate the status of the management of teachers in CBIT in West Gojjam Administrative zone, Amhara Region. Apart from the management of teachers in CBIT, the effective of other independent variables like sex, qualification, ways of clustering and teaching experience on management of teaches were also studied. In sum, based on the findings the following conclusion was drawn:

First, professional development was found to be the highest predictors of the implementation or out come of CBIT and explained with the contribution of 63.3 % variance, and strong positive relationship between objective and rationale, planning, decision-making and leadership. Hence, CBIT contributes to professional development of teachers, and increases clarity and achievement of objective and rationale, planning, decision-making leadership activities, and out come of CBIT.

Second, the result of the study was confirmed that, majority of the teachers and CBIT coordinators were ranked the major problems that hinder the organization and management of teachers in primary school CBIT program sequential due to their emphasize as follow:

1. WEO have no sufficient qualified personnel to coordinate the program to effective implementation and have limited vision and understanding of what school cluster in-service training accomplished.
2. CPD topics do not corresponds with real demands of teachers.
3. Long distance between cluster center and member schools which has made frequent meetings and experiences sharing difficult.
4. Cluster school supervisor do not have the capacity to transmit CPD content, supervise, and support teachers effectively.
5. Program commitment problems of responsible body at grass root level (school cluster).

In addition to these, there were other major problems that hinder the management of teachers in CBIT program. These were: there is no allocated budget for financing school cluster professional development activities; participation in cluster training is not included in the evaluation of teacher career; the given training is not considered the need and problems of teachers but it is given to implement according to the directives given at the higher level; lack of program commitment of teachers; lack of credit for the given training; and supervisors get transferred to other sectors after some years of service.

Hence, it can be concluded that, the major problems that hinder the management of teachers in CBIT were the major barriers in implementing and achieving the objective of CBIT program.

Third, female teachers had better positive opinions on the performance of CBIT management than men had Hence, female teachers were found to be more participated, implemented and achieved in CBIT professional development activities, decision making, leadership activities and evaluation or out come than male teacher did.

TTI teachers had better positive opinions on the performance of CBIT management than diploma teachers had. Hence, TTI teachers were found to be more participated in professional development activities, implemented, cleared and achieved the objective and rational, their needs incorporated in planning, and participated in decision making than diploma teachers.

Ways of clustering was found to be negative significantly related to the management of teachers in CBIT and its implementation. Which means that rural cluster teachers' performance and opinions were more in professional development activities and objectives of CBIT than urban cluster teachers. Besides, teachers in rural cluster were more their needs incorporated in

planning, participated in decision-making, and leadership activities than urban cluster teachers. Hence, rural cluster CBIT coordinating committee was more properly managing the program than urban cluster CBIT coordinating committee. Similarly, remote rural cluster teachers performance and opinions were more their needs incorporated in planning and participated in well organized leadership activities than urban cluster teachers in CBIT. Hence remote rural cluster CBIT coordinating committee was more organized planning and leadership activities than urban cluster CBIT coordinating committee.

Teaching experience was found to be negative significantly related to the management of teachers in CBIT and its implementation in planning, decision-making and leadership. Which means that teachers having 1-5 years teaching experience were more their needs incorporated in planning and performed, participated in decision-making, and leadership activities than teachers having 21-25 years teaching experience in CBIT program.

Therefore, it can concluded that the significant mean difference between female and male teachers, diploma and TTI teachers, teachers in way of clustering, teachers in years of teaching experience, and teachers and CBIT coordinators in their difference about the management functions(planning, decision making, leadership, and evaluation or outcome) of CBIT were the major problems that hinder the process in the way to achieve the objective of CBIT in particular and the objective of education in general.

Fourth, analysis showed that, CBIT coordinating committee (managers) opinions on the achievement of CBIT objectives and activities was found to be more than teachers (implementers). However, in some objectives and activities the difference opinions on the achievement of CBIT between coordinators and teachers had in the level of agreement or high achievement (weighted mean score is between 3.5 – 4.49). In other CBIT objectives and activities, as if enable teaches to have the necessary instructional skills in the subject they teach; provide continuous support to teachers to acquaint them with current scientific findings; and encourage teachers to solve local problems (school or cluster school programs) quickly through the decentralized organization and management system. Thus teachers/implementers/ had very less opinions and achievement extent than coordinators. On the other hand, teachers and coordinators were found to be less opinions and achievement in motivate teachers to conduct action research to solve problems faced in teaching-learning process in the class room than there objectives and activities of CBIT.

Fifth, cluster-based in-service training management was significantly related to professional development activities with respect to educational objectives. Which means that CBIT objective and rationale, planning, decision-making and leadership were positively influence the implementation of CBIT by means of professional development activities. Besides, the multiple and stepwise regression analysis revealed that objective and rationale, planning, decision-making, leadership and professional development on evaluation or outcome was improved when the five combined. And also objective and rationale, leadership and professional development were positively and significantly contribute to and influence to the implementation of CBIT (out come of CBIT).Hence Professional development activities were the most influential and contributor of the implementation or out come of CBIT.

5.3 Implication

After investigating the management of teachers in CBIT program related to objective and rationale, planning, decision-making, leadership, professional development, and evaluation or outcome of CBIT program several implications may be advanced from the findings. It is hoped that it maybe helpful to practitioners and researchers.

Thus, to improve and develop skills, knowledge, understanding and ability of individual teachers and the school in which they work effective professional development strategies at school and cluster level should be needed. Thus, CBIT is very important to the improvement of schools. Hence, to achieve the purpose of CBIT programs effective CBIT management committees (CBIT coordinating committees) are needed. Therefore, if teachers are to be encouraged to take risks and to innovate there, then, the coordinating committees of CBIT have to be real distribution of power concerning planning, leadership, and decision making.

Besides, the main study also revealed that, the significant differences were found between:

1. Male and Female teachers' opinions in primary school CBIT leadership, and decision-making;
2. Diploma and TTI teachers' opinions in primary school CBIT planning, decision-making, and evaluation or outcome;
3. Urban and rural cluster teachers' opinions in primary school CBIT Planning and decision-making;
4. Urban and remote rural cluster teachers' opinions in primary school CBIT planning and leadership; and

5. Teachers 1-5 and 21-25 years teaching experiences opinions in primary school CBIT planning, leadership, and decision-making.

Thus, attention should be placed on teachers' opinions when the management functions (leadership, planning decision-making and evaluation) make effect on CBIT was taken into account. Hence, the individual may be a rather meaningful strategy in analysis.

5.4 Recommendation

The management of teachers in CBIT is a continuous effort that needs to be strengthened through research work, innovation idea, resource allocation and committed leadership and management. Thus, based on the findings, conclusions, and implications the following recommendations are proposed.

1. Professional development planning at school and cluster-based is very useful, if the needs are identified at school or cluster level by the teacher themselves and they are being valued, so that, they develop commitment and ultimately ownership of the outcomes. Thus, school-and cluster-based in-service training should be planned to improve the quality of cluster and school-based professional development in particular and quality of education in general. Hence, cluster coordinating committees should identify specific needs based on feed back from teachers in the cluster, because when teachers define their own needs they are more likely to implement the new concepts in the classroom, and hence professional development activities of CBIT is the most effective predictors of CBIT outcome. Therefore, the training of teachers at school cluster level should continue at a large scale, and the training program should be:
 - i. grounded in the needs of the teachers or participants;
 - ii. responsive to changing needs of the teachers; and
 - iii. Planned including having instructional skills in the subject they teach.
2. CBIT program is one of the strategies for CPD of teachers and improvement of the teaching-learning process. However, teachers are not committed to the program and also motivated to apply new concepts in the classroom. Hence, to improve the commitment and motivation of teachers,
 - i. REB and ZED have to be prepared a workshop and panel discussion with woreda education officials, CBIT coordinating committees, and teacher

representatives to identify problems and to give corresponding solutions of the problems.

- ii. Participation in CBIT should be included in the evaluation of teacher career.
 - iii. Participation in CBIT should be credited for competition of long-term in-service training.
3. An available budget for CBIT program purposes are administered at woreda levels. If the CBIT program is effectively carried out their functions, they have to be provided with the necessary budget. However, the resource or budget is given to the education sector is in adequate. Hence, to carryout CBIT program purpose effectively, CBIT coordinating committees and WEOs should be development and applied strategies which help to mobilize founds locally and supplemented by:
- i. Involving individuals, parents, and community at large in the education sector;
 - ii. Involving NGOs in the education sector; and
 - iii. Internal income that schools can generate them.
4. CBIT management functions might be coinciding with the capacity of for execution and sustaining the reform at the level to which responsibilities are transferred and the curriculum of the TPD program. However, the study has indicated the existence of some problems in the management of teachers in CBIT. Therefore, it is advisable to formulate strategies to alleviate problems. This includes:
- i. Developing short-term and long-term training program, about CBIT management for woreda education officials, schools principals, and cluster school supervisors related to their duties and responsibilities;
 - ii. Developing strategies about CBIT program that the training is given at school cluster level respect to years of teaching experience, and qualification;
 - iii. Reviewing strategies to improve the commitment and efficiency of experienced teachers; and
 - iv. Developing strategies of CBIT follow up and monitoring system to increase effectiveness and efficiency.
5. There is a need for further research in CBIT program management to improve the efficiency and effectiveness of CBIT program or system of West Gojjam Administrative zone in Amhara Regional state.

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Appendix-A

Questionnaire-1

Addis Ababa University

School of Graduate Studies Faculty of Education

Department of Educational Planning and Management

These questionnaires will be filled by, primary school Teachers, supervisors, and principals.

Introduction: the purpose of this questionnaire is to gather /collect information about the real status of the management of teachers' short-term in-service training in clustered primary schools in West Gojjam Administrative zone, Amhara Region. The information to be obtained will be used for academic purposes only since, your co-operation in offering relevant and honest information is essential for the success of the study. Please kindly respond to each item accurately and thoroughly.

Instruction

- Please read the instructions and each item carefully so as to provide your responses accurately, and please check that you have treated all the pages.
- It is not required to write your name in any part of the questionnaire
- Answer by using this sign "√" in the corresponding boxes.
- Give precise and brief answers on the space provided for the open ended questions.

Thank You in advance for taking time to complete this questionnaire

Part One – Background Information

1. Location:

a/ Name of Woreda _____ b/ Name of cluster school _____

2. Name of way of clustering:
- a. urban cluster
 - b. Rural cluster
 - c. Remote rural cluster

3. Sex: a/ Male b. Female

No.	Item	Level of Agreement				
		5	4	3	2	1
1.	Objectives and Rationale					
	1.1 Promote quality in the teaching processes in classrooms with cooperative participation of all teachers.					
	1.2 Enable teachers to have the necessary instructional skills in the subject, which they teach.					
	1.3 Provide continuous support to teachers to acquaint themselves with current and newer approaches in teaching.					
	1.4 Build confidence in teachers and upgrade their pedagogical skills, competence, and professionalism.					
	1.5 Promote optimal use of the material, financial and human resources among teachers in cluster school for the benefits of all in order to reduce disparity among schools.					
	1.6 Develop positive attitude towards change and encourage teachers to improve their effectiveness and efficiency.					
	1.7 Create team spirit and better working atmosphere among teachers.					
	1.8 Initiate teachers to hold frequent meetings so that they could evaluate the outcomes of training programs conducted at school.					
	1.9 Provide an opportunity to share professional experiences.					
	1.10 Motivate teachers to conduct action research to solve problems faced in teaching - learning process in the classroom.					
	1.11 Encourage and assist teachers to produce local teaching materials.					
	1.12 Encourage teachers to solve local problems /school or cluster school problems/quickly through the decentralized organization and management system.					
2.	Planning	5	4	3	2	1
	2.1 In our cluster school a thorough and participatory needs assessment of teachers is used for the design of Teacher Professional Development regularly.					
	2.2 In our cluster school the design of Teacher Professional Development program is derived from an over all strategic vision and framework for the continuous implementation of the professional development effort.					
	2.3 In our cluster school, teachers participate in all stages of planning.					
	2.4 The long-term plan of our cluster school includes staff development /professional development/.					
	2.5 Our cluster school, Teacher Professional Development plan is integrated, coordinated and according to the situation with the woreda, zonal and Regional level of Teacher Professional Development plan.					
	2.6 In our cluster, school cluster-based in-service training need assessment is used for the design of Teacher Professional Development.					
	2.7 In our cluster school in-service training, task need assessment is used for the design of Teacher Professional Development.					
	2.8 In our cluster school the steps of in-service training need assessment are not used for the design of Continuous Professional Development.(Reversed)					

3.	Leadership	5	4	3	2	1
	3.1 In our cluster school, we have clear vision to bring quality education.					
	3.2 Our cluster school's vision inspires the best performance of teachers.					
	3.3 I have faith in my cluster school's vision for its employees.					
	3.4 In our cluster school, we critically consider our joint goals.					
	3.5 In our cluster school, new ideas are brought up regularly.					
	3.6 In our cluster school, I am constantly motivated to consider my own educational practices critically.					
	3.7 In our cluster school, we discuss what we want to achieve with our plans.					
For teachers only	3.8 If I have problems concerning my work, I can consult with my superiors (principal and supervisor) to support me.					
	3.9 Our superiors have no respectation for the work of teachers. (Reversed)					
	3.10 Our superiors listen to my educational opinions seriously.					
	3.11 Our superiors show their appreciation for the work that I do.					
	3.12 Our superiors appreciate creative teachers in cluster school.					
For supervisors and principals only	3.13 I support, assist, and encourage teachers, if they have problems concerning their work.					
	3.14 I have a doubt to respect the work of teachers.(Reversed)					
	3.15 I listen seriously the educational opinions of teachers.					
	3.16 I appreciate the work that teachers do.					
	3.17 I appreciate and encourage creative teachers in cluster school.					
4	Participation in decision-making	5	4	3	2	1
	4.1 Plans for short-term in-service training in cluster schools are discussed with the entire teaching staff/or key teachers.					
	4.2 In our cluster school, teachers' participation in decision-making in in-service training program is frequent, regular, and inclusive.					
	4.3 I feel joint responsibility for the implementation of short-term in-service training at our cluster schools.					
	4.4 In our cluster school, teachers in decision-making are collaborative and consensus-driven.					
	4.5 At our cluster school, the experiences of teachers pay a role in the formulation of a plan for the implementation of an innovation.					
	4.6 At our cluster school, teachers are not known or hear about the exact content of new plans before every thing has been settled.(Reversed)					
	4.7 In our cluster school, teachers' participation in decision-making focus includes mission, curriculum and instruction and staff development.					
For teachers only	4.8 I can influence the plans being made at our cluster schools for the implementation of short-term in-service training.					
	4.9 I have the space to implement that I have learned in short-term in-service training in my classroom according to my own judgment and insight.					
	4.10 In our cluster school, I have commitment to implement the program because of participative decision-making about any thing of school					

	improvement.						
For supervisors and principals only	4.11 Teachers can influence the plans being made at our cluster schools for the implementation of short-term in-service training.						
	4.12 Teachers have the space to implement that they have learned in short-term in-service training in their classroom according to their own judgment and insight.						
	4.13 In our cluster school, teachers have commitment to implement the program because of participative decision-making about any thing of school improvement.						
5	Professional Development Activities	5	4	3	2	1	
For teachers only	5.1 I have learned a lot from the instructor in cluster-based in-service training with whom I interact.						
	5.2 I feel now professionally competent as a teacher from the cluster-based in-service training program.						
	5.3 I take initiative to develop my profession.						
	5.4 I take action to carryout action research to identify and solve problems arising from the teaching-learning process.						
	5.5 I attend my colleagues' class-lesson to learn from them.						
	5.6 I participate in training program, even if participation is not obligatory to share experience.						
	5.7 In my lesson, I experiment the use of various strategies and methods in different situations.						
	5.8 I use the reaction of the pupils to improve my teaching practices.						
	5.9 I feel more confident in my teaching ability.						
	5.10 I work more collegially with other teachers.						
	5.11 I am more willing to try new methods and ideas.						
	5.12 Students' achievement has increased due to my teaching knowledge and practice.						
for supervisors and principals only	5.1 Teachers have learned a lot from the instructors in cluster-based in-service training with whom they interact.						
	5.2 I feel now teachers are professionally competent based on the cluster-based in-service training program.						
	5.3 Teachers are not take initiative to develop their profession. (Reversed)						
	5.4 Teachers take action to care out action research to identify and solve problems arising from the teaching learning process.						
	5.5 Teachers attend their colleagues' class-lesson soon to learn from them.						
	5.6 Teachers participate in training program, even if participation is not obligatory to share experience.						
	5.7 In their lesson teachers, experiment the use of various strategies and methods in different situations.						
	5.8 Teachers are not used the reaction of the pupils to improve their teaching practices. (Reversed)						
	5.9 Teachers feel more confident in their teaching ability.						

	5.10 Teachers work more collegially with other teachers.					
	5.11 Teachers are more willing to try new methods and ideas.					
	5.12 Students' achievement has increased due to teachers teaching knowledge and practice.					
6	Evaluation	5	4	3	2	1
For teachers only	6.1 In our cluster school in-service training program objectives are stated before the program commenced.					
	6.2 The cluster-based in-service training program content was not highly qualitative and useful.(Reversed)					
	6.3 The cluster-based in-service training program objectives were met.					
	6.4 The cluster-based in-service training program strategies used effectively.					
	6.5 In our cluster school, there is a continuous mutual professional interaction between facilitators and teachers.					
	6.6 In our cluster school, teachers actively participate in discussions and activities to solve problems faced in teaching-learning process in the classroom.					
	6.7 In our cluster school, I obtain support from facilitators to solve the problems and challenge of school improvement locally.					
	6.8 In our cluster school, I am exposed to the use of more modern approaches and techniques to teaching and learning process.					
	6.9 In our cluster school, I learn to innovate, develop, and use low cost instructional resources.					
	6.10 I use more varied teaching materials.					
	6.11 Pupils have to work on tasks more frequently instead of listening to me.					
	6.12 I link present content/skills with past and future learning experiences.					
	6.13 I use instructional strategies that promote student learning.					
	6.14 I provide on going and timely feedback that encourage student progress.					
	6.15 I provide a variety of evaluation strategies that measures student achievement (continuous assessment, testing, and final exams).					
	6.16 I participate in a meaningful and continuous process of professional development.					
for supervisors and principals only	6.17 In our cluster school, teachers obtain support from facilitators to solve the problems and challenge of school improvement locally.					
	6.18 In our cluster school, teachers are exposed to the use of more modern approaches and techniques to teaching and learning process.					
	6.19 In our cluster school, teachers learn to innovate develop and use low cost instructional resources.					
	6.20 In our cluster school, teachers use more varied teaching materials.					
	6.21 In our cluster school, Pupils have the idea to work on tasks more frequently instead of listening to the teacher.					
	6.22 In our cluster school, teachers link present content/Skills with past and future learning experiences.					

6.23 In our cluster school, teachers use instructional strategies that promote student learning.				
6.24 In our cluster school, teachers provide on going and timely feedback that encourage student progress.				
6.25 In our cluster school, teachers provide a variety of evaluation strategies that measures student achievement (continuous assessment, testing, and final exams).				
6.26 In our cluster school, teachers participate in a meaningful and continuous process of professional development.				

Part Three

This part of the questionnaire contains items assumed to be the major cluster school problems that hinder the management of teachers in short-term in-service training in clustered primary schools. Then you are required to rank the expected problems (1st, 2nd ...5th) according to the emphasis in your cluster school, if any other problems besides these write and rank it.

1. Long distance between cluster center and satellite schools which has made frequent meetings and experience sharing difficult.
2. Cluster school trainers do not have the capacity to transmit CPD content, supervise, and support teachers effectively.
3. CPD topics do not correspond with real demands of teachers
4. Woreda Education offices have not sufficient qualified personnel to coordinate the program to effective implementation and have limited vision and understanding of what school cluster in-service training could accomplish.
5. Program Commitment problem of responsible body at grass root level (school cluster)
6. If any, others write it.

4. ዕድሜ:- ሀ. ከ20 ዓመት በታች መ. ከ40-49 ዓመት
 ለ. ከ20-29 ዓመት ሠ. 50 ዓመትና በላይ
 ሐ. ከ30-39 ዓመት
5. የአገልግሎት ዘመን:- ሀ. ከ1-5 ዓመት ለ. ከ6-10 ዓመት ሐ. ከ11-15 ዓመት
 መ. ከ16-20 ዓመት ሠ. ከ21-25 ዓመት
6. የትምህርት ደረጃ:- ሀ. 12+ መ.ማ.ተ ወይም 10+ መ.ማ.ተ ለ. ዲፕሎማ ሐ. ሌላ
7. በመምህራን የእድገት መሠላል በየትኛው ደረጃ ላይ ነዎት:- (ለመምህራን ብቻ)
 ሀ. ጀማሪ መምህር ለ. መለስተኛ መምህር ሐ. መምህር
 መ. ከፍተኛ መምህር ሠ. ተባባሪ መሪ መምህር ረ. መሪ መምህር
8. የስራ ደረጃ ሀ. መምህር ለ. ርዕሰ መምህር ሐ. ሱፐርቫይዘር

ክፍል ሁለት:- በጉድኝት ማእከል የስራ ላይ ስልጠና አመራር ያለዎት አስተያየት መመሪያ:- ይህ ክፍል በጉድኝት ማዕከል የሚሠጠውን የስራ ላይ ስልጠና ዓላማና ምክንያታዊነት፣ ማቀድ፣ መሪነት፣ ውሳኔ አሰጣጥ፣ የሙያ እድገት፣ እና ግምገማን ያካተተ ሲሆን በእያንዳንዱ ክፍል ያሉት ዓረፍተ ነገሮች አምስት አምስት አማራጮች ይዘዋል እነርሱም:-

- በጣም እስማማለሁ = 5
- እስማማለሁ = 4
- መልስ ለመስጠት እቸገራለሁ = 3
- አልስማማም = 2
- በጣም አልስማማም = 1

እባክዎት የሚሰማሙበትን አማራጭ ሃሳብ በተሠጡት ዓረፍተ ነገሮች ትይዩ የሚከተለውን ምልክት (✓) ያስቀምጡ።

1.	ዓላማና ምክንያታዊነት	5	4	3	2	1
	በጉድኝት ማዕከል የሚሠጠው የስራ ላይ ስልጠና:-					
	1.1 የክፍል ውስጥ ትምህርት ጥራት ለማስጠበቅ ሁሉን መምህር በመተባበር እንዲሠራ አድርጎታል					
	1.2 መምህራን በሚያስተምሩበት የትምህርት ዓይነት ላይ ችሎታ እንዲኖራቸው አግዟል					
	1.3 መምህራንን አዳዲስ ፈጠራዎችን እንዲያውቁ ተከታታይነት ያለው እገዛ አድርጓል					
	1.4 የመምህራንን በራስ መተማመንና የማስተማሪያ ስነ-ዘዴዎችን እንዲያሻሽሉ አረድቷል					
	1.5 የትምህርት ሀብት (የሰው ሃይል፣ የቁሳቁስና የገንዘብ) በጋራ በአግባቡ እንድንጠቀም ረድቷል/አድርጓል					
	1.6 ስራን በጥራትና በብቃት ለመወጣት አዳዲስ የአሠራር ለውጦችን በመገንዘብ እንድንጠቀም አግዞናል					
	1.7 በጋራ የመስራት ባህልን/ፍላጎትንና ጥሩ የስራ ሁኔታዎችን ፈጥሮልናል					

	1.8 በትምህርት ቤታችን ተከታታይ ስብሰባ በማድረግ በስልጠና ወቅት ያገኘውን ክህሎና እውቀት ውጤት እንድንገመግም አግዞናል					
	1.9 ሙያዊ የስራ ልምድ እንድንለዋወጥ አድርገናል					
	1.10 በክፍል ውስጥ የሚያጋጥሙንን የመማር-ማስተማር ችግሮች በተግባራዊ ጥናትና ምርምር መፍትሔ እንድናገኝ አግዞናል					
	1.11 የትምህርት መረጃ መሣሪያዎች ከአካባቢ ከሚገኙ ነገሮች እንድናዘጋጅ አግዞናል					
	1.12 የት/ቤትና የጉድኝት ማዕከልን ችግሮች ባልተማከለ አስተዳደር በፍጥነት መፍትሔ እንድንሠጥ አግዞናል					
2.	ማቀድ	5	4	3	2	1
	2.1 የመምህራን ሙያዊ እድገት የእቅድ ስራ ዝግጅት ጥልቀት ያለውና አሳታፊ የሆነ የመምህራንን ፍላጎት ያየ እና የዳሰሰ ነው።					
	2.2 የመምህራን የሙያዊ እድገት ዝግጅት ከአጠቃላይ እስትራቴጅክ ራእይ ላይ በመመስረት ተከታታይነት ያለው ሙያዊ እድገት እንድናከናውን አረድቶናል።					
	2.3 የመምህራን በእቅድ ዝግጅት ሁሉም ክፍሎች ሙሉ ተሳትፎ ያደርጋሉ።					
	2.4 የመምህራን የሙያዊ እድገት በጉድኝት ማእከሉ የሩቅ/ረጅም/ጊዜ እቅድ ውስጥ የተካከተተ ነው።					
	2.5 የጉድኝት ማእከላችን የሙያዊ እቅድ ከወረዳ፣ ከዞንና ከክልል ሙያዊ እቅድ ጋር የተዋሀደና የተቀናጀ ሲሆን የአካባቢውንም ሁኔታ ግምት ውስጥ በማስገባት የታቀደ ነው።					
	2.6 የጉድኝት ማእከላችን የስራ ላይ ስልጠና ፍላጎት ግምገማ በመምህራን ሙያዊ እድገት እቅድ ዝግጅት ውስጥ የተካተተ ነው።					
	2.7 የስራ ላይ ስልጠና የስራ ፍላጎት ግምገማ በመምህራን ሙያዊ እድገት እቅድ ዝግጅት ውስጥ የተካተተ ነው።					
	2.8 የጉድኝት ማእከል የስራ ላይ ስልጠና ፍላጎት ደረጃዎች /የመስሪያ ቤት፣ የስራና የግለሰብ/ በመምህራን ተከታታይ ሙያዊ እድገት እቅድ ዝግጅት የተካተቱ አይደሉም። (የስምምነት ደረጃው በተቃራኒ ይመዘገባል)					
3.	መሪነት	5	4	3	2	1
	3.1 በጉድኝት ማእከላችን የትምህርት ጥራትን ለማስጠበቅ/ለማምጣት ግልጽ የሆነ ራእይ አለን					
	3.2 የጉድኝት ማእከላችን ራእይ የመምህራንን የስራ ፍላጎት የሚያነቃቃ ነው።					
	3.3 የጉድኝት ማእከላችን ራእይ የሠራተኛው/ኞች ጥቅም እንደሚሰጥና እንደሚያስጠብቅ አምናለሁ።					
	3.4 የጉድኝት ማእከላችንን የጋራ ግብ ከፍተኛ ግምት እንሰጣለን።					
	3.5 በጉድኝት ማእከላችን አዳዲስ ሐሳቦች በተከታታይ ይፈልጋሉ።					
	3.6 በጉድኝት ማእከላችን የአገኘሁትን እውቀትና ክህሎት በትክክል በስራ ላይ በማዋሉ እርካታ አገኛለሁ/አነቃቃለሁ።					
	3.7 በጉድኝት ማእከላችን የአቀድነውን እቅድ ለመተግበር/ለመፈፀም ግልፅ ውይይት እናደርጋለን።					
ለመምህራን ብቻ	3.8 በስራ ላይ ችግር በሚያጋጥመኝ ጊዜ ከበላይ ባለስልጣኖች (ከርእሰ መምህሩና ከሱፐርቫይዘሩ) ጋር በግልፅ ምክርና እርዳታ መጠየቅ እችላለሁ።					
	3.9 የበላይ አለቆቻችን ለመመህራን ስራ አክብሮት አላቸው።					
	3.10 የበላይ አለቆቻችን ስለ ትምህርት የምንሰጠውን አስተያየት ከፍተኛ ግምት ይሠጣሉ።					
	3.11 የበላይ አለቆቻችን ለምንሠራው ስራ አድናቆታቸውን ይገልጻሉ።					
	3.12 የበላይ አለቆቻችን በጉድኝት ማእከል የሚሠሩትን የመምህራን የፈጠራ ስራ ያነቃቃሉ/ያበረታታሉ።					
	3.13 መምህራን በስራ ላይ ችግር በሚያጋጥማቸው ጊዜ ከእኔ በግልጽ ምክርና እርዳታ መጠየቅ ይችላሉ ያገኛሉም።					
ለሱፐርቫይዘር እና ለር/መምህር	3.14 እኔ ለመምህራን ስራ አክብሮት ለመስጠት እቸገራለሁ (የስምምነት ደረጃው በተቃራኒ ይመዘገባል)					
	3.15 መምህራንን ስለ ትምህርት የሚሰጡትን አስተያየት ከፍተኛ ግምት እሰጣለሁ።					

	3.16 መምህራን ለሚሰሩት ስራ አድናቆቱን እገልጻለሁ።					
	3.17 መምህራን በጉድኝት ማእከል የሚሰሩትን የፈጠራ ስራ አነቃቃለሁ/አበረታቃለሁ።					
4.	አሳታፊ የውሳኔ አሰጣጥ	5	4	3	2	1
	4.1 በጉድኝት ማእከል በሚሰሩ ስልጠናዎች እቅድ ላይ መምህራን ወይም ቁልፍ መምህራን ቀጥተኛ ውይይት ያደርጋሉ					
	4.2 በጉድኝት ማእከል የስልጠና አተገባበር ላይ የጋራ የሆነ ኃላፊነት ይሰማኛል					
	4.3 በጉድኝት ማእከሉ አዳዲስ ግኝቶች አተገባበር ላይ ልምድ ያላቸው መምህራን በእቅድ አወጣጥ ላይ ከፍተኛ ሚና አላቸው					
	4.4 በጉድኝት ማእከላችን የሚከናወነው የስልጠና እቅድ መምህራንን አሳታፊ ያደረገ የውሳኔ አሰጣጥ ተከታታይና ቀጣይነት ያለው ነው።					
	4.5 በጉድኝት ማእከላችን የውሳኔ አሰጣጥ ላይ የመምህራን ተሳትፎ ቅንጅታዊና በጋራ አቋም የሚፈጸም ነው					
	4.6 በጉድኝት ማእከላችን የውሳኔ አሰጣጥ ላይ የመምህራን ተሳትፎ በተልእኮ፣ በስርዓተ-ትምህርትና በመማር ማስተማር ሂደት እና በሠራተኛው እድገት ላይ ያተኮረ ነው።					
ለመምህራን ብቻ	4.7 በጉድኝት ማእከል በሚሰሩ ስልጠናዎች የእቅድ አፈፃፀም ላይ ተቀባይነት አለኝ					
	4.8 በጉድኝት ማእከል ስልጠና ወቅት ያገኘሁትን ትምህርት በራሴ ውሳኔ መሠረት ለመፈጸም እድሉ አለኝ					
	4.9 በጉድኝት ማእከሉ ስለሚታቀዱ አዳዲስ የእቅድ ይዘቶች ሁሉም ነገር ከመዘጋጀቱ በፊት እውቅና እንዲኖረኝ አይደረግም።					
	4.10 በጉድኝት ማእከላችን የውሳኔ አሰጣጡ አሳታፊ በመሆኑ ለትምህርት ቤቱ መሻሻል ለሚከናወኑ ተግባሮች አፈፃፀም ያለኝን እውቀት ባስተማማኝ አበረክታለሁ።					
እና ለር/መምህራን ሱፐር ቫይዘሮች	4.11 መምህራን በጉድኝት ማእከል በሚሰሩ ስልጠናዎች የእቅድ አፈፃፀም ላይ አስተዋጽኦ የላቸውም (የስምምነት ደረጃው በተቃራኒ ይመዘገባል)					
	4.12 መምህራን በጉድኝት ማእከል ስልጠና ወቅት ያገኘሁትን ትምህርት በራሳቸው ውሳኔ መሠረት ለመፈጸም እድሉ አላቸው።					
	4.13 በጉድኝት ማእከሉ ስለሚታቀደው አዳዲስ የእቅድ ይዘቶች ሁሉም ነገር ከመዘጋጀቱ በፊት መምህራን እውቅና እንዲኖራቸው አይደረግም።					
	4.14 በጉድኝት ማእከላችን የውሳኔ አሰጣጥ አሳታፊ በመሆኑ ለት/ቤቱ መሻሻል ለሚከናወኑ ተግባሮች አፈፃፀም መምህራን ያላቸውን እውቀት በአስተማማኝ ያበረክታሉ።					
5.	የሙያዊ ማሻሻያ ተግባራት	5	4	3	2	1
ለመምህራን ብቻ	5.1 በጉድኝት ማእከል በሚሰጠው የስራ ላይ ስልጠና ተሳትፎዎ ከአስልጣኞቹ ብዙ ተምራክለሁ።					
	5.2 በጉድኝት ማእከል በተሰጠው የስራ ላይ ስልጠና ትምህርት በአሁኑ ሰዓት በማስተማር ስራ ጥሩ ተወዳዳሪ ልሆን እንደምችል ይሰማኛል።					
	5.3 ሙያዊ እድገቱን ለማሻሻል ተነሣሽነት አለኝ።					
	5.4 በመማር ማስተማር ሒደት ላይ የሚገጥሙኝን ችግሮች በመለየት ተግባርና ጥናትና ምርምር በማድረግ ችግሮችን እፈታለሁ።					
	5.5 በጓደኞች የክፍል ውስጥ መማር ማስተማር ሒደት ላይ በመገኘት ትምህርት እቀስማለሁ					
	5.6 በስልጠና ንግግራም ላይ መሳተፍ ግዴታ ባይሆንም እንኳ የልምድ ልውውጥ ለማድረግ በንግግራሙ ተሳታፊ እሆናለሁ።					
	5.7 በጉድኝት ማእከል የስልጠና ወቅት የተለያዩ ስትራቴጂዎችንና ዘዴዎችን በተለያዩ ሁኔታዎች ላይ በመጠቀም ጥቅማቸውን እንድለይ ረድቶኛል።					
	5.8 የተማሪዎችን አስተያየት በመቀበል የማስተማር ልምዴን አሻሽላለሁ።					
	5.9 በጉድኝት ማእከል በተሰጠው ስልጠና ባገኘሁት ትምህርት በማስተማር ችሎታዎ የበለጠ እንድተማመን አግዞኛል/ረድቶኛል።					
	5.10 በጉድኝት ማእከሉ የሚሰጠው ስልጠና ከስራ ባልደረቦቼ ጋር የበለጠ በመተባበር እንድሰራ አግዞኛል።					
	5.11 በጉድኝት ማእከሉ የሚሰጠው ስልጠና አዳዲስ ሀሳቦችንና ዘዴዎችን ለመግኘት የበለጠ ፍላጎት እንዲኖረኝ አድርጎኛል።					
	5.12 በጉድኝት ማእከሉ የሚሰጠው ስልጠና ከማስተማር እውቀቴና ልምዴ በተጨማሪ የተማሪዎችን ውጤት እድገት እንድለይ አግዞኛል።					

ለር/መምህራን እና ሱፐርቫይዘሮች

- 5.13 በጉድገት ማእከል በሚሰጠው የስራ ላይ ስልጠና ተሳትፎ ከአሰልጣኞች ብዙ መማር የሚያስችል ነው።
- 5.14 በጉድገት ማእከል በተሰጠው የስራ ላይ ስልጠና ትምህርት በአሁኑ ሰዓት በማስተማር ስራቸው ጥሩ ተወዳዳሪ ሊሆኑ እንደሚችሉ ይሰማኛል።
- 5.15 መምህራንን ሙያዊ እድገታቸውን ለማሻሻል ተነግሽነት የላቸውም። (የስምምነት ደረጃው በተቃራኒ ይመዘገባል)
- 5.16 በመማር ማስተማር ሒደት ላይ የሚገጥሙኝን ችግሮች በመለየት ተግባርና ጥናትና ምርምር በማድረግ ችግሮችን ይፈታሉ።
- 5.17 መምህራን በጓደኞቻቸው የክፍል ውስጥ መማር ማስተማር ሒደት ላይ በመገኘት ትምህርት ይቀስማሉ።
- 5.18 መምህራን በስልጠና ኘርግራም ላይ መሳተፍ ግዴታ ባይሆንም እንኳ የልምድ ልውውጥ ለማድረግ በኘርግራሙ ተሳታፊ ይሆናሉ።
- 5.19 መምህራን በጉድገት ማእከል የስልጠና ወቅት የተለያዩ ስትራቴጂዎችንና ዘዴዎችን በተለያዩ ሁኔታዎች ላይ በመጠቀም/በመተግበር ጥቅማቸውን እንዲለዩ ረድቶአቸዋል።
- 5.20 መምህራን የተማሪዎችን አስተያየት በመቀበል የማስተማር ልምዳቸውን ለማሻሻል ዝግጁ አይደሉም። (የስምምነት ደረጃው በተቃራኒ ይመዘገባል)
- 5.21 መምህራን በጉድገት ማእከል በተሰጠው ስልጠና ባገኙት ትምህርት በማስተማር ችሎታቸው የበለጠ እንዲተማማኑ አግዟቸዋል/ረድቷቸዋል።
- 5.22 መምህራን በጉድገት ማእከሉ የሚሰጠው ስልጠና ከስራ ባልደረቦቻቸው ጋር የበለጠ በመተባበር እንደሰሩ አግዟቸዋል።
- 5.23 መምህራን በጉድገት ማእከሉ የሚሰጠው ስልጠና አዳዲስ ሀሳቦችንና ዘዴዎችን ለመሞከር የበለጠ ፍላጎት እንዲኖራቸው አድርጓቸዋል።
- 5.24 መምህራን በጉድገት ማእከሉ የሚሰጠው ስልጠና ከማስተማር እውቀትና ልመድ በተጨማሪ የተማሪዎችን ውጤት እድገት እንዲለዩ አግዟቸዋል።

6. ግምገማ 5 4 3 2 1

- 6.1 የጉድገት ማእከል የስራ ላይ ስልጠና አላማዎች ኘርግራሙ ከመከናወኑ በፊት በግልጽ እንድናውቃቸው ይደረጋል።
- 6.2 የጉድገት ማእከል የስራ ላይ ስልጠና ኘርግራም መብቶች ከፍተኛ ጥራት የሌላቸውና እና ጠቃሚ ያልሆኑ ናቸው። (የስምምነት ደረጃው በተቃራኒ ይመዘገባል)
- 6.3 በጉድገት ማእከል የስራ ላይ ስልጠና ወቅት የተቀረፀ ዓላማዎች ግባቸውን ያሳኩ ናቸው።
- 6.4 በጉድገት ማእከል የስራ ላይ ስልጠና የተቀረፀ እስትራቴጂዎች ውጤታማ ነበሩ።
- 6.5 በጉድገት ማእከላችን በመምህራንና በአሰልጣኝ መካከል ተከታታይነት ያለው የጋራ ሙያዊ መስተጋብር አለን።
- 6.6 በጉድገት ማእከላችን በመማር ማስተማር የሚገጥሙ ችግሮችን መምህራን በውይይትና በተግባር ስራዎች ወቅት ንቁ ተሳትፎ በማድረግ መፍትሔ ይሰጣሉ።
- 6.7 በጉድገት ማእከላችን ት/ቤቶችን ለማሳደግ/ለማሻሻል በሚደረግ ሒደት የሚገጥሙንን ችግሮች ለመፍታት መምህራን ከአስተባባሪዎች ድጋፍ እናገኛለን።
- 6.8 በጉድገት ማእከላችን መምህራን በተለያዩ አዳዲስ ዘዴዎችና ስልቶች በመማር ማስተማር ሒደት ላይ እንድንጠቀም ሁኔታዎች ተመቻችተዋል።
- 6.9 በጉድገት ማእከላችን መምህራን አዳዲስ የፈጠራ ስራዎችን እንድንፈጥር፣ እንድናሳድግና በአነስተኛ ወጭ የማስተማር ግብዓቶች መጠቀምን ተምረናል።
- 6.10 የተለያዩ የማስተማር ቁሳቁሶችን አጠቀማለሁ።
- 6.11 ተማሪዎች እኔን ከማዳመጥ ይልቅ የተለያዩ ስራዎችን በተከታታይ ይሰራሉ።
- 6.12 አሁን የሚሠጠውን ትምህርት ከአሰራሪውና ከወደፊቱ የመማር ልምዶች ጋር ግንኙነት እንዲኖራቸው አደርጋለሁ።
- 6.13 የተለያዩ የማስተማሪያ ስልቶችን በመጠቀም ተማሪ-ተኮር የማስተማሪያ ስነ-ዘዴን አጠናክራለሁ/አሳድጋለሁ።
- 6.14 ወቅታዊ የሆኑ እና ጊዜውን የጠበቁ ግብረ መልሶችን በመስጠት የተማሪዎች የባህሪ ለውጥ እድገት እንዲመጣ አደርጋለሁ።
- 6.15 የተለያዩ የምዘና ስልቶችን በመጠቀም የተማሪዎችን ውጤት እመዝናለሁ።

ለመምህራን ብቻ

6.16	ተከታታይነትና ትርጉም ባለው ሙያዊ እድገት ሒደት ላይ እሳተፋለሁ።					
6.17	በጉድኝት ማእከላችን መምህራን በተለያዩ አዳዲስ ዘዴዎችና ስልቶች በመማር ማስተማር ሒደት ላይ እንዲጠቀሙ ሁኔታዎች ተመቻችተዋል።					
6.18	በጉድኝት ማእከላችን መምህራን አዳዲስ የፈጠራ ስራዎችን እንዲፈጥሩ፣ እንዲያሳድጉና በአነስተኛ ወጭ የማስተማር ግብዓቶች መጠቀምን ተምረዋል።					
6.19	መምህራን የተለያዩ የማስተማሪያ ቁሳቁሶችን ይጠቀማሉ።					
6.20	ተማሪዎች መምህራንን ከማዳመጥ ይልቅ የተለያዩ የቀፍል ውስይ እግ ከክፍል ውጭ ስራዎችን በተከታታይ እንዲሰሩ ይደረጋል።					
6.21	መምህራን አሁን የሚሠጠውን ትምህርት ከአሰራሪና ከወደፊቱ የመማር ልምዶች ጋር ግንኙነት እንዲኖራቸው ያደርጋል።					
6.22	መምህራን የተለያዩ የማስተማሪያ ስልቶችን በመጠቀም ተማሪ-ተኮር የማስተማሪያ ስነ-ዘዴን የጠናክራሉ ያሳድጋል።					
6.23	መምህራን ወቅታዊ የሆኑ እና ጊዜውን የጠበቁ ግብረ መልሶችን በመስጠት የተማሪዎች የባህሪ ለውጥ እድገት እንዲመጣ ያደርጋል።					
6.24	መምህራን የተለያዩ የምዘና ስልቶችን በመጠቀም የተማሪዎችን ውጤት ይመዝናሉ።					
6.25	መምህራን ተከታታይነትና ትርጉም ባለው ሙያዊ እድገት ሒደት ላይ ይሳተፋሉ።					

ክፍል ሦስት፡- አስተያየትና ማብራሪያ የሚጠይቅ መጠይቅ

ይህ ክፍል በጉድኝት ማእከል የሚሠጠውን የመምህራን የስራ ላይ ስልጠና ለመምራት ሊያደናቅፉና ሊያስቸግሩ ይችላሉ ተብሎ የሚገመቱ ጉዳዮችን የያዘ ሲሆን እነዚህም ጉዳዮች እንደ ጉድኝት ማእከላችሁ ችግር በማየትና የችግሩን ሁኔታ በመመዘን በደረጃ (ከ1ኛ እስከ 5ኛ) አስቀምጡ። በተጨማሪም ከተዘረዘሩት ውጭ ሌላ ኘሮማራሙን ለመምራት የሚያስቸግሩ ካሉ ቁጥር በመስጠትና በዝርዝር በመጻፍ ደረጃ ይስጡ።

- _____ 1. በጉድኝት ማእከሉና በአባል ት/ቤቶች መካከል ያለው ረጅም እርቀት በተደጋጋሚ በመሰብሰብ ልምድን ለመለዋወጥ አስቸጋሪ መሆን፣
- _____ 2. በጉድኝት ማእከሉ ስልጠና የሚሰጡ ባለሙያዎች የተከታታይ ሙያ ማሻሻያ ይዘትን ለመምህራን ለማስተላለፍና በአግባቡ ለማገዝ አቅም የሌላቸው መሆኑ፣
- _____ 3. የተከታታይ ሙያ ማሻሻያ ይዘት የመምህራንን ትክክለኛ ፍላጎት ያልያዘ መሆኑ፣
- _____ 4. የወረዳ ትም/ጽ/ቤት በጉድኝት ማእከል የሚሠጠውን የስራ ላይ ስልጠና ለማደረጃት አቅም ያለው የሰው ኃይል ስለሌላቸው እና ውስን የሆነ ራእይና ግንዛቤ መኖር፣
- _____ 5. የጉድኝት ማእከል ማጠናከር ኃላፊነት ያለባቸው የጉድኝት ማእከሉ አካላት በጉድኝት ማእከሉ ኘሮማራም እምነት የሌላቸው መሆን፣
- _____ 6. ሌላ ካለ በዝርዝር ይግለጹ

አመሰግናለሁ

Appendix-C

Woredas in West Gojjam Administrative Zone with number of teachers respect to sex and qualification, supervisors, principals, and school clusters

No.	Name of woreda		Qualification in each woreda			No. Supervisors' of	No. of clustered school	No. of principals	Remark
			Dip.	Certif.	Total				
1	Mecha	M	170	244	414	10	10	53	▲
		F	55	250	305				
		T	225	494	719				
2	Sekela	M	43	245	288	6	9	48	*
		F	20	221	241				
		T	63	566	529				
3	Wanberma	M	64	212	276	6	6	22	*
		F	33	124	157				
		T	97	336	433				
4	Burie Shikudad	M	76	193	269	5	6	27	▲
		F	36	204	240				
		T	112	397	509				
5	Fenoteselam	M	26	47	73	1	1	6	♥
		F	19	43	62				
		T	45	90	135				
6	Achefer	M	97	267	364	12	13	60	●
		F	30	379	409				
		T	127	646	773				
7	Yilmana Diensa	M	176	433	609	16	17	63	●
		F	66	453	519				
		T	242	886	1128				
8	Bahir Dar Zurya	M	88	233	321	7	7	43	▲
		F	40	256	296				
		T	128	489	617				
9	Jabitehnan	M	67	306	373	7	7	37	▲
		F	35	321	356				
		T	102	627	729				
10	Denbecha	M	57	198	255	6	12	54	▲
		F	31	233	264				
		T	88	431	519				
11	Kuarit	M	42	211	253	9	13	44	*
		F	9	202	211				
		T	51	413	464				
12	Degadamot	M	28	273	301	8	10	47	*
		F	8	288	296				
		T	36	561	597				
Total			1316	5836	7152	93	111	504	

Key:

* Remote woredas in West Gojjam Zone
 ▲ Covers, large surface area in the zone.

♥Town Administrative in the Zone
 ●Relatively, moderate woredas.

Source: West Gojjam Administrative Zone Information Disc

Appendix -D

Interview Guide for Collecting Data from, Regional /Zonal/Woreda Education Officials.

Part One: Background Information

1. a. Region official _____
b. Zone Official _____
c. Woreda Official _____
2. Status _____

Part Two: Interview

1. What are the major responsibilities REB/Zone Education Department/Woreda Education Office in cluster school in-service training program?
2. According to the responsibilities written in Amhara Regional State Education School Cluster Organization and management Guide line, what activities were carried out in school cluster in-service training program?
3. What positive changes did you observe in the school as a result of training program conducted in school clusters?
4. What are the major problem facing the school cluster in-service training program?
5. What do you think should be done inorder to alleviate the problem or weakness of school cluster in-service training program?
6. Any other comment that you would like to make regarding school cluster in-service training program.

Thank you

Appendix-E

ITEM ANALYSIS SUMMARY OF THE PILOT TESTS

1. Item analysis summary of the Objective and rationale of CBIT

Item	Item total correlation	Decision
Item 1.1	.840(**)	Accepted
Item 1.2	.747(**)	Accepted
Item 1.3	.744(**)	Accepted
Item 1.4	.831(**)	Accepted
Item 1.5	.698(**)	Accepted
Item 1.6	.790(**)	Accepted
Item 1.7	.788(**)	Accepted
Item 1.8	.857(**)	Accepted
Item 1.9	.746(**)	Accepted
Item 1.10	.771(**)	Accepted
Item 1.11	.729(**)	Accepted
Item 1.12	.697(**)	Accepted

**Correlation is significant at the 0.01 level (2-tailed).

Cronbach's Alpha Reliability before rearranging defected items=.936 with 12 items

2. Item analysis summary of the planning of CBIT

Item 2.1	.795(**)	Accepted
Item 2.2	.826(**)	Accepted
Item 2.3	.648(**)	Accepted
Item 2.4	.745(**)	Accepted
Item 2.5	.839(**)	Accepted
Item 2.6	.749(**)	Accepted
Item 2.7	.818(**)	Accepted
Item 2.8	.675(**)	Accepted

**Correlation is significant at the 0.01 level (2-tailed).

Cronbach's Alpha Reliability before rearranging of defected item=.881 with 8 items

3. Item analysis summary of the Leadership of CBIT

Item 3.1	.678(**)	Accepted
Item 3.2	.860(**)	Accepted
Item 3.3	.820(**)	Accepted
Item 3.4	.724(**)	Accepted
Item 3.5	.774(**)	Accepted
Item 3.6	.912(**)	Accepted
Item 3.7	.713(**)	Accepted
Item 3.8	.799(**)	Accepted
Item 3.9	.267	Modified
Item 3.10	.805(**)	Accepted
Item 3.11	.706(**)	Accepted
Item 3.12	.762(**)	Accepted

** Correlation is significant at the 0.01 level (2-tailed).

Cronbach's Alpha Reliability before rearranging of defected item =.921 with 12 items

4 Item analysis summary of Decision-Making of CBIT

Item4.1	.762(**)	Accepted
Item4.2	.789(**)	Accepted
Item4.3	.724(**)	Accepted
Item4.4	.864(**)	Accepted
Item4.5	.800(**)	Accepted
Item4.6	.376(*)	Accepted
Item4.7	.819(**)	Accepted
Item4.8	.809(**)	Accepted
Item4.9	.739(**)	Accepted
Item4.10	.775(**)	Accepted

**Correlation is significant at the 0.01 level (2-tailed).

Cronbach's Alpha Reliability before rearranging of defected items=.907 with 10 items

5 Item analysis summary of Professional Development of CBIT

Item5.1	.824(**)	Accepted
Item5.2	.701(**)	Accepted
Item5.3	.628(**)	Accepted
Item5.4	.783(**)	Accepted
Item5.5	.727(**)	Accepted
Item5.6	.669(**)	Accepted
Item5.7	.749(**)	Accepted
Item5.8	.626(**)	Accepted
Item5.9	.847(**)	Accepted
Item5.10	.597(**)	Accepted
Item5.11	.839(**)	Accepted
Item5.12	.818(**)	Accepted

**Correlation is significant at the 0.01 level (2-tailed).

Cronbach's Alpha Reliability before rearranging of defected items=.921 with 12 items

6. Item analysis summary of Evaluation or Outcome of CBIT

Item6.1	.718(**)	accepted
Item6.2	.259	Modified
Item6.3	.692(**)	Accepted
Item6.4	.610(**)	Accepted
Item6.5	.699(**)	Accepted
Item6.6	.778(**)	Accepted
Item6.7	.775(**)	Accepted
Item6.8	.721(**)	Accepted
Item6.9	.788(**)	Accepted
Item6.10	.558(**)	Accepted
Item6.11	.532(**)	Accepted
Item6.12	.445(**)	Accepted
Item6.13	.650(**)	Accepted
Item6.14	.422(**)	Accepted
Item6.15	.403(**)	Accepted
Item6.16	.460(**)	Accepted

** Correlation is significant at the 0.01 level (2-tailed).

Cronbach's Alpha Reliability before rearranging of defected items =.878 with 16 items

Appendix — F

ለክልል፣ ለዞን ወረዳ ትም/ባለሙያዎች የቃለመጠይቅ መመሪያ

ክፍል አንድ፡- መሠረታዊ መረጃ

1. ሀ. የክልል ባለሙያ _____
 ለ. የዞን _____
 ሐ. የወረዳ _____
2. የትምህርት ደረጃ _____

ክፍል ሁለት፡- ቃለ መጠይቅ

1. በጉድኝት ማእከል በሚሰጠው የስራ ላይ ስልጠና ኘሮግራም የክልል/የዞን/የወረዳ ትም/ጽ/ቤት አበይት ተግባርና ኃላፊነት ምንምን ናቸው?
2. በክልሉ በጉድኝት ማእከል አደረጃጀትና አመራር መምሪያ በተቀመጠው ተግባርና ኃላፊነት አንፃር የትኞች ተግባርና ኃላፊነቶች በጉድኝት ማእከሉ የስራ ላይ ኘሮግራም እየተተገበሩ ናቸው?
3. በጉድኝት ማእከል በሚሠጠው ስልጠና አወንታዊ አበይት የታየ/የታዩ ለውጥ/ለውጦች ምንድን ነው/ናቸው?
4. በጉድኝት ማእከል በሚሠጠው የስራ ላይ ስልጠናዎች በትክክል ለመተግበር የሚያጎጥሙ ችግሮች ምንድን ናቸው?
5. በጉድኝት ማእከል በሚሠጠው የስራ ላይ ስልጠናዎች በትክክል ለመተግበር የማያጎጥሙ ችግሮችን ለመፍታት ምን ቢደረግ/ቢሆን ይሻላል ይላሉ?
6. በጉድኝት ማእከል በሚሠጠው የስራ ላይ ስልጠና ኘሮግራም ሌላ አስተያየት ካለዎት ቢያብራሩ/ቢገልጹ?

አመሰግናለሁ

