

Running head: NEXUS BETWEEN TEIs/CLUSTER SCHOOL

The Nexus between Teacher Education Institutes and Cluster
Schools in Tigray Region: Practice, Impact, and Implications
for the Quest for Quality Education.

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School of Graduate Studies

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February 2011

Addis Ababa

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APPROVED BY BOARD OF EXAMINERS

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Acronyms

| | |
|---------|---|
| AACTE- | Abbiyi Addi College of Teacher Education |
| ACTE- | Adwa College of Teachers Education |
| BESO- | Basic Education Strategies Objective |
| CPD- | Continuous Professional Development |
| CRC- | Cluster Resource Center |
| CTE- | College of Teacher Education |
| GEQIP 6 | General Educational Quality Improvement Program |
| HDP- | Higher Diploma Programme |
| IHE- | Institution of Higher Education |
| MoE- | Ministry of Education |
| NETP- | New Education and Training Policy |
| REB- | Regional Education Bureau |
| SIP- | School Improvement Program |
| TDP- | Teacher Professional Development |
| TESO- | Teachers Education system overhaul |
| TEIs- | Teacher Education Institutions |
| TTI- | Teacher Training Institution |

ABSTRACT

The study was suited in cluster school-Teacher Education Institutes relationship in Tigray Region which aims to investigate the status accomplishment, practice and challenges, impact along the contours of teacher's class room practice, continuous professional development, and sense of collegiality learning environment with the intention of engendering the ways/means for sustainable partnership. Towards achieving this purpose, the study employed better combination of qualitative and quantitative - mixed research. Consequently, the study involved participants such as deans of the colleges, cluster unit coordinators of the college, school teachers, college instructors, cluster supervisors, school directors, woreda education heads and group of council students of the schools; using mixed sampling techniques. Corollary, data was collected through questionnaire, in-depth interview, classroom observations, and document analysis as enriching and triangulating data for the study. Following this, quantitative (descriptive and inferential statistics) and qualitative(thematic analysis and interpretation) sub report, mixed data analysis findings reveal that the partnership status vitality includes most descriptions of goals and benefits at planning stage, however challenging implementation process and loosely monitoring and evaluation system. The trainings and materials support provision the colleges render to the schools on the one hand, and what all these supports the schools receive on the other hand, was considered as mainstay with the partnership's practice towards meeting its purposes. In effect, TEIs/cluster school partnership offers tremendous opportunities in establishing model classes and pedagogical resource center in the schools was unprecedented. Further to this, increasing repertoire pedagogical knowledge and skills, initiating conducting action research as tool for professional development were emerged to accrue from TEIs/cluster school partnership. However, most of these partnership impacts found at the infancy stage with little desired 'trickledown impacts' of the potential advantages of partnership. On the top of this, the TEIs/cluster schools partnership embedded the dearth of documentation and comprehensive impact research, loosely monitoring and evaluation system, lack of budget, time constraints, lack of delineated responsibilities and involvement of stakeholders, lack of organizational supports as multitudes challenges which increases the pressure for enduring positive outcomes of the partnership in more meaningful and sustainable manners. There was an apparent absence of evidence that underpins TEIs/cluster schools were immersed in the authentic collaborative atmosphere, hitherto, as to securing contrasting reciprocal opportunities in the quest for quality of education improvement. Through the education partnership lenses, the research findings encouraged critical [re]thinking of school/TEIs partnership to emulate its potentially enduring impacts and far reaching developments for the quest quality of education improvements. To this end, context based strategies and plausible recommendations call for unceasing concerns and robust collaborative efforts of stakeholders perhaps an imperative to nurture and sustain the future direction partnership.

Keywords: *TEIs/cluster schools partnership, teacher professional development, collegiality learning*

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CHAPTER ONE

1.1. Background of the Study

Education is the most important and decisive factor for overall society development. The fact that society demands are increasingly growing complex; how can education system as a whole be responsive for meeting those needs? In this study, however raising such questions is not an attempt to gain one best or exhaustive solution rather insight the felt need to introduce reform in so doing. Complementing to this, Bezzina (2008) asserts that society has developed itself into a complex system of organizations and interactions, therefore the demands on schools and schooling has become greater. The need for Professional teachers grew with it. Moreover, Darling-Hammond and Bransford (2005) claim that schools must change to meet the demands of rapidly changing demographics, the globalization of the economy, as well as the technological and cultural changes that are happening around us. There is also much agreement that the teacher is the key figure in any changes that are needed.

Undeniably, thus, teacher and school change is worldwide concern. However, left perpetuating questions: How can make those changes systematic and bring coherence to nation's education system? How should be the nation's of teacher education and school reconstructed and structured to achieve this aim? Treating such issues have remained critical agenda of education reformers and researchers. They pursue far-reaching reform agenda of teacher professionalism, school reform and revitalize the world of teacher education as calling for change, however, accompanying challenges to do better, and to make difference.

Existing literature have weighting evidence on what teachers know and do is one of the most important influences on what students learn. This asserted the importance of teaching and teachers' knowledge is critical in improving students' achievement. The lifeblood of student learning and successful schools emanates from the quality of the teacher and teaching. To this end, good quality of teachers and teaching is proffering a useful link to increase quality of basic education (Amare et al., 2006; Darling-Hammond, 1994; Leu, 2004; Raundenbush, 1993; Tan et al., 2010). In return, good quality of teacher and teaching depends on the nature of teacher education system. Thus, teacher education is the core of any educational system.

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A body of compelling research, however, is demonstrating perennial criticism for teacher education system for its ineffectiveness both at process and products/outcomes. Largely, these criticisms embrace: the gap between education schools and the world of practice, the split between theory and practice, perpetuating the transmission model of teaching as telling, lack of common vision across the programme; uneven quality of clinical placements and supervision, a fragmented curriculum with inconsistent faculty participation, lack collaboration among faculty members in a teacher-education program (Brandy, 2006; Darling-Hammond et al., 2010; The Holmes Group, 1990; Korthagen, 2001; Levine, 2006; Russell et al., 2001; Sealy et al., 1997; Smedley, 2001; Tatto, 1996; Zeichner, 2005).

For all of these reasons, the traditional teacher education programs are largely ill equipped to prepare current and future teachers for these new realities. Teacher education programs suffer incapability of producing better quantity and quality of professional teachers for bringing meaningful student learning and changed expectation for schools. Accordingly, teacher education exerts little significant influence on teachers and the improvement of education, and that traditional approaches to teacher education do not function well. For too long, institutions of higher education have operated in isolation from fields they sought to influence. Elaborating such issues, European Commission document review (2007) draws the difficulties that the relationships between TEIs and schools have often encountered among other things:

The contribution that a TEIs can make to a school's programme of continuous professional development (CPD) for its staff, the contribution that student teachers can make to school development, or the contributions that school staff can make to Teacher Education have not always been recognized, leading to wasted opportunities. (para.2)

This description assists one to deduce that components within teacher education system had not been regarded as larger schema of the program where fragmentation and lack of collaboration has impeded teacher professional development, school improvement effort, and quality teaching and learning process.

Addressing these serious shortcomings and as panacea for successful teacher education reform and teacher change, education reformers pursue pressing concern on changing the nature of roles of educators and institutions in education arena and forging collaborative cultural

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environments. This denotes rethinking, reconceptualizing, reconstructing and restructuring the world of teacher education for overall and better improvement of the program. At this key juncture, The Holmes Group (1990) and Goodlad (1994) program for educational renewal initiates the establishment of framework that links schools and universities in a collaborative process for innovation. Collaborations between schools and institutions of higher education considers as part of larger movement across the nation to restructure and revitalize teacher education. Above all, these institutions share common ground, one is input for the other, and the outputs of one is in turn an input to the other, i.e. the two institutions (schools and higher education) influence each other, and have mutual concern and agenda at shared journey of education. At this point, Goodlad (as cited in, Walkington, 2007) succinctly holds that:

For schools to get better, they must have better teachers, among other things. To prepare Better teachers í universities must have access to schools using the best practice. To have the best practices, schools need access to new ideas and knowledge. This means that universities have a stake in school improvement just as schools have a stake in the education of teachers. (p.284)

Importantly, it has become apparent that the improvement of education is a shared responsibility of all stakeholders (Karen, Grace, Diane, & Carol, 2001). Moreover, this tends to imply parity roles of the institutions in achieving the tasks which calls for working closely together for better improvement in the world of teacher education. Education quality improvement experiences purported the potential benefits of collaborative practices. Partnership has enhanced what either the schools or university could have achieved independently at shared journey of education. Stakeholder Collaboration is, therefore, an imperative for quality of education improvement.

On the top of this, array of research advocate the partnership between K-12school and college/university as primary vehicle to: improve the learning of K-12 students (Knight et al., 2000; Teital, 1997); enhance pre-service and in-service teacher development (Brandy, 2006; Borthwick et al., 2003; Bullough & Kauchak, 1997; Day, 1997; Essex, 2001; Miller, 2001; sealey et al., 1997; Zeichner, 2005); change the structure of schools and teacher education programs (breaking down isolation and hierarchical relationship) (Little, 1993; El-Amin et al., 1999), develop amalgamate of theory, research, and practice and promote increased professional

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relevance for university and schools (Brandy, 2006; Darling-Hammond, 1994; Merit & Campbell, 1999; Rusell, 2006; Sachs, 1997; Stephens & Boldt, 2004; Teitel, 2003; Zeichner, 2005). Hence, school-higher education partnerships offering, which Goodlad (1994) call, "simultaneous renewal" better change of the climate of both schools and universities i.e. positive effect on both staffs of the institutions.

Collaborative partnerships between school-higher education institutions are often suggested for educational reform, despite various researches work point out the pitfall and constraints of such relationship. Forming and sustaining partnership and then working together remain difficult and exigent. Despite the propagation and national supports, partnership remain weak and often ineffectual (Bullough & Kauchak, 1997; Darling-Hammond, 2006; Smedley, 2001). For example, cultural differences between the institutions, hegemonic organizational structures, time constraint, leadership commitment, financial and resource constraints (Brandy, 2006; Clark, 1999; Magolda, 2001; peel et al., 2002; Smedley, 2001; Stephens & Boldt, 2004) are a few of the predicament among others to build successful partnerships.

The education of teachers in Ethiopia has not been eschewed of the earlier discussed criticism for the traditional teacher education system. To this effect, mounting efforts for quality teacher education has been demanded. Accordingly, Ministry of Education has urged new initiative the establishment of Teacher Education System Overhaul (TESO), for the overall aim of improving quality education, teacher learning and development. In doing so, it encourages close links between all educational institutions and the community.

In concomitance with this, in Ethiopia BESO project has launched school clustering program since 1995 to promote and sustain quality in education. This school clustering program places TEIs as major agent to bring about change in the quality of education. The New Education and Training Policy (1994) designed for TEIs instituted a number of measures, amongst them is enhancing schools-TEIs linkage, which was to improve the teaching-learning process in schools and TEIs themselves as they are training teacher for these schools. This is because schools as organization incorporate a number of socio-cultural activities to support the student learning process. Karen et al. (2001) contend that consideration provided to the systemic nature of the organization is vital for making successful reform efforts. Thoughtfully, they insight that schools ought to be understood as institutions composed of interlocking parts and attention should be

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given to the intersection of the parts as well as to the nature of each separate part. Therefore, this necessitates the approach, teacher education climate with a culture of collaboration that avoids isolation and enhances teachers' professional practice (Little, 1993; Sandholtz & Dadelz, 2000). In due course, nurturing and sustaining the culture of school/institution of higher education partnerships is fundamentally essential in the eye of quality education improvement. Do the TEIs/school partnership has enabling to bring valuable relevance to the development of teacher professionalism, raising the quality of teaching and learning, and promoting collegiality learning environment? Putting this into consideration, the study takes a critical look at practice and impact, and challenges of the nexus between the teacher education institutes and primary cluster schools with the intention of seeking the support efforts on ground and implications for the better enhancement of the partnership. Thus, TEIs-school partnerships could yield/emulate its potential benefits and outcomes in the journey the quest for quality of education.

1.2. Statement of the Problem

NETP seeks that teacher education institutes to link their activities with these schools to promote and sustain quality of education. Thus, TEIs are expected to strengthen these schools through in-service continuous professional development particularly on instructional leadership qualities that will be used in the classroom and facilitating co-curricular activities. To this end, the MoE (2005, p.54) also capitalizes that "cluster based local in-service training would be strengthened as this has strong influence on improving the quality of learning". TESO final document revealed that school clusters implant main activities such as research (action research), curriculum development, teachers' professional development, teaching resources, and supervision built-in monitoring (MoE, 2003). Cognizant of this situation, the MoE endorsed the value on Teacher Education Institutions (TEIs) working closely together with cluster school which appears in shared responsibility and joint endeavors- partnership.

In Broader view, increasingly the role of TEIs is not simply to train future teachers but supports the community and society at large. Through cluster, for instance, college of teacher education collaborates with surrounding elementary schools particularly at pre- service and in-service teacher training which could in turn raises professional development of teachers and quality of teaching and learning process.

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Pertaining to this fact, clustering activities are remained as integral to the teachers' education institutes strategic and annual action plans. To firmly establish and strengthen the college's cluster program it was recognized that members of staff was required to work exclusively up on this in this initiative. To put it differently, the TEIs have established cluster unit which basically organizes various activities, training, workshops and support provision to the cluster schools. Among many activities that TEIs training and support provision includes various and related issues for the teaching staffs in the cluster schools such as active learning, continuous assessment, classroom management, action research, production and use of teaching aids, lesson preparation, library and laboratory organization etc. The TEIs also provides financial and material support. Consequently, this intended to facilitate the professional development of teachers there by contributes to the improvement of teaching-learning process.

The partnership between TEIs and cluster schools could, therefore, be viewed as relevance to promote and sustain the quality in education in general, and enhance the teachers' classroom room practice in particular. In line with this, one can raise different questions probably among them: Does this linkage bring the benefits as it is desired? Do the outcomes are in harmony with the already established goals?

Research conducted on Oromia regional state by Tesfaye Gudeta (2007) indicates that the interaction among teacher training colleges and cluster schools was low on the continuous professional developments issues like collegial relationship, induction program, professional support, organizing subject matter association, and organizing teachers' network. Akin to this, in Tigray region, Yosuf Hagos (2006) stressed the linkage had been challenged by many problems mainly in implementation, coordination and supervision. Albeit, he stressed that the cluster based training and support had helped to enhance the linkage between the college and the schools in facilitating teachers' practice and the way they think, and competitions among the schools.

Research literature concerning the impact of collaborative partnership is quite limited in some respect (Bullough & Kauchak, 1997; Teitel, 2001). There are rare any credible evidence documented the impacts of partnerships (Teitel,2001), and typically of elementary school partnerships, most of the evidence is rather anecdotal or based on little data marshaled to direct program development efforts (Bullough & Kauchak ,1997).

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Similarly, Tesfaye G. (2007) and Yosuf H. (2006) studies appear too early to assess real impact of the school/TEIs link practice. At this point, Teital (1997) traced difference on his five-years follow up study, and observed ðas partnership matures, they are more likely to want voice their concern and likely to felt frustrated if they have been unable to influence or improve mattersö(p.330). Perhaps, considering such time maturity (to see some changes or challenges of partnership) and largely extending and adding other the vital variables, this study suited to address the existing gap on the relationship between colleges and schools leverage to enrich learning about the nature of partnership. Supporting this, Sealey et al. (1997) argues that ðmuch remains to be learned about the nature of partnership in school contexts, about the respective roles of the partners, and the conditions which lead to the most effective and productiveö (p.81).

Does TEIs and cluster school partnership exert concomitant impact on teachers learning and professional development or subsequent class room instruction? Here, there is a paucity of research on impact and challenges professional partnership between TEIs and school which calls further research. Consequently, the study was intended to investigate the impact and practice of the nexus between TEIs and cluster schools with particular references the Tigray region. The study also sought important implications for better and effective working partnership program in the quest for quality of education improvements.

1.3. Basic Questions of the Study

More specifically, the study addressed itself answering the following basic questions:

1. To what extent do TEIs and cluster schools partnership establishment so far accomplished their purposes?
2. How well TEIs/cluster schools partnership has pertinent trickledown impacts on teaching classroom practice, teachersø continuous professional development, and sense of collaboration and collegiality learning environment?
3. What are the perceptions and attitudes of teachers towards the partnership between TEIs and cluster schools?
4. What are /were the practices and problems, pitfalls and potentials of the partnership between TEIs and cluster schools?
5. What could/should be done to engender the enduring nature of working partnership of the TEIs - cluster schools?

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1.4. Objective of the Study

In general, the study was set out to investigate the existing TEIs/school partnership's tangible contributions/impact of on the actual classroom practice, teacher continuous professional development and collegiality learning environment of these linked schools. More specifically, the paper seeks to:

- i. assess the status accomplishments of the school-TEIs partnership
- ii. investigate the TEIs-cluster schools partnership trickledown effects on the classroom practice, professional development and collegiality environment
- iii. explore the perception and attitude of teachers towards the inter-links between TEIs and cluster schools
- iv. look the nature of training and support provision in the linkage
- v. examine the challenges and opportunities of the nexus between TEIs and cluster schools
- vi. look forwarding feasible recommendation to mitigating those challenges and problems for pursuing better future direction of the partnership.

1.5. Significance of the Study

This study was expected to benefit stakeholders at different levels as it is uncovering the prevailing practice and realistic contribution of the partnership between the TEIs and cluster schools. Moreover, the study was casting light on the strengths and weaknesses of school/TEIs link program. To this effect, it encourages means of cultivating and promoting changing educational landscape school-TEIs partnerships as potentially powerful vehicles for facilitating teacher professionalism, advancing quality teaching learning, collegiality environments. Particularly, the significance of study was to:

- i. insight concerned bodies, including policy makers, regional education bureau, Wereda education office, teacher training colleges, cluster and satellite schools, about the worthwhile contributions, challenges, problems and way of sustaining of the partnership.
- ii. enable the stake holders to seek thoughtfully approach into bringing and organizing their collective efforts so as to enhance efficient and effective partnership program. This might also

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helped to create fertile ground for facilitating and sustaining the effects of the linking schools with TEIs in long term impact.

iv. deepen and extend the existing knowledge and experience about the school/TEIs partnership which in turn filling the gaps and fostering common understanding.

v. stimulate stakeholders/partners rich learning about the nature and significant opportunities of partnership, and how to design and structure the partnership for its potential benefits in the quest for quality of education improvement.

vi. The implications and the findings might pave the way for others to take further investigations.

1.6. Delimitation of the Study

This study was under taken to investigate the practice and impact of the nexus between the TEIs and cluster schools with particular reference Tigray region in 2003. In doing so, the study was delimited to address the variables such as the status of the accomplishment (planning, implementation, and monitoring and evaluation), benefits with respect to (actual classroom teaching practice, teacher continuous professional development and collegiality learning environment), attitude and perception of teachers, challenges and opportunities of the linkage, and ways of promoting the linkage from participants' perspectives. The study did not include practicum experience of linkage nor schools experiences not yet linked with the colleges, however. Issues related with linkages' efficiency, equity and equality were beyond the scope of this study.

1.7 Operational Definitions

A Cluster is a group of schools geographically linked, that work together to share experience, resources and training to create opportunities for continuous professional development.

Partnership-though it is difficult and complex concept, it essentially denotes working together towards shared goals with shared commitment and responsibility for the simultaneous renewal of the IHE/K-12 schools. In this case, it includes the relationship between CTE/K-8 cluster school experiences.

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1.8. Limitation of the Study

The study was not held a systematic comparison of the experience between schools partnerships and schools which were not under the partnership. Above all, previous assessment impact of these schools experience before the commencement of the linkage was not considered methodologically duly. Due to this methodological flaw, it was challenging to see the genuine practice and impact of the linkage (weakness and strengthens of the program). Hence, the issues discussed were difficult to merely attribute to the college-school links.

1.9. Conceptual and Theoretical Framework

A burgeoning literature research strongly advocate partnership between K-12 and IHE is universal promising vehicle in fundamentally altering, the roots of teaching and learning in both sets of institutions simultaneously, and indeed, to remain these institutions very powerful. It has been touted as innovation for teacher education reform entirely (Darling-Hammond; 1994; Goodlad, 1994; The Holmes group, 1990; Teitel, 1999). Thus, schoolóuniversity partnerships holds potential for teacher education across the professional life span (Darling-Hammond, 1994; Teitel, 2003; Zeichner, 2005), and strengthening this relationship is imperative strategy to improve education.

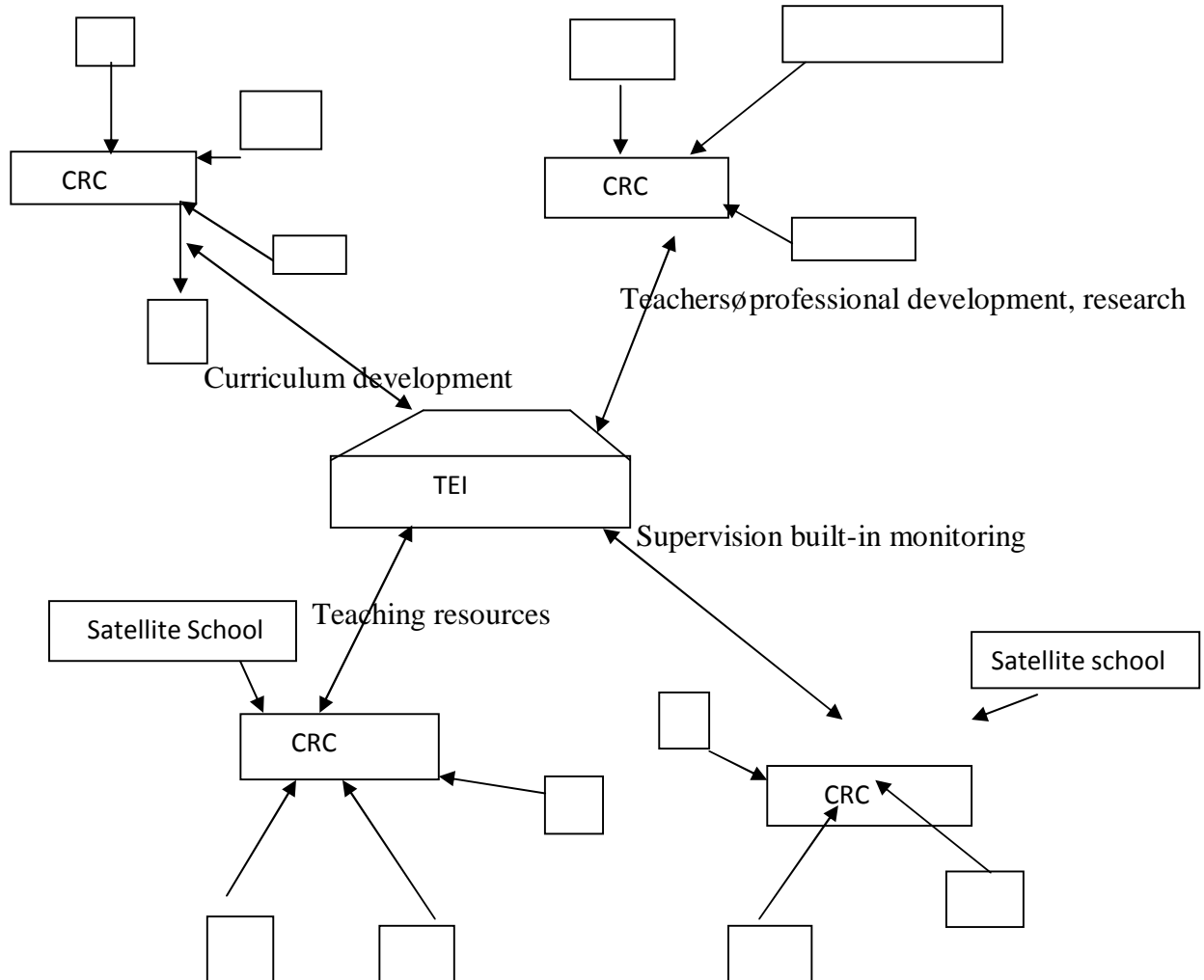
The support for the well-being and professional development of teachers is crucial to the educational, economic and social well-being of all countries, and the single most important challenge facing schools and university departments of education today(Day,1997).

Implicitly or explicitly, productive teacher professional development is integrally linked to institutes higher education-school partnerships strong goals (Bines & Welton, 1995; Bullough & Kauchak, 1997; Day, 1997; Little, 993; Miller, 2001; Karen et al., 2001). To this end, professional development through school/university collaboration can be adversely affected by the conditions of that exist in the participating institutions (peters, 2002). Complementing to this, teacher educators have to work collaboratively with school colleagues for the dual purposes of reciprocal professional development and improved education for students. Ultimately, School-university collaboration, therefore, has fundamental nexus with teachersø professional development. This holds the same true; TEI/school cluster model in Ethiopia supports Teacher Education Institutions forging close links with school cluster main activities: research (action

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research), curriculum development, teachers' professional development, teaching resources, and supervision built-in monitoring.

Figure 1. Clustering school with in TEI Model



Source: MoE (TESO final, 2003)

Less crudely, the model supports for the reciprocal professional opportunities it offers for both the schools and teacher education institutes. Perhaps, this intends bound up with the improvement of learning opportunities for teachers and teacher educators. This providing a rationale for school/teacher education institution partnership focus on professional development and learning connects with the shared concern of the quest for educational quality improvements.

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Consequently, what happens to teachers, future teachers, and university faculty and how schools, universities, and institutions change as the result of their collaboration (Knight et al., 2000) on these issues, inquiry provides insights. To this end, an insight about the critical features that may promote or impede the successful collaboration process has to depend on research. Thus, an effective partnership must have the capacity to assess progress and redirect efforts based on assessment data (Dyson, 1999). Akin to this, Essex (2001) compels that there must be a mechanism to gauge the degree of progress and to determine if outcomes are consistent with the goals of the partnership. Without this analysis, there is little meaning for the partnership.

The life of partnership and its many facets should rely on research. Therefore, studying of the impact of professional partnership is most solidly established in theory and sound research evidence; and it appears germane. Such understanding of the status and progress of the partnership involves that identifying failures of the past whilst taking corrections for sustaining the partnership for the future.

On this substantiate frame work, the study set out to investigate cluster school-teacher education institutes relationship practice, impacts along with (teacher's class room practice, continuous professional development, and sense of collegiality learning environment) , challenges, and means of promoting and sustaining successful partnership.

1.10 Organization of the Study

The study is organized under six chapters. These comprise introduction, reviews of the related literature, research Methodology, presentation and analysis of data, discussion and interpretation of data, and summary, conclusions and recommendations subsequently.

CHAPTER TWO

2. Reviews of the Related Literature

In this part of the study, an attempt was made to persuasively discuss, analyzed, reflect on pertinent concepts, theories, various experience, and research findings of collaborative partnership as underpinnings the relevancy and understanding the details of the issue under taken. Corollary to this, school/college university partnership: history, concepts, potential benefits, challenges and elements for successful partnership, models, and overview experiences of partnership were treated. Further to this, world teacher education system, and Ethiopian teacher education institutes and cluster school experience were highlighted. Last but not least, reflection and lesson to be learnt about partnership were communicated.

2.1 Teacher Education: Shortcomings, Challenges and the Need for Reform

Teacher education refers to formally organized attempts to provide more knowledge, skills, and dispositions to prospective and experienced teachers. These attempts are usually part of a number of strategies to improve the overall quality of education in a given country's education system (Tatto, 1997). Consequently, there are many diverse views about the quality of teacher education and what to do about it. Hoban (2005) argues that quality teacher education program needs to be guided by coherent conceptual frame work with interlinked elements: conceptual links, social-cultural links, personal links, and theory-practice links. Moreover, he claims the existence of one best teacher education design would be nonsensical. Hence, it makes sensible critiques that there are conflicting and competing beliefs on issues as producing a greater number of high quality teachers with the skills and knowledge necessary to increase student learning in measurable ways.

As institution, teacher education is central source of an overwhelming proportion of professional teachers who are prepared educating teachers to meet the needs of: learners, society, changed expectations for schools and quality of education (Levine, 2006). This why, teacher education is considered the core of any educational system. Quality teacher education is, therefore, indispensable for Quality teachers.

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There is growing recognition that teacher quality is critical in preparing the next generation of students. At this point, Tan et al. (2010, p. 488) report made four key assertions:

First, that teachers' work need to be recognized as complex and demanding and that the profession commit to a redefined professionalism that will enable teachers to better meet instructional and professional challenges.

Second, the idea of a redefined professionalism stems initially from the need for an education system to be innovative in attracting high quality and representative applicants and in constantly improving the design and delivery of initial teacher education programmes.

Third, this initial teacher education component has to be further supported by a widened framework for teacher induction adopted to build upon foundational skills and that diverse opportunities are created for more relevant, powerful and teacher-owned professional development.

Finally, in order for teaching professionals to meet new challenges well, new partnerships which government can help resource, facilitate and, where appropriate, initiate are required.

Thinking about teacher education for a new era, one can have these perplexing questions: When and where should teachers be educated? Who should educate teachers? And what education is most effective in preparing teachers? In discussing these questions and issues, Levine (2006) claimed that educators and policy makers disagree fundamentally about how to accomplish them and these differences undermine successful teacher education reform. Hence, teacher education programs are largely ill equipped to prepare current and future teachers for these new realities.

How can be teacher education improved? In what ways should the school and teacher education institutes take their relations? What mechanisms (structure and design) do exist to achieve successful world teacher education? What model/approach need to develop to advocate teaching and learning today, and link theory and practice? How should quality professionals be

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produced and retained? Together, these perhaps lead teacher education system to more central places of seeking to come up with solutions at large reforms.

However, a collection of studies have depicted that teacher education suffers perennial problems and challenges which demands pressing concern in redesigning the program. Levine (2006) criticized teacher education programs removed from both practice and practitioners specifically, that "academic and clinical instruction are separate and disconnected" and that the graduates of teacher education programs are not well-prepared for the classroom.

Adjacent to this, Darling-Hammond et al. (2010) included lack of common vision across the programme; uneven quality of clinical placements and supervision; a fragmented curriculum with inconsistent faculty participation and inadequate attention to practical concerns like classroom management, technology use, and literacy development; limited use of effective pedagogical strategies and modelling in courses; little articulation between courses and clinical work; and little connection between theory and practice

Teacher-education programs continue to be criticized for ignoring the voices and needs of teacher candidates, providing and promoting an unrealistic view of teaching, perpetuating the transmission model of teaching as telling, the gap between theory and practice, and gaps among faculty members in a teacher-education program (Cochran-Smith, 2001; Korthagen, 2001 Russell et al., 2001).

The Holmes Group (1990), a coalition of deans of graduate schools of education, issued a report entitled *Tomorrow's Schools of Education*. It criticized the gap between education schools and the world of practice, the split between theory and practice, the mix of excellent and shoddy teacher education programs, top research professors who spent little time with practitioners and held schools and teacher education in disdain, instruction in outmoded conceptions of teaching and learning, and poor student field placements.

For all of these inadequacies, the traditional teacher education programs are now unable to produce the quantity and quality of teachers to children need. Noticeably, teacher education has often in the past been a very peripheral activity for schools. In other words, institutions of higher education have operated in isolation from field they sought to influence. As the result of this, teacher education program have been remained too theoretical and too far removed from school

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practice (Brandy, 2006; Sealy et al., 1997) and therefore not achieving the appropriate integration between theory and practice. Thus, teacher education has little significant influence on teachers and the improvement of education, and that traditional approaches to teacher education do not function well. This led to claim that (McNeil, 2004; Tatto, 1997) made conventional teacher education in general has been shown in many cases to have little impact on teacher learning or subsequent classroom instruction. Cognizant of this, Little (1993) claimed, "whether broadly conceived or more closely focused, these partnerships for the complex education reform considers a reexamination of traditionally privileged position of university in relation to schools and symmetries in relations between professors and school teachers" (p.137).

Notwithstanding, the call for teacher education reform and the improvement of teaching and learning in elementary and secondary school has been challenged since these levels of reform are not seen as complementary pieces of the same large intellectual and practical puzzle (Russel, 2006). Thus, this "separate entities (separatists)" and role (Brandy, 2006; Furlong et al., 2010) and isolation preclude improving quality of teacher education. This traditional perspectives leaves room no for taking advantage of the possibilities of linking expertise and resource (Walkington, 2007), which hampers genuine collaborative endeavors and its potential benefits for all who share a common educational journey. Accordingly, Walkington (2007) suggested a holistic partnership, rather than a piecemeal or fragmented approach, encourages people to identify with common goals.

Deep understanding of such traditional model/perspective, consequently, education reformers have been strived to rethink and reconceptualize teacher education in the way that the program is put in to fundamental reform and renewal. A range of literature on reform in teacher education suggests that coherence among program elements and collaborative environments are key features of successful reforms. To this end, Goodlad (1994, p.1) argues that "both the structure and the content of teacher education programs need to be reconceptualized and reformed, adding that teacher education and school renewal must occur simultaneously and in collaboration". The Holmes Group (1990) also insists that "institutions preparing educators should either adopt reforms that link their educational contributions closely with schooling or surrender their franchise" (p.71).

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The primary mechanism for accomplishing this wider teacher educational reform climate is partnerships. The schools and higher institutions (colleges and universities) partnerships are a crucial link to strengthen teacher education reform. To this effect, Robust University-school partnerships and collaboration have been the most frequently recommended approaches to educational reform (Brandy, 2006; Clark, 1996; Goodlad, 1994; the Holmes Group 1990; Teital, 1997).

2.2. The partnership between Teacher Education Institutions and Schools: an Overview

2.2.1. Historical Back Ground

Partnership in education is not really new concept. Partnerships between schools and universities throughout the world have existed for over 100 years. Throughout the time, there has been a long history involving the changing nature of educational collaboration and relationships between schools and universities (Dallmer, 2004; Peel et al., 2002). Throughout the 1990s, there has been an increasing emphasis in North America, Europe and Australia for universities to work collaboratively with schools, and this trend is likely to accelerate the demands for more efficient schooling. Furthermore, there is a growing recognition that universities are able to provide the professional expertise that schools require (Brandy, 2005). Traditional model, the university-dominated pre-service teacher education model is being increasingly challenged for its lack of effectiveness. At this traditional model, schools as basic unit of change and the contribution it could provide was not recognized fully. Hence, genuine collaborative partnership activities and roles between and among the institutions were not strong.

Until the 1990s, the only significant expression of partnership involved a loose form of de facto relationship under which schools assisted teacher educators in implementing the practicum component of teacher education programs (Brandy, 2006). The paradigm is now changing to consider schools and their inputs and outputs as influential predeterminers of the university-based teacher education provisioning programmes. This tends to imply parity roles of the institutions in achieving the tasks which calls for working closely together for better improvement in the world of teacher education.

In the last decade in Australia, as in the USA and UK, there has been mounting efforts on schools and education faculties of universities collaborating in both the education of prospective

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teachers and the ongoing professional development of practicing teachers. Particularly over the last two decades, a multitude of reports have become available describing university-school partnerships and their role in the improvement of schools and teacher education (Brandy, 2006; Clark, 1999; Dallmer, 2004; Godlad, 1994; The Holmes group, 1990; Russel, 2006; Teital, 1997, to mention few). Today, collaborative partnership between schools and institutions of higher education is ubiquitous program.

2.2.2 University/school Partnership - Concepts and Definition, and Dimensions

Taken literally, partnership denotes a relationship between two or more people or organizations that are involved in or share the same activity. In education arena, the use of the word partnership is commonly used to describe the work connections between schools and universities. This describes what is currently happening with professional experience programs.

The nature and complexity of partnership in education put the concept ambiguous in which definitions are not normally evident in the literature, common characteristics are apparent in the descriptions and discussions (Walkington, 2007). Similarly, he observes that partnerships focus on the exchange of knowledge, shared learning and capacity-building, and a sense of professional community is developed. Collaborative practice is essential for effectiveness and explicitly addressing the roles and responsibilities of participants underpins the achievement of mutually beneficial outcomes. More efficiently utilizing the expertise and experience available characterizes improved outcomes and professional relationships.

Partnership ventures types of School-university arrangements in that the intent of the parties is to work closely together, over time toward a common goal of sharing resources, responsibilities, problems and agreeing to integrate in selected areas of their programmes. More specifically, their ultimate goals are to institutionalize the partnership in their respective settings, create an inter-institutional structure that will permit change and improvement to occur at both levels, and strive toward a new seamless system of education (Catelli et al., 2000). Furthermore, they maintain that in an authentic partnership, school and university do act as equal partners. The partners agree at the outset to work side by side on preselected matters pertaining to schooling and teacher education of often sharing physical resources, monies, personnel and administrative decisions either immediately or in later phases of their partnership relationship.

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The most comprehensive definition of partnership appears in Sirtonik and Goodlad (1988):

A school-university partnership represents a planned effort to establish a formal, mutually beneficial, inter institutional relationship characterized by sufficient commitment to the effective fulfillment of overlapping function to warrant the inevitable loss of some present control and authority on the part of institution currently claiming dominant interest. (pp. 25-26)

The definition tends to include variables that operate within partnership context: formal planning and communication, institutional arrangement and commitments for mutual benefits. The two institutions form a symbiotic relationship (Goodlad, 1994) an arrangement where two equal parties work together in order to satisfy their mutual self interests. Similarly, Coble and Williams (as cited in Chorzempa et al., 2010) put a university-school partnership is (1) a thoughtfully created, (2) value-added and mutually beneficial relationship, (3) between consenting organizations, (4) that is nurtured over time, and (5) leads to measurable results (p.306).

Collectively, the aforementioned discussion implies that partnership in education is about breaking isolations between and among different institutions and underpins working together towards the shared goals with clearly defined duties and responsibilities of all partners accompanying shared perspective and commitment. Hence, TEIs needs to work in close partnership with schools on shared sense of purpose in the teacher education and training programmes: to produce good future teachers and to help develop professionally competent teachers already in the service.

2.2.3. The Need and Conditions for Partnership

Faculty of education in higher institutions viewed by many teachers in schools as an ivory tower with a view of teaching disconnected from everyday reality of schools. Just as teachers-educators may criticize teachers in schools for not adopting new, perhaps research-based, approaches, so teacher educators for living in dream world that fails to recognize the diversity of students in today's schools and complexity (Darling-Hammond, 1994). In traditional perspectives, the worlds of work for academics in higher institutions (universities and colleges) and teachers in schools remain relatively separate and different (Grundy et al., 2001), Where there

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is often a lack of understanding or misunderstanding of educator roles by academics of teachers and vice versa. Criticisms that teachers' needs and practices are not fully understood by many in universities and the wider community are prevalent. Academics' way of work and roles do not appear to be well understood by teachers (Walkington, 2007).

The need for changing traditional perspective and addressing renewal, Walkington (2007) states that:

A renewed approach must focus upon universities and schools working as partners in professional learning, motivated by the potential for mutual benefits by all participants. It is not merely the implementation of different processes; it requires a rethinking of what exists and a consideration of what might be. Nevertheless, changing traditional practices is a difficult task; changing how people think about practices takes deliberation and commitment. (p.282)

Finding ways to bridge the gap between theory and practice, breaking the hierarchical relations diverge from tradition are important motivation for creating school/university partnership innovation. As a result, Walkington (2007) emphasis that school/university leads to develop clearer communication, understanding and shared purpose, will in turn positively influence the participation in and commitment to professional experience programs. A focus on the totality of School-university relationships recognizes that the professional learning of all teachers present and future is a priority.

Sirotnik and Goodlad (as cited in Schulz & Hall, 2004) identified three conditions for establishing collaborative partnership. These were:

- i. moderate degree of dissimilarity should exist between the partners. These dissimilarities between partners' philosophies need not be massaged or cloaked in order to sustain collaborative efforts. In a truly effective collaborative relationship, (Schulz & Hall, 2004) contend dissimilarities between partners can in fact fuel the kind of intellectual discourse that interrupts traditional thinking and fosters the development of the teacher as knower, thinkers and researchers.
- ii. the potential for mutual satisfaction of self interests;

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iii. Sufficient selflessness on the part of each partner to assure satisfaction of self-interests by all (a symbiotic relationship).

Iceman-Sands and Goodwin (as cited in Walkington, 2007) believes that:

University-school partnerships evolved to address criticisms of both traditional teacher education programs and the K-12 school system itself. Allegations about the lack of currency, the rift between theory and practice, and the lack of relevance are able to be addressed in the shared responsibility that is established in partnerships. (p.283)

Generally speaking, the criticisms in traditional teacher education, therefore, are promising foundation for partnership.

2.3. The Partnership Activities Potential Benefits & Impacts

Partnership has been regarded as the conditions necessary for significant reform in education. Though there are rare any credible evidence documented the impacts of partnerships (Teital, 2001) with emphasis more assessment and research in the area is needed, however, a body of growing literature strongly supports impact of partnership in improving learning of prospective and experienced teachers at K-12 levels, teacher educators, and k-12 students are. Therefore, the partnership environment that potentially creates mutualism benefits among the teachers-educators, in-service teachers, and pre-service are discussed under.

i. For teacher educators

partnerships can enhance the learning of teacher educators by increasing the relevance of their teaching and research, with the potential to bridge the gap between the respective cultures of schools and universities in a fashion that enhances collegiality and faculty-teacher-partnerships for the sake of overall school effectiveness between the respective cultures of school and university (Brandy, 2006; Sachs, 1997).

Moreover, Chorzempa et al. (2010) research experience shows that the work inside the university-school partnerships:

- i. continue to provide teacher educators with the reality of the field,
- ii. more effectively building a bridge over the gap between theory and practice

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- iii. leading toward a deeper reflective learning environment as university faculty advisors freed up for coaching and supervising during a lesson conducted by the pre-service teachers,
- iv. Leads scholarship opportunities in collaboration with in-service teachers on publications and presentations.

ii. For of classroom teacher

From the perspectives of teachers, collaboration with HEIs offers increasing opportunities to keep abreast of innovation, knowledge development and research activities through professional development, support from teacher educators and through student-teachers' development and the well-established emphasis on schools as learning communities makes the creation of both partnership and other learning networks propitious (Brandy, 2006; European commission, 2007). Lieberman (2000) endorsing the value of networks, argues that

by providing avenues for members to deal with real problems, to work collaboratively and to communicate more effectively with a diverse population, networks are uniquely suited to the development of learning communities (p.226).

School-university partnerships can help with teacher retention and revitalizes veteran teachers by decreasing their isolation and enhance teacher practice (Sandholtz & Dadlez, 2000).

iii. For the pre-service teacher

Russel (2006) contended that practicum experience as the most valuable of pre-service teacher education programmes where school and university must collaborate to provide practicum placement for those learning to teach. Thus, Partnership opens opportunities of field experience and classroom experience of pre service teachers might be changing to adopt and model best practice approach to instruction.

Pre-service teacher program allows prospective teachers to visit a school with experienced teacher and/or university/college faculty members and discuss, before and after, his or her particular lesson (Teital, 2001). From this triadic relationship, thus, pre-service teachers themselves learn to host rounds as part of the collaborative effort to help them to develop as reflective practitioners and supportive colleagues (Teital, 2001). Liaison between School-

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university leads socialization process (Darling-Hammond, 1994; Zeichner, 2005), integration of children with disabilities (Dyson, 1999).

El-Amin et al. (1999) posit that through partnership the pre-service teachers are especially aware of the contextual nature of their instruction in the on-site general methods course because they have "hands-on" experiences with students and teachers throughout the school as well as the opportunity to reflect on and discuss these interactions. Pre-service teachers revise their professional development plans before and after student teaching. As the result, they gain a clearer, more informed and reasoned "real world" view of the operation of an elementary school.

In nutshell, Smedley (2001) notes that cohesive school-university networks benefit all stakeholders and enhance the relationship between theory and practice through increased experience of current practice and methodologies that are currently successful in schools. Robust university/school partnership potentially vital to practice the real-life activity going on in schools; help to bridge the gap and avoid the theory practice dichotomy by providing a common and shared framework for unifying the student and teacher experience. consequently, Teitel (1997) contends that teachers learn from college faculty, college faculty learn from teachers, teacher candidates learn from both, and everyone, including the K-12 students, benefits

The partnership-wide aim is to provide educators increased opportunities to study and engage in reflection on issues and questions of genuine personal and professional importance and to support their collective efforts at "Simultaneous renewal" (Goodlad, 1994): understand that both sides of the relationship P-12 schools and IHEs get better at their requisite tasks in ways that further their mutual interests.

2.3.1 Teacher continuous professional development

Schools have been received scant attention as place for teachers learning. This hampers teachers' exchange of professional issues for their professional development and growth. Grundy et al. (2001) argued that the separation of the working world of teachers and academics, which is a central feature of such professional development, militates against the development of professional partnership. So there needs to be explicit discourse about differences in attempts to establish common ground: partnership. Professional Partnership, indeed, is the main avenue for

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teachers learning and professional development. In other words, the school/university partnership directly or indirectly considers teachers professional development as its crucial elements.

The significance of professional development in improving the quality of education is acknowledged in many educational contexts. To this effect, educational researchers and reformers have introduced new conceptions and practices of teacher learning, the organizational conditions that must be developed to support and sustain teacher learning over time. These new vehicles for professional development include: reform networks, teacher research groups, collaborative, school/university partnerships, action research projects, professional development schools and professional communities in schools (Darling-Hammond, 1998; Darling-Hammond & McLaughlin, 1995; Lieberman, 2000; Little, 1993). Furthermore, teachers consistently report that they experience much more powerful learning when they participate in these professional development opportunities. Particularly, Darling-Hammond (1998) asserted that these vehicles typically provide opportunities for learning that are:

- i. Connected to teachers' work with their students,
- ii. Linked to subject matter and to concrete tasks of teaching,
- iii. Organized around problem-solving,
- iv. Informed by research, and sustained over time by ongoing conversations and coaching.

This encourage to held view that the professional development of teachers offers adequate opportunities for teachers to change and improve their practice.

Reformersø call for fundamental change in teaching and learning require teachersø professional development. Continuous professional development (CPD) is one of the best and most effective ways of achieving teacher development. In experiencing an era of reform, teachers need be provided with opportunities to share what they know and are capable of achieving; discuss what they want to learn as professionals; and be given the chance to connect new concepts and strategies to their own unique contexts (Darling-Hammond & McLaughlin, 1995). In conjunction with this, Putnam and Borko (1997) discuss principles and beliefs of new opportunities for teacher professional development including:

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- i. Teachers should be treated as active learners who construct their own understanding.
- ii. Teachers should be empowered and treated as professionals.
- iii. Teacher education must be situated in classroom practice.
- iv. Teacher educators should treat teachers as they expect teachers to treat students.

Guskey (2003) also identifies the need for Continuous Professional Development (CPD) to enhance teachers' content and pedagogical knowledge; provide adequate time and resources; promote collegial and collaborative professional exchange among teachers; give the chance to teachers to evaluate their CPD experience; and include site-related in-service training.

Desimone et al. (2002) longitudinal study indicated that professional development effect is more effective in changing teachers' classroom practice when a set of higher order instructional or alternative assessment methods, provide constructive interaction, encourages collective participation of teachers and offer more active learning opportunities such as reviewing student work or obtaining feedback on teaching; and coherence, for example, linking to other activities or building on teachers' previous knowledge.

Consequently, the partnership would have an essential impact for deepening teachers' content knowledge and developing their teaching practices. As a result, partnership towards classroom practice and professional development could be a cornerstone of systemic reform efforts designed to increase teachers' capacity to provide quality education. To this effect, partnership serves as promising avenue for the quest for quality of education.

2.3.2. Working together for collegiality learning environment

The value of collegiality is well established for supporting reform. For example, Liberman (2000) argues the interaction and collaboration among teachers increased as ways of adding important social elements to professional development and combats the isolation of teaching. Similarly, Szabo (1996) warned, if the culture of the school is one in which thinking and action are isolated, fragmented, reactive, and rule-bound, there is little opportunity for members of the school community to build understanding and commitment to new purpose and thus to use new structures in intent full and powerful ways. Of course, these tendencies imply the need for a new

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culture of teaching that would encourage reflection, experimentation, ongoing learning, uncertainty, and collegiality (Nelson & Hammerman, 1996). However, making these changes permanent part school life is daunting challenge.

Teachers truly enjoy working together with colleagues, although many find it difficult to emerge from their traditional isolation. In relation to thinking, reculturing and restructuring of schools and teaching, Nelson and Hammerman (1996) contend that the necessity of breaking hierarchal relationship and developing working closely together and shared understanding. Importantly, this endorsed collegiality environment is vital to avoid individualism and advancing collaborative professional and school culture.

Collegiality is defined as the establishment of professional relationship for the purpose of service and accommodation of professional relationship through mutual exchange of perceptions and expertise. For partnership to have a significant impact on participants, trust needed to build among members over considerable length of time (Lewison & Holliday, 1997). Ongoing collaboration with colleagues has been shown to essential component of sustained teacher growth (Darling-Hammond & McLaughlin, 1995) potential to raise levels of teacher commitment to continuing growth by meeting the critical needs (Lewison & Holliday, 1997).

Collaboration and working in groups remains the central goals with working partnership agendas. Smith (2004) traces that working toward a common goal appeared to enhance pre- and in-service teacher collegiality. In the same way, working closely together could break down traditional barriers between pre- and in-service teacher education, and enhanced collegial interaction among experienced teachers.

Sandholtz and Dadlez (2000) gain Professional Development School experience with collegial, collaborative experience created a positive atmosphere and work environment; which, in turn, increased teachers' willingness to take risks and to keep at least one teacher from resigning the teaching profession altogether. On the other hand, Marlow and Nass-Fukai (2000) true collegiality involves ongoing professional interaction from a position of trust; it is a meeting of equals where each colleague is respected for his or her own unique contribution to the whole. They stressed that building strong relationships and validation of colleagues as equals are important elements in creating true collegiality environment. Concurrently, these structures bring

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teachers together regularly in established groups to meaningful exchanges and share ideas, experiences, and sometimes to simply visit with each other while breaking down the wall of individual schools encourages close communities and foster strong teacher to teacher professional support.

Teacher collaboration generally is regarded as a positive condition for teacher learning. Teachers report collaboration with colleagues as a powerful learning environment while collaborating, teachers can exchange ideas or experiences, develop and discuss new materials, get feedback from colleagues, continuing learning, reflection on practice, give each other moral support, and counter isolate teachers from each other and from university faculty (Johnston et al., 1996, Meirink et al., 2010). Akin to this, Beattie (1997) explained the need for teachers to work in more collaborative and collegial ways comprise: to be reflective about their practices and to be capable of making their knowledge explicit, to be engaged in action research and in sharing their understandings and insights with colleagues, to be knowledgeable about best practices and to be agents of change who work systematically to improve the contexts in which they work.

In Educational realm, work in more collaborative and collegial ways are essentially promotes learning environments for individual, group as well included benefits at institutional level. Putting together, these importance and contribution of collegiality and collaboration of teachers are linked with agenda of working partnership and underpin educational reform to take place. Thus, successful partnership have the potential to develop authentic colligial relationships.

2.4. Challenges and ways of making Successful Teacher Education Institutes/School

Partnership

2.4.1 Challenges, pitfall of working the partnership

Parallel to its potential outcomes, working partnership also incorporates a number of constraints and difficulties. Ravid and Handler (2001) insist effective school/university partnership is still relatively uncommon and not without problem. The complexity nature of partnership increases the difficulty and continuing challenge. For those difficulties, for instance Little (1993) holds importantly that:

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School-university collaborations exhibit something of a rocky history. School-university collaborations as instruments of reform, and sites for professional development, they have had difficulty over coming long standing asymmetries in status, power, and resources. As partnerships have evolved, they have moved toward greater parity in obligations, opportunities, and rewards. (P.136)

Furthermore, Miller and Oøshea (1996) added that partnershipø early success in bringing people together and in breaking down the hierarchical relationship between the university was significant; it was also problematic. However, as Miller (2001) argues: ÷A school/university partnership is a precarious organization. Bridging two cultures, it remains marginal to each. This marginalization, though difficult to manage, is essential for survivalø (p.116). To this effect, working university-school partnership at the inter section of two cultures with differing aims and values put the development of partnership is often difficult. Thus, the process of developing a partnership should begin with the partners establishing mutual goals (Dyson, 1999).

Smith (as cited in Brandy, 2002) warns against school - university partnerships being regarded as a panacea, indicating that partnerships alone should not delude teacher educators into believing that the criticisms of teacher education have been addressed. Notwithstanding the creation of successful programmes, many argue that collaborative arrangements between schools and universities, in spite of notional support from both sectors, remain weak and often ineffectual (Bullough & Kauchak, 1997).

In principle, both schools and universities endorse the idea of collaboration. however, the organizational cultural differences between the school and university often results in strained relations and challenges in maintaining and facilitating collaborative partnerships arrangements between the two institutions (Teitel, 2003a; Allen et al., 2010). Concomitantly, the mistrust between schools and universities has made it difficult for partnership participants to find mutually beneficial relationships.

Working inside of the partnership is, indeed, not smooth. Cultural differences between the institutions, hegemonic organizational structures, time constraint, leadership commitment, financial and resource constraints (Brandy, 2006; Clark, 1999; Magolda, 2001; peel et al., 2002;

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Smedley, 2001; Stephens & Boldt, 2004) are serious impediments among others to build successful partnerships.

2.4.2. Ways of enhancing effective and successful partnership

In order to survive, the partnership needed to find answers to the questions about accommodating diversity, promoting the school reform as well as individual development, and maintaining the old norms of reflection and exchange while establishing new norms for application and action. In addition, the partnership needed to look its expectations and roles for the different stakeholders' involvement. In brief, however, Ravid and Handler (2001) remind us that establishing and maintaining effective partnership requires effective process: we know why we need to work together; and we need to know how to work together. Here are the discussions on some fundamental conditions for successful collaboration.

i. Funding considerations. To begin and maintain a Professional partnership between schools and universities must secure adequate funding to support and coexist the partnership (Abdal-Haqq, 1998; peel et al., 2002; Teitel, 1999; Thorkildsen & Stein, 1996). Rice (2000) mentions the PDSs acquired initial funding through (a) writing federal grants, (b) applying to the state for money, (c) partnering with private businesses for funds, or (d) using local resources to support the partnership. Hence, institutional collaborative partnerships require considerable funding and could start with sufficient government support and resources.

ii. Mutual trust and goals, and equality, and communication. There is a need to build mutual respect ... trust and a sense of being valued for all partners, so that relationships can develop as the partnership itself evolves (Smedley, 2001, p. 195). Sharing common understandings and values is important, as is acknowledging and respecting differences in perspectives enrich the partnership; therefore, differences are valued. Communication is a key to this and as partnerships become more complex it is necessary to develop workable structures to ensure it takes place. In the same vein, Walkington (2007) discusses that effective school-university partnership seeks extended and mutual benefits involves individuals-their philosophies, experiences and professional communication and commitment. It is about the achievement of both individual and group goals. In line with this, El-Amin et al. (1999) added that premise of equality precludes hierarchical relationships and enables collaboration based on trust and mutual

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respect. Hence, being equal in status and having mutual goals facilitate conditions for successful collaboration. According to Essex (2001), mutual respect is a cornerstone for effective collaboration with a genuine view that all partners bring value to the partnership. Partners must recognize and respect the unique contributions that each brings to the partnership. Following this, actual involvement in each partner's work environment can be very revealing and contribute to a real understanding of the issues, challenges, and obstacles faced by each partner. Therefore, effective and ongoing dialogue about issues related to the program, establishment of trust, mutual respect and understanding are crucial elements to the success of the partnership.

iii. Developing clear purpose and function. Partnership is not established for its own sake rather working towards fulfilling its expectations and roles. In this line, Clark (1999) points out a partnership that has as its purpose the creation of a partnership rather than the accomplishment of some ultimate goal is inevitably doomed to early failure. Continuous, critical examination of the reasons for a partnership is the only prevention for this possible malady. Hence, having the same clear understanding of the collaboration's purpose and function among participants early facilitates success of partnership.

iv. Commitment. Walkington (2007) argues that commitment to a partnership requires the structural/operational support to make it work. Time and resources must be incorporated in early planning. Without them, participants become frustrated at having to manage on top of everything else and motivation wanes. Lack of sufficient commitment to operational support signifies a lack of value for those who are working hard in the partnership. Thus, high quality of collaborative involving genuine mutual support, guidance and understanding for all participants comes at considerable cost on both time and energy (Smedley & vanRooy, 1996).

v. Capable and strong Leadership. Leaders are required in various roles in higher education and the schools to completely support partnership. Concomitant with this, the development and operation of effective school-university partnerships attributed to leadership ability (Brandy, 2006; Bullough & Kauchak, 1997; Clark, 1999; Essex, 2001; peel et al., 2002) to see through fads and simplistic solutions, take initiatives, considerable credibility with in school and university

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communities, and commitment, stability and visionary leadership. Moreover, the leaders need to clearly, authentically, and consistently communicate mission, vision, a sense of what the organization can and must be about appears to be essential to maintaining school/university partnership.

To sum up, establishing clear common goals, developing mutual trust and respect, open communication, shared responsibility and commitment by all stake holders, leadership ability, and providing adequate resources are among some of the vital elements in establishing effective partnership. To this end, it might be clear establishing, maintaining and sustaining effective partnership is neither easy nor straightforward rather it is the cumulative of complex and intertwined elements. The appearance of interrelated nature of the elements raises the need for continuing and authentic efforts (from individual, group, and institutions), joint decisions and engagement of all key players in every step of the way of partnership. Of course, the understanding about the critical elements that could associate with making successful partnership, perhaps greatly facilitate the delivery and running of the program in the more effective manner.

2.5. Teacher Education Institutes and Clustering school in Ethiopia: a glimpse

With introduction of modern education in Ethiopia, relevancy of the education and curriculum was failed to be responsive to the contemporary and future needs society and nation at large. At this point, NETP (1994) also charted that

To date, it is known that our country's education is entangled with complex problems of relevance, quality, accessibility and equity. The objectives of education do not take cognizance of the society's needs and do not adequately indicate future direction (p.6).

ESDP (2002) report concurs with issues of equity, accessibility, and quality legacies had been prevalent in the teacher education system of the country. Notwithstanding, the action plan of ESDP (2005) pointed out the key challenges and emphasis related to teacher education in Ethiopia are full adoption of the program (TESO) for increasing the quality of pre-service and in-service teacher training by regional education bureaus and teacher education institutes. MoE (2002) has been disclosed the criticisms teacher education for its limitations recruiting, weakness in balancing academic knowledge and professional skills, unequal opportunities for candidates from disadvantaged communities and females, and lack of harmony/congruence between the

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training curriculum and curriculum of primary and secondary. This gaps between theory and practice together with low culture of research practice (Derebssa Dufera, 2004), prevalence of traditional methodologies and assessment among the others surrounded the complex challenges to quality of education.

Collectively, these draws criticisms addressed in the traditional teacher education also fit Ethiopian education system. It is at this critical juncture, therefore teacher education institutes and K-12 schools partnership pertains as natural vehicle to teacher education reform. Is not to make sensible that professional partnership absolutely necessary?

Inevitably, Ministry of Education has been invested tremendous efforts as improving education quality with important focus on teacher and teaching quality. Among the six pillars/packages of quality education, teachers professional development support the professional development opportunities for teachers with over all aim of improving education which in return support the provision of quality education to the students. In concomitance with this, in Ethiopia BESO project has launched school clustering program (since 1995) with general objective òto improve the quality of teaching and learning in Ethiopian schools by a means of low cost professional development through cluster modelö MoE (2003, p.106). Clustering school is the most important mechanism to improve the quality of education via the professional development of teachers, school heads and supervisors; effective use of material and financial resources and experience sharing among the clustered school members; and of course all these involvement.

Teacher Education Institutions (TEIs) and cluster school have forge vital inter links which boost close working relationship atmosphere. Thus, TEIs/cluster school relationship has evident experience in pre-service and in-service teacher education as the whole of teacher education system. Maekelech Gidey (2002) insights that these twin factors of quality of pre-service and in-service teacher education program provides the basis of teachers professional capacity (performance and competence), and their general moral and dedication, growing out of the immediate conditions of their work, in turn, ultimately will shape the successful learning pupils.

In doing so, among the many other possibilities, the model draws the relationship between CET and cluster schools with their respective school satellites. Less crudely, the model (see fig1, p.11) depicts that college of teacher education should work in conjunction with cluster schools

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and their satellite schools for reciprocal professional development opportunities to create improved practice. It was at these vital educational issues that TEIs needs to collaborate with schools clusters embedding in the major activities such as research (action research), curriculum development (to be localize it), teachersø professional development, teaching resources (producing and sharing teaching materials from locally available), and supervision built-in monitoring. Hence, this model puts TEIs at center to facilitate critical contribution and implying working together closely with schools in shared responsibility and joint endeavors- partnership in order to improve quality of education which in return support the provision of quality education to the students.

2.6. Models of Partnership

There is no one best model fits across all conditions, rather European commission; lifelong learning (2007) addresses the existences of wide variety of partnership models depending on the local and national structure traditions, focus of partnership financial arrangement and the like. However, for this discussion Furlong et al. (1996) and Chorzempa et al. (2010) models in partnership would be briefed subsequently.

Furlong et al. (1996) identified three different kinds of relationships evolving from higher education-school initial teacher education partnerships in Great Britain:

i. Collaborative relationships are characterized by a dialectical dialogue between higher education faculty and school faculty and administrators leading to a mutually agreed upon agenda for teacher education;

ii. Higher education institution-led partnerships are top-down, primarily driven by the higher education institution which utilize the schools as resources for setting up student learning opportunities It is indeed led by those in the HEI, though sometimes with the help of a small group of teachers acting as consultants;

iii. Separatist partnerships involves the key feature where school and HE are seen as having separate and complementary responsibilities but where there is no systematic attempt to bring these two dimensions into dialogue.

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Abdal-Haqq (1998) shows that Professional Development Schools (PDSs) basis on collaborative relationships between partners - faculty staff and school staff. It is a school in which not only student-teachers are educated, but also a place where faculty and school staff can collaborate on research and development.

These professional development schools are innovative types of school-college/university partnerships represent a commitment to bring about the "simultaneous renewal" of teacher education programs and schools-restructuring schools for improved student learning and revitalizing the preparation and professional development of experienced educators at the same time. These partnerships blur the boundaries that have traditionally existed between pre-service, and in-service teacher education and connect teacher education to school reform. (Darling-Hammond, 1994; Teital, 1999; Zeichner, 2005).

Abdal-Haqq (1998) describes PDSs mission including: (a) maximizing student achievement and well-being, (b) initial preparation of teachers and other school-based educators, (c) professional development of teachers and other school-based educators, and (d) applied inquiry designed to improve and support student and educator development. By the same token, Teitel, (2003) in found that, among this array of descriptive definitions of PDSs, "there is strong convergence around four goals: improvement of student learning, the preparation of educators, the professional development of educators, and research and inquiry into improving practice"(p. 6).

The goal of university educators and K-12 teachers working toward common ends in Professional Development Schools has rarely been reached. For example, Smith (2004) traces explanations for failing to fulfill the PDS promise included: lack of focus on professional development leadership and policy, fragile collaborative relationships, lack of resources, and scheduling and organizational problems. In addition, some professors, viewing themselves as research scholars, followed their own agendas in schools rather than serving the needs of K-12 teachers. Similarly, some teachers failed to overcome their attitudes of mistrust toward university educators.

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ii. The UK Experience

Partnerships between universities and schools have been mandated by the UK government since 1992, as has the need for universities to pay for them. Productive, less formal partnerships flourished in the UK for many years before this partnership legislation was introduced. More recently, a wider range of partnerships has developed as employment-based training and alternative programmes have been promoted to help alleviate teacher supply problems (Schulz & Hall, 2004).

Government in England required higher education institutions (HEI) to enter into formal partnership arrangements with schools for the initial training of teachers. There was an expectation that these partnerships would exercise a joint responsibility for the planning and management of courses and the selection, training and assessment of students (Edwards & Mutton, 2007). Such model of partnership has been described as ‘complementary partnership’ (Furlong et al., 2000) reflecting the view that an Higher Education Institutions would take responsibility for the organization of the overall programme and assume a separate but complementary role to that of the school. Furlong and colleagues then introduced the notion of HEI-led partnership as perhaps an empirically more accurate way of describing the further development of complementary models of partnership in England moving towards the late-1990s. In HEI-led partnership, the HEI now made sustained efforts to provide overall leadership for both the HEI-delivered and the school-delivered elements of programmes, taking clear responsibility for overall planning and defining of approaches to school placement learning and assessment (Furlong et al., 2000, p.117).

iii. Innovative links project, Australia

Australia, has been launched a formal school-university links in the 1990s included the Innovative Links project and more recently in the establishment of formal partnership arrangements between schools and universities. Apart from school support of university teacher education practicum initiatives, perhaps the most enduring partnership expression in Australia since the mid 1990s has been the Innovative Links Project initiated by the National Schools

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Network. The Innovative Links project grew out of the National Schools Network and established a new reciprocal relationship between practice and research, between university academics and teachers in schools. The Innovative Links project represents formal and explicit partnerships between schools and universities which are seen as central to renewal and development of teacher professionalism. This project focused on shared research, in which teacher inquiry provided teachers with a critical orientation to their practice, and demonstrated that they could conduct research in their schools that led to meaningful change and enhanced teacher professionalism (Sachs, 1997, p. 271). In this way, the Innovative Links Project, like similar projects in the United States, endorsed school renewal. The overall aim of the Innovative Links Project was to provide professional development opportunities for teachers working in partnership with academic associates from the university sector (National Teaching and Learning Consortium (as cited in Peters, 2002)).

This experience of partnership has been presented with the intention tracing valuable experience regarding the working professional partnership in education across the world. Nowadays, not only these mentioned experiences exist. In actual fact, school/higher education partnership is prevailing phenomena. Taking consideration of these experiences, one can have powerful lesson that to what extent that partnership have gained solid attention from concerned bodies, an exercise to go far from traditional structure and roles of the institution, traditional practicum placement to enter and extend the horizon/territory of genuine collaborative environment for innovation. The limitations and weaknesses of the traditional teacher education system offers legitimate basis for the partnership innovation- designed as institutional arrangement in developing stronger links between schools and institution of higher education.

Through the partnership, as massive movements in advancing teacher professional development, promoting quality of teaching learning, facilitating school improvements program, integrating theory practice, improving curriculum, developing research and collaborative inquiry as to create better educators/educational change, and institutional renewal (K-12 schools, colleges and universities). Collectively, partnership leads to treat teachers, students, communities; at large society needs at best.

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This would have also great relevance for our teacher education and schools. Not only avoiding from criticisms of our teacher education system, but also largely to secure teacher change and connect teacher education school reform, partnership is pivotal decisive. This time is also the quest for quality assurance where different education quality improvement packages are put into practice in these education institutions. Higher education institutions as it have been declared to include main tasks such as teaching learning process, research practice, and community service. Does not the quality improvement endeavors encourages collaborative practices and working together closely? Is there any reason to think that educational improvement we all wish to see can occur without significant partnership and sharing of our educational journey? Are the set goals for the respective institutions really different and to keep top-down view? Therefore, How and what we are working on the side of collaborative partnership?

We desperately need adequate and better schools, better teacher education and better educators. We need transforming teaching, school, and teacher education in renewal, development of teacher professionalism, the preparation and retention of better educators, improvement of student learning, collegiality environment, and research and inquiry culture into improving practice, which could primary partnership carry us forward- higher education/school partnership.

Generally, literature and experience lend support to deeper knowledge of partnership, however, left with open question about how to make further and better working partnership? What conditions and elements need to cultivate and sustaining authentic partnership? How efficient and effective partnerships are? Is partnership making orthodoxy contribution to all participants in relation its intentions and aspirations? What could be done to exploit potential benefits of these working partnerships optimally? And how can this be realistic in more context wise? Much needed to be known about partnership in education. Therefore, partnership areas call for further research.

2.8. Reflection on Partnership

Partnership between higher education and schools has been remained a wide and long standing area of research. The literature on the area with respect the significance, out comes, successful characteristics, challenges and ways of promoting partnership appears adequate and

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frequent coverage. Putting the various literature and experience together, communicates that partnership is crucial and helpful in educational reform and renewal. However, it is not an easy task. Partnership is both demanding and challenging. The hallmark of partnership experience lends to show positive effects (improving teaching and learning quality) yet with emphasis on the constraint and impediment (leadership, organizational culture difference, time, structural change, commitment, financial allocation and like); all of which converges importantly on seeking fruitful means of nurturing and sustaining successful partnership.

NETP has not only admitted that education system is entangled with various problems but also envisaged mechanisms in which different quality education improvement packages are put into practice to alleviate those problems and promote overall education system. Realization of this quality education potentially pursues teacher education institutes and schools to collaborate and work tightly in walking the shared journey of education. Cultivating and sustaining such culture, of course, demands meaningful involvement and participation of all partners. In doing so, partnership could play pivotal role in improvement of methods for teaching and learning, teachers' professional development, developing true collegiality, and extending knowledge and practice through reflection and research.

Basically, students at higher institution levels (college and university) passes through its previous levels and are preparing for the transition to work and participation in an ever-changing the context of profession. In this line, the relevancy of the world education to world of work and strong alignment of theory and practice is extremely essential. Moreover, this assumes teacher preparation programs are likely to be inappropriate if teacher educator is not in touch with reality of schools and class room. To this effect, this calls for close proximity between university-based and school-based teacher educators. This concern encourages forging between university-school in the continuum of teacher education from pre-service preparation through induction and initial to continuing professional development. In other words, teacher education institutions have to respond a call for the development of new partnerships with schools that include attention to both the pre-service and in-service education of teachers including the induction of beginning teachers.

To this end, interlocking nature education system perhaps provides message on the value of joint efforts of K-12 and higher institution for enhancing learning, teaching and research practice at both institutions. Hence, collaborated efforts tend to enable the faculty groups (at all

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institutions) do a better job together than either could accomplish alone, and both become better educators. This reminded us the aged saying ‘ጅር ቢደብር ኣንበሳ ይሰር’, literally means ‘putting spider webs together could capture a lion’. Better improvements on education quality seek rather joint responsibility and joint efforts; and this makes difference. Collaborative partnership between schools and HEIs are necessary vehicle in the process of educating and retaining better quality teachers.

Wide reading of literature and experience of partnership taught us, holistic educational reform climate including school improvement efforts, changing teacher education system, teachers learning and professional development, students learning quality, meeting the community demand at large has embedded in the firm establishment of partnership in education, K-12 and institutions of higher education.

Hence, I use the term nexus-creating connection of learning and experience between and among teachers at all levels jointly share the journey of quality education. The partnership between TEIs-school seeks powerful nexus with teachers learning and professional development and collegiality. It opens opportunities to break apart isolation, notions of expert and to support each other as working and learning together for improving practice and educating teachers. Thus, nexus between TEIs-school provides promising a venue for productive environment enabling ongoing and reciprocal professional development and learning for all participants. Romantic view of and understanding of school changes and teacher education reform warns, ultimately, partnership in education is *the golden rope that should not be cut as simple thread*. Rather, unceasing concern and commitment of all stakeholders/partners feeds as the rope become at time large and strong. Consequently, partnership serves as citadel wall for the quest quality of education.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Research Design

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

3.2. Samples and Sampling

The main data source for the study were Deans of CTEs, colleges cluster unit coordinators and members, school directors, cluster school supervisors, woreda education heads, college instructors and school teachers, and Council students. These are the primary stakeholders and frequently included in the planning and implementation of the partnership, consequently, they could generate supporting data about the nature of partnership in relation to the purpose of the study. Though students are not directly involved in the planning and implementation of partnership, they are the ultimate beneficiaries of the partnership.

The two college of teachers education made primarily their links with surrounding elementary school, hence CTE/K-8schools partnership. AACTE-school links have got total 62 schools with 12 cluster centers located on five woredas. Similarly, ACTE-school links extends to six woredas including 118 schools where 22 of them were serving as cluster centers of their respective satellite schools. Under the two sister colleges/school link together comprised total of 1872 + 934 (2806) school teachers, and 62+70 (132) academic staff of the AACTE and ACTE respectively. For these, 308 (33.3%) school teachers and 58 (44%) academics were participating in the study through simple random sampling.

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The participants of the study were selected using random and non random sampling techniques. The two TEIs in Tigray Region, Abbiyi Addi College of Teacher Education (AACTE) and Adawa college of Teacher Education (ACTE), and cluster coordinating office and members were included using availability sampling.

To this end, 32 (18%) schools from total 180 cluster schools and satellite schools of the two TEIs-school links were addressed randomly, of which, the college instructors were deploying in the outreach practicum program. Moreover, three school directors and three cluster supervisors on the base accessibility; and two woreda education offices (namely kola Temeben and Geter Adwa Woreda teacher development and school leadership experts) were selected purposefully. The researcher was also undertaking three class room teaching observations from different schools.

3.3 Data gathering Instruments

The primary data sources for this study were instruments such as questionnaire, in-depth interview (unstructured), and observation. Secondary data sources were also found from documents related to the program.

Questionnaire: This comprised open ended and five-point scale type. The School teachers and college instructors scored all items of the questionnaire on five-point scale a (example, 1 = strongly disagree to 5 = strongly agree). In addition to this, the open ended was targeted to enable participants' views and experiences of the program rather context based. Questionnaire was introduced with large number of this participant, and was helping to capture data about existing situation with respect to opinion, attitude and experience about perceived benefits of the linkage, and problems which in turn reveal the strength of teachers' views about program influences.

In-depth interview: It was unstructured. Deans of the colleges, cluster office of the colleges (consists of three coordinator and members), school directors, cluster supervisors, woreda education officials, group of students' council of the schools were interviewed using a protocol designed to gain insight about the ongoing program including a range of issues related to influenced teachers' thinking and practice, teacher professional development and collegiality, and share experience about program strength, weakness, opportunities, constraints, and achievement.

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Observation: was mainly held with the participants' classroom teaching. The classroom observation brought data generally how teachers and students interact during the lesson. In doing so, specific students learning activities and teacher delivery of lesson strategies were observed. The intention of observation was to enter the classroom environments where participants lived out stance towards teaching in order to develop understanding of their experiences. The checklist for observation was adopted from HDP (2004). Furthermore, necessary document analysis such as minutes, work plan and activities, and action plan were assessed.

Collectively, these instruments intended to gather adequate quantitative data and supportive rich qualitative data. Moreover, the use of multiple instruments and from different participants, and settings (Cohen & Manion, 1994; Denzin & Lincoln, 2000) served as the means of triangulating and enriching findings.

3.4. Statistical Tools and Data Analysis Technique

The data gathered using questionnaire, was analyzed quantitatively through techniques such as descriptive and inferential statistics using SPSS version 17.0. This helped to display descriptive status of linkage evaluation, impact, practice and problems, the nature of the training and support provision of the linkage between TEIs and cluster schools. Moreover, for detecting the statistical significant differences inferential statistics such as *t*-test of participants' linkage evaluation and gender difference on the impact of partners; and ANOVA for attitude of teachers among departments towards partnership and teaching experience across impact of partnership was employed. On the other hand, qualitative data collected through interview and observation were coded, categorized, analyzed, and with the reduction of data (Cohen & Manion, 1994; Denzin & Lincoln, 2000) i.e. thematic analysis was produced to support the understanding of the issue under the investigation.

3.5. Data Gathering Instruments and Procedures

The instruments were designed in the way that together they could show relevancy to the problem at hand. In doing so, the instrument was targeted on pertinent variables of nexus between TEIs and cluster schools such as the practice of status evaluation (planning, implementation, and monitoring and evaluation), the nature of training and support provisions, trickled down effects/benefits (classroom teaching practice, teacher professional development, and collegiality

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learning environment), challenges and opportunities, attitude and perception of participants and ways of promoting the linkage. The instruments was first prepared in English and then translated in to the local language of the participant's study site. This was aimed at facilitating the collection of data during the actual study. Moreover, for suitability of the implementation of the instruments in the context, feedback and critical comments from experts were addressed. Lastly, the instrument was pilot tested for the reliability and validity of the instruments. Instruments which was prepared in English to held with college instructors, was pilot tested at kottebe college of Teacher Education having with reliability cronbach alpha = 0.71, while the translated Tigrigna instrument was conducted at Abbyi Addi elementary school indicating =0.77. Items with low correlation for example, "The TEI-school partnerships are limited" was discarded and omitted from further analysis. Moreover, the wording of a few items was revised.

Questionnaire for school teachers were distributed and collected by college instructors (my colleagues), while they were visiting the student teachers at practicum program, commonly known outreach project. At this occasion, college instructors, the student teacher, school teacher, mentors, and school principals are met. They communicate, observe and share how teaching learning process is going on. Others data field were collected by the researcher over three weeks. Generally, data collection and stay at the field was accompanying collaboration from all participants. Attempts were made to clearly inform the participants about the purpose of the study, confidentiality, benefits and kindly request to collaborate on their own willingness completely in the study. This time, the ethical consideration of the research was upheld.

Lastly, quantitative data were tabulated, counted, cleaned and following data entry into SPSS statistics 17.0 for further analysis, while qualitative data were categorized and resulted in the emergence of themes. The details of presentation and analysis of data treated under the next chapter.

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3.6 Schematic representation of the design of the study

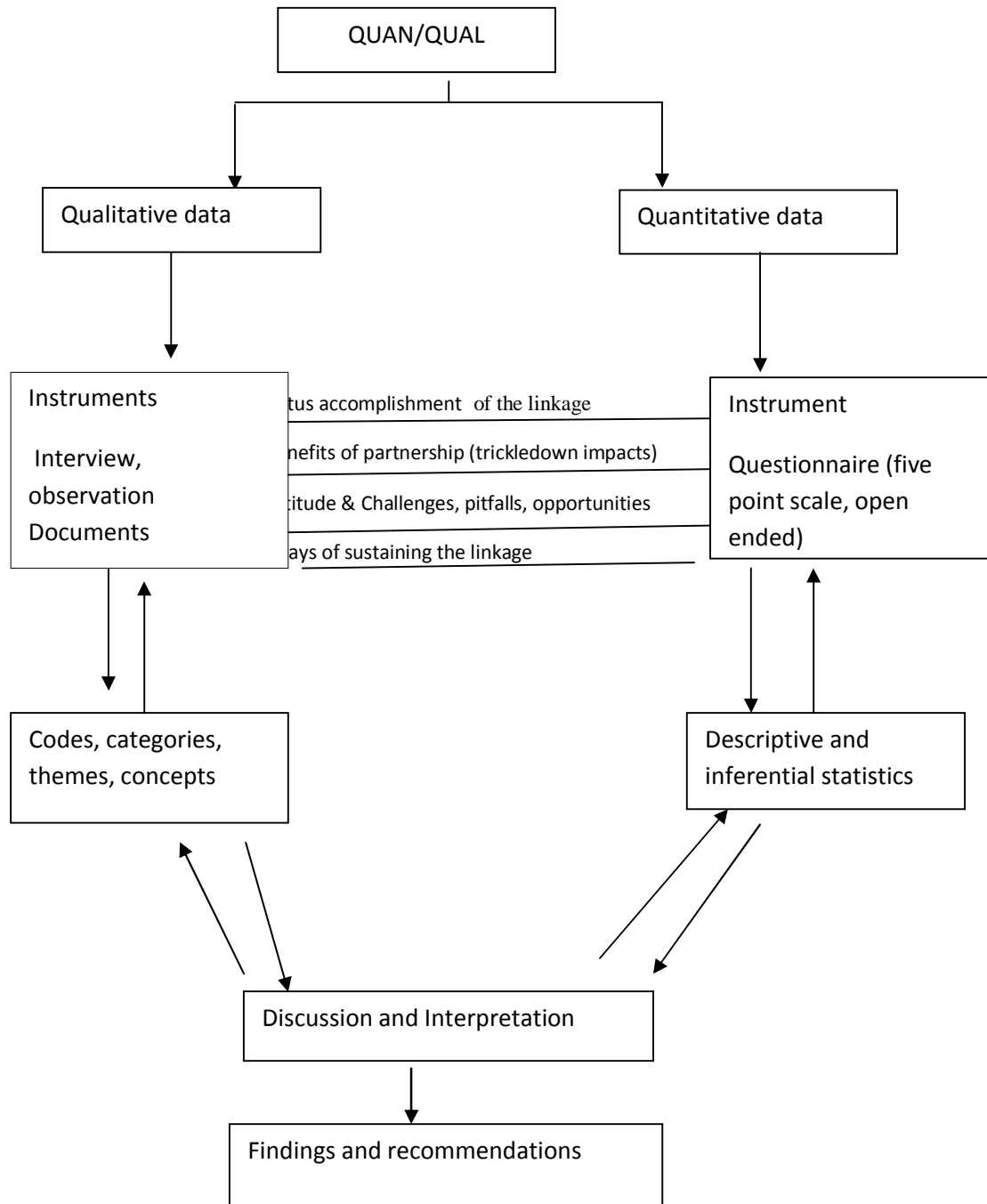


Figure 3: schematic representation of design of the study: mixed approach/design

CHAPTER FOUR

4. Presentation and Analysis of Data

This chapter deals with data presentation and analysis essentially consists of the sub-reports of quantitative and qualitative data thoroughly.

Table 1: Background information

| Study participants | Sex | Department frequency/percentage | HDP | Teaching experience (in years) | Frequency/percentage |
|---------------------|---------------------------|---------------------------------|-------------------------------|--------------------------------|----------------------|
| School teachers | Male=197(64%) | Self contained= 55(17.9%) | | 1-5 | 129(41.9%) |
| | Female=111(36%) | Language= 70(22.7%) | | 6-10 | 130(42.2%) |
| | Total=308 | Social science =47(15.3%) | | 11-15 | 16(5.2%) |
| | | Natural science =53(17.2%) | | >16 | 33(10.7%) |
| | | MBC =63(20.5%) | | | |
| | | Aesthetic =20(6.5%) | | | |
| College instructors | All of them were Males=58 | Education = 17(29.3%) | Already certified= 50 (86.2%) | 1-5 | 20 (34.5%) |
| | | Language =12(20.7%) | | Currently Enrolled= 6(10.5%) | 6-10 |
| | | Social Science =15(25.9%) | 11-15 | | 6(10.3%) |
| | | Natural science =12(20.7%) | | | |
| | | MBC =2(3.4%) | Not yet Taken= 2(3.4%) | | |

As the above table of background information displays, the research participants were consisting of teachers from institutions, schools and colleges. Moreover, these two groups of participants embrace the corresponding details of departments, work experience information which latter were taken into further analysis when it was found appropriate. These school teachers comprise more than half males (64%) and 36% of females. Fortunately, they were from primary first cycle (grades 1-4, self contained) and secondary primary cycle (grades from 5-8) including all departments: self-contained (17.9%), language (22.7%), social science (15.3%), natural science (17.2%), Mathematics and Basic Civic (MBC) (20.5%), and aesthetics (6.5%). Further to

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this, the work experience were categorized under four groups showing 1-5, 6-10, 11-15, and above 16 years were 41.9%, 42.2%, 5.2%, and 10.7% respectively.

Their colleagues, college instructors were also from different departments having different work of experiences. The college instructors were extracted from the departments of education (29.3%), language (20.7%), social science (25.9%), natural science (20.7%), and MBC (3.4%). Similarly, their teaching work experience dominantly fall in the categories of 1-5 and 6-10 with 34.5% and 32.8% respectively. The remaining percent were covered by work experiences of 11-15(10.3%), and above 16(22.4%). Regarding their higher diploma program teachers' involvement, majority of the participants (86.2%) had already taken the program; currently 10.5% of the college instructors participants are enrolled where as 3.4% did not take the program, yet.

Generally, it was under such situation of diversified work of experience, various departments, relatively large number of participants from different schools and the two colleges' partnership that quantitative data of the questionnaire were collected. Similarly, the qualitative data were collected from participant those were under various positions and experiences partnership namely: deans of the colleges, cluster office of the colleges, school principles, woreda education heads and cluster supervisors. Collectively, it was such quantitative and qualitative data that this study presented and analyzed thoroughly.

4.1 Quantitative Data Presentation and Analysis

4.1.1. The Status Evaluation of School/college Links

School/university partnership as to engender educational change, it calls for shared decision making in planning, implementation, and evaluation by participants at all levels (Burton & Gerber, 2007). Accordingly, this was geared towards assessing the nature of teacher colleges and cluster school linkage works along the essential elements of planning, implementation, and monitoring and evaluation of the partnership which in return assist understand the status of the teacher-school relationship accomplishment in accordance with the purpose that the linkage established. For convenience, the large table was broken down into Tables 2a, b& c of the sub scales of planning, implementation, and monitoring and evaluation and following their respective analysis were treated.

Table 2a: Status of the school/college links accomplishments in relation to planning

| Items | Stp | Rating Scores | | | | | Descriptive statistics | |
|---|-----|---------------|------------|-------------|-------------|--------------|------------------------|-----------|
| | | SA F (%) | A F (%) | Un F (%) | DA F (%) | SDA F (%) | \bar{x} | S_x |
| Planning | | | | | | | 3.4 | .5 |
| The TEI-school partnership is responsibly organized. | ST | 23(7.5%) | 150(48.7%) | 37(30.2%) | 93(12.0%) | 5(1.6%) | 3.3 | 1 |
| | CI | 5(8.6%) | 32(55.2%) | 7(12.1%) | 11(19.0%) | 3(5.2%) | 3.4 | 1.1 |
| The linkage encourages large number of teachersø involvement. | ST | 9(2.9%) | 105(34.1%) | 51(16.6%) | 68(22.1%) | 75(24.4%) | 2.6 | 1.1 |
| | CI | 4(6.9%) | 4(6.9%) | 8(13.8%) | 39(67.2%) | 3(5.2%) | 2.4 | 1.1 |
| The TEI-school partnership involves the stake holders actively. | ST | 65(21.1%) | 122(39.6%) | 61(19.8%) | 52(16.9%) | 8(2.6%) | 3.7 | 1.1 |
| | CI | 4(6.9%) | 19(32.8%) | 13(22.4%) | 18(31.0%) | 4(6.9%) | 3.4 | 0.9 |
| The TEI-school relationship has established clear goals and benefits. | ST | 76(24.7%) | 124(40.3%) | 67(21.8%) | 36(11.7%) | 5(1.6%) | 3.7 | 1 |
| | CI | 6(10.3%) | 25(43.1%) | 18(31.0%) | 4(6.9%) | 5(8.6%) | 3.3 | 1.1 |
| The TEI-school identifies tasks to be performed in advance. | ST | 79(25.6%) | 116(37.7%) | 70(22.7%) | 37(12.0%) | 6 (1.9%) | 3.7 | 3.7 |
| | CI | 9(15.5%) | 26(44.8%) | 17(29.3%) | 3(5.2%) | 3(5.2%) | 3.6 | 0.9 |

Stp=study participants, ST = refers school Teachers (n=308), CI = refers College Instructors (n=58), F=frequency, SA=Strongly Agree, A=Agree, Un=Undecided, DA=Disagree, SDA=Strongly Disagree, \bar{x} = mean of rating scores, S_x =Standard deviation of rating scores

i. **Planning.** Overall, the study participants had held much agreement about the nature of planning in the linkage with mean above average (3.4) and with less variability. Specifically, the TEI-school linkage in identifying tasks to be performed in advance (63.3% and 60.3%), with establishing clear goals and benefits (65% and 53.4%) of the school teachers and college instructors were in the agreement range respectively. Moreover, the responsibility of linkage organization was felt by 3.3 mean agreements of school teachers followed by 3.4 college instructors which were above the expected average. School teachers tend to agreement continuum option with mean3.6 (60.7%) on the TEI-school partnership that it involves the stake holders actively whereas college instructors lean to undecided (middle position). However, both school teachers and college instructors came together at disagreement level (mean 2.6 and 2.4 respectively) with the issue that the linkage encourages large number of teachersø involvement at its planning.

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Table2b: Status of the school/college links accomplishments in relation to its implementation process

| Items | Stp | SA F (%) | A F (%) | Un F (%) | DA F (%) | SDA F (%) | \bar{x} | S_x |
|---|-----|-------------|------------|-------------|-------------|--------------|------------|-----------|
| implementation | | | | | | | 3.0 | .6 |
| Multiplier effects /disseminations within the linkage are low.* | ST | 35(11.4%) | 89(28.9%) | 45 (14.6%) | 80(26.0%) | 59(19.2%) | 2.9 | 1.3 |
| | CI | 7(12.1%) | 17(29.3%) | 14(24.1%) | 10(17.2%) | 10(17.2%) | 3.0 | 1.3 |
| The linkage is conducted and practiced on participatory and reflective manner. | ST | 23(7.5%) | 80(26.0%) | 46(14.9%) | 147(47.7%) | 12(3.9%) | 2.8 | 1.1 |
| | CI | 6(10.3%) | 18(31.0%) | 8(13.8%) | 26(44.8%) | - | 3.1 | 1.1 |
| The TEI-school links runs its activities according to the program. | ST | 93(30.2%) | 114(37.0%) | 55(17.9%) | 37(12.0%) | 9(2.9%) | 3.7 | 1.0 |
| | CI | 6(10.3%) | 6(10.3%) | 21(36.2%) | 23(39.7%) | 2(3.4%) | 2.8 | 1.0 |
| Our linkage is unmanageable to exercises its practical benefits.* | ST | 22(7.1%) | 68(22.1%) | 66(21.4%) | 101(32.8%) | 51(16.6%) | 2.7 | 1.2 |
| | CI | 8(13.8%) | 12(20.7%) | 10(17.2%) | 23(39.7%) | 5(8.6%) | 2.9 | 1.2 |
| The linkage emphasis much on materials and facilities provision than in-built capacities and social elements. | ST | | | | | | 3.4 | 1.2 |
| | CI | 65(21.1%) | 97(31.5%) | 64(20.8%) | 68(22.1%) | 14(4.5%) | 3.3 | 1.2 |

Stp=study participants, ST = refers school Teachers (n=308), CI = refers College Instructors (n=58), F=frequency, SA=Strongly Agree, A=Agree, Un=Undecided, DA=Disagree , SDA=Strongly Disagree, * Items marked with asterisk represents reversed wording

ii. Implementation. From the Table2b, the response of school teachers' agreement on the item multiplying effects with the linkage showed mean of 2.9 which were slightly lower than the average mean and with high variability, however. At this issue, the college instructors' response confined to agree (41.4%) and disagree (24.1%), of course the average score for this item remain undecided. This might indicate the multiplications effects within the linkage, yet found difficulties in reaching real practices. In attempt to find out the participants agreement levels on the item 'The TEI-school links runs its activities according the program' school teachers and college instructors rated it differently which school teachers score (mean 3.7) was higher than that of college instructors (mean 2.8). Similarly, school teachers with mean 2.7 and college instructors 2.9 mean score hold disagreement about the manageability of the linkage to exercise its practical benefits. In other words, the participants make agreement on that the linkage was too unmanageable to exercises its practical benefits. On the other hand, the school teachers score

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52.6 % agreement (SA +A) against 26% (SDA+DS) on the linkage puts much emphasis on materials and facilities provision than in-built capacities and social elements. Moreover, college instructors' response favors agreement 46.6% over 31.1% disagreements on the same item. How was the linkage conducted and practiced? Here, regarding the participatory and reflective nature of the linkage the school teacher tend to respond with less agreement 2.8 mean score on the agreement where much lied on disagree and strongly disagree anchored(51.6%). In similar trend, the college instructors' response confirmed less agreement on that the linkage was conducted in participatory and reflective manner.

Table 2c: Status of the school/college links accomplishments in relation to Monitoring and Evaluation

| Items | Stp | SA F (%) | A F (%) | Un F (%) | DA F (%) | SDA F (%) | \bar{x} | S_x |
|--|-----|-------------|------------|-------------|-------------|--------------|------------|-----------|
| Monitoring and evaluation | | | | | | | 2.8 | .5 |
| The TEI-school partnership maintains close communication and contact. | ST | 11(3.6%) | 80 (26.0%) | 61(19.8%) | 123(39.9%) | 33(10.7%) | 2.7 | 1.1 |
| | CI | 4(6.9%) | 9(15.5%) | 11(19.0%) | 30(51.7%) | 4(6.9%) | 2.6 | 1.1 |
| The TEI-school Link's Monitor and control system is loosely structured. * | ST | 35(11.4%) | 89(28.9%) | 45(14.6%) | 80(26.0%) | 59(19.2%) | 2.8 | 1.3 |
| | CI | 7(12.1%) | 17(29.3%) | 14(24.1%) | 10(17.2%) | 10(17.2%) | 2.7 | 1.2 |
| The TEI-school partnership lacks continuity and sustainability. * | ST | 33(10.7%) | 111(36.0%) | 42(13.6%) | 70(22.7%) | 52 (16.9%) | 3.0 | 1.3 |
| | CI | 4(6.9%) | 20(34.5%) | 10(17.2%) | 12(20.7%) | 12(20.7%) | 2.8 | 1.3 |
| The TEI-school relationship is very strong. | ST | 16(5.2%) | 74(24.0%) | 51(16.6%) | 105 (34.1%) | 62(20.1%) | 2.6 | 1.3 |
| | CI | 2(3.4%) | 8(13.8%) | 16(27.6%) | 27(46.6%) | 5(8.6%) | 2.5 | .9 |
| The TEI-school linkage addresses immediate remedies when ever problems arise. | ST | 20(6.5%) | 75(24.4%) | 71(23.1%) | 105(34.1%) | 37(12.0 %) | 2.7 | 1.1 |
| | CI | 7(12.1%) | 9(15.5%) | 5(8.6%) | 27(46.6%) | 10(17.2%) | 2.5 | 1.3 |
| The effectiveness of linkage's accomplishment in relation to its predetermined purpose is well done. | ST | 10(3.2%) | 57(18.2%) | 86(27.9%) | 102(33.1%) | 53(17.2%) | 2.6 | 1.1 |
| | CI | 4(6.9%) | 15(25.9%) | 9(15.5%) | 28(48.3%) | 2(3.4%) | 2.8 | 1.1 |

Stp=study participants, ST = refers school Teachers (n=308), CI = refers College Instructors (n=58),

F=frequency, SA=Strongly Agree, A=Agree, Un=Undecided, DA=Disagree, SDA=Strongly Disagree, *

Items marked with asterisk have reversed wording

iii. Monitoring and Evaluation. Unlike the planning and implementation, research participants held much disagreement about the monitoring and evaluation of the linkage status

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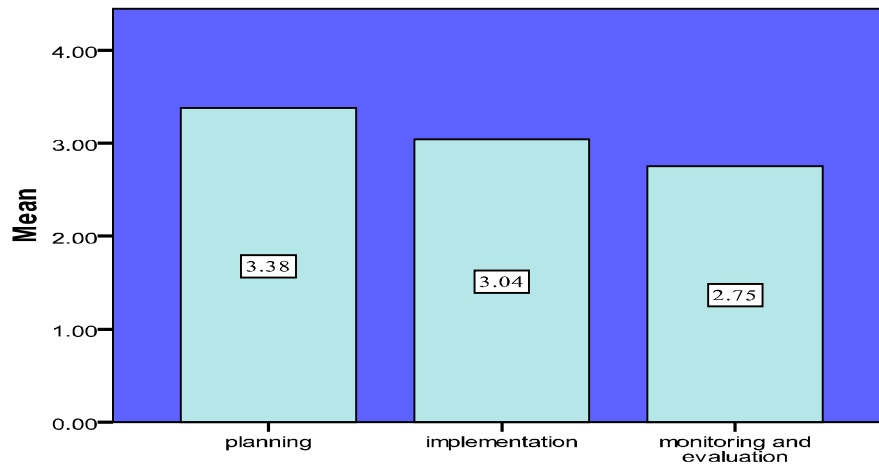
with the respect raised issues (grand mean 2.7 and 2.8 for school teachers and college instructors respectively).

Participants of the study had shown disagreement with the most of the statements of monitoring and evaluation as the percentage of total responses. For instances, school teachers and college instructors agreement scored mean 2.7 and 2.6 respectively on the linkage that it maintains close communication and contact. Similarly, the TEI-school linkage in addressing immediate remedies when ever problems arise was rated with low agreement (Mean of 2.5 and 2.7, college instructors and school teachers subsequently). Extending this, both groups of the study, school teachers and college instructors disagree (Mean is equal to 2.6 and 2.8 respectively) with the effectiveness of linkage's accomplishment in relation to its predetermined purpose. Thus, the linkage avail gaps in doing better achievements of its purposes.

Furthermore, the participants had strong agreement (mean 2.7 and 2.8) with the negatively stated item linkage's Monitor and control system is loosely structured, which in return support the existence of loosely monitor and control system within the structure of TEIs /schools partnership. In connection this, the TEI-school partnership continuity and sustainability was less agreed (mean=2.8) college instructors where as school teachers found somewhat difficult to decide. Does the existing TEI-school relationship found very strong? Study participants response to this question lean towards to the disagreement anchor, school teachers (mean=2.5) and college instructors (mean=2.6). To this end, the data might imply currently the TEI-school relationship is not strong.

Figure 4. *Bar graph depicting status of linkage with respect to planning ,implementation,and monitoring and evaluation levels*

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The above bargraph shows the taller the bar with higher mean agreement evaluation of the study participants towards the linkage status. This might imply, therefore, the partnership tends to decline its accomplishment to implementation with lower monitoring and evaluation system. At this point perhaps the status of the linkage includes most interesting ideas in its planning, however with serious challenges at its subsequent levels: implementation, and monitoring and evaluation aspects. This holds that partnership recognizes goals and benefits as well task to be performed in advance though with little doubt in encouraging teachers involvement; often implementation process with less emphasis on the social elements and in built capacity of staffs. Besides, the predetermine goals accomplishment effectiveness did endorse loosley system and structure of monitoring and evaluation activities.

However, the research literature has supported the importance of strong monitoring and evaluation of partnership following planning and implementation which results in identification success and failures as enhancing the effectiveness of the partnership (Clark, 1999; Essex, 2001).

For detecting the significance of mean difference between the school teachers ($\bar{x}=3.1$, $S_x=.24$, $n=308$) and college instructors ($\bar{x}=2.9$, $S_x=.23$, $n=58$) towards their evaluation of the status of the linkage *t*-test was run. An independent *t*-test result showed the difference between the two groups in evaluation of the status of the linkage was significant ($t=2.99$, $df=364$, $p<0.05$, two tailed). Hence, it was found school teachers see the linkage status better than their colleagues college instructors. In the context of partnership, however, participants need to hold similar

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understanding about nature of partnership. Probably, the existing gap may be due to the complex nature of the partnership accompanied by limited communication and contact with in it.

4.1.2 The Impact of TEI-school partnership

The impact of partnership has been extensively attempted to deal with wider educational realm including teaching learning practice, teacher continuous professional development and collegiality learning (for further details, see chapter two).

Partnership enable that teachers need improve their instruction, become more reflective learners engage in professional development growth, and develop collegiality and interaction, and change their practices (Bullough & Kauchak, 1997; Clark, 1996). Schoolóuniversity partnerships have the potential to bridge the theoryópractice gap; they also open opportunities for the sharing of knowledge and skills between sites and simultaneously renew the settings that are part of the partnership (Stephens & Boldt, 2004).

Consequently, the under presented tables (Table3a,b&c) comprises those potentially perceived outcomes of the partnership in relation with the teacher class room practice, continuous teachersó professional development and learning, and sense of collaboration and collegiality learning environment. These items embraced in the respective categories are regarded as neither exhaustive nor mutually exclusive rather together they exhibit how well the partnership works so far on these issues. For convenience, the large table was broken down into the sublevels and following their respective analysis.

Table3a: The Impact of the Partnership in relations to Teaching Classroom Practice

| Items | VH F (%) | H F (%) | M F (%) | L F (%) | VL F (%) | \bar{x} | S_x |
|---|-------------|------------|------------|------------|-------------|-----------|-------|
| TEI-school links on improving teachersó competency | 118 | 107 | 53 | 21 | 9 | 4.0 | 1.0 |
| | 38.3% | 34.7% | 17.2% | 6.8% | 2.9% | | |
| TEI-school linkó contribution on the improvement of teachersó methods of the teaching | 41 | 90 | 149 | 24 | 4 | 3.5 | .9 |
| | 13.3% | 29.1% | 48.4% | 7.8% | 1.3% | | |
| TEI-school link encourages teachers implementation of continuous assessment | 83 | 111 | 72 | 36 | 6 | 3.7 | 1.0 |
| | 26.9% | 36.0% | 23.4% | 11.7% | 1.9% | | |
| TEI-school link facilitation of developing practical lesson plan instructional | 75 | 105 | 71 | 47 | 10 | 3.6 | 1.1 |
| | 24.4% | 34.1% | 23.1% | 15.3% | 3.2% | | |
| TEI-school link increases teachersó skills of class room management | 55 | 120 | 81 | 40 | 12 | 3.5 | 1.0 |
| | 17.9% | 39.0% | 26.3% | 13.0% | 3.9% | | |

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| | | | | | | | |
|---|-------|-------|-------|-------|------|------------|-----------|
| TEI-school link fosters teachers use of available teaching materials and resources | 102 | 105 | 65 | 30 | 6 | 3.8 | 1.0 |
| | 33.1% | 34.1% | 21.1% | 9.7% | 1.9% | | |
| TEI-school link helping teachers to deepen pedagogical knowledge and skills. | 27 | 78 | 96 | 103 | 4 | 3.1 | 1.0 |
| | 8.8% | 25.3% | 31.2% | 33.4% | 1.3% | | |
| TEI-school link improves quality teaching and students learning | 9 | 71 | 92 | 107 | 29 | 2.8 | 1 |
| | 2.9% | 23.1% | 29.9% | 34.7% | 9.4% | | |
| TEI-school link influence the way how we think and practice in our teaching-learning process. | 11 | 66 | 105 | 97 | 29 | 2.8 | 1 |
| | 3.6% | 21.4% | 34.1% | 31.5% | 9.4% | | |
| Teaching class room practice | | | | | | 3.5 | .8 |

N.B. This questionnaire part was filled only by School Teachers (n=308). VH=very high, H=high, M=medium, L=low, VL=very low F=frequency

i. Teaching Classroom practice. From the above Table3a, one could see that the subscale of teaching classroom practice is relatively with higher rating score mean (3.5). School teachers had asserted that their partnership with TEIs exerted relatively high influence with their repertoire of knowledge and skills of classroom practice return imbue the competency of teachers teaching learning process.

School teacher has obtained the impact of the partnership on improving their competency was high by 73% (Very high + High) to 9.7 % (low plus very low). Moreover, teachers use of available teaching materials and resources and encouragement of continuous assessment was with mean 3.8 and 3.7 above the average mean of the sub scale.

Though lower than 3.7 mean of the sub scale, the school teachers had rated with mean 3.6 and 3.5 on the contribution that linkage has made in developing practical instructional lesson plan and increasing teachers skills of class room management, respectively. TEI-school link contribution on the improvement of teachers methods of the teaching was taken the moderate one by 48.4% of the participants. Despite these moderate improvements that they trace positively, what partnership plays towards changing the way of their thinking and practice, and improving quality teaching and students learning was low (rated mean=2.8). Possibly this mirror takes us closer looking with the existing gap that partnership impacts hitherto remains making real connection to teachers teaching and students learning.

TEI-school links influence, therefore, in relation with deepening the packages of teachers knowledge and skill teaching (classroom management, instructional planning, use of teaching materials/resources, employing of teaching methods and continuous assessments) and the

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competency of teachers has got moderate improvement through the partnership. Collectively, this could show that the partnership is attempting towards facilitating teachers' day to day class room activities, yet considers strengthening it for making difference in changing teachers' way of thinking and practice of their teaching classroom practice which in turn promotes the quality of teaching and students' learning.

Table 3b. The Impact of Partnership with relation to Continuous Professional Development

| Items | VH F(%) | H F(%) | M F(%) | L F(%) | VL F(%) | \bar{x} | S_x |
|--|------------|-----------|-----------|-----------|------------|------------|------------|
| TEI-school link results in initiating teachers in doing action research. | 105 | 102 | 61 | 40 | - | 3.9 | 1 |
| | 34.1% | 33.1% | 19.8% | 13% | - | | |
| TEI-school link enhances teacher professional dialogue. | 47 | 63 | 100 | 84 | 14 | 3.1 | 1.1 |
| | 15.3% | 20.5% | 32.5% | 27.3% | 4.5% | | |
| TEI-school link develop sense of empowering. | 71 | 49 | 71 | 110 | 7 | 3.2 | 1.2 |
| | 23.1% | 15.9% | 23.1% | 35.7% | 2.3% | | |
| TEI-school partnership acquaints teachers' innovation and changes in the profession. | 38 | 65 | 108 | 90 | 7 | 3.1 | 1 |
| | 12.3% | 21.1% | 35.1% | 29.2% | 2.3% | | |
| TEI-school partnership considers teachers learning in the work place. | 21 | 45 | 66 | 93 | 83 | 2.4 | 1.2 |
| | 6.8% | 14.6% | 21.4% | 30.2% | 26.9% | | |
| TEI-school links and its enhancement for teachers further professional development. | 72 | 115 | 82 | 33 | 6 | 3.7 | 1 |
| | 23.4% | 37.3% | 26.6% | 10.7% | 1.9% | | |
| TEI-school link role towards to enhance teachers' practice and reflection. | 7 | 110 | 33 | 91 | 67 | 2.7 | 1.2 |
| | 2.3% | 35.7% | 10.7% | 29.5% | 21.8% | | |
| The linkage provides wider teachers learning opportunities | 7 | 104 | 40 | 73 | 84 | 2.6 | 1.3 |
| | 2.3% | 33.8% | 13% | 23.7% | 27.3% | | |
| TEI-school collaboration creates a greater degree of flexibility in our work. | 5 | 70 | 85 | 97 | 51 | 2.6 | 1.0 |
| | 1.6% | 22.7% | 27.6% | 31.5% | 16.6% | | |
| Teachers continuous professional development | | | | | | 3.1 | 0.4 |

N.B. This questionnaire part was filled only by School Teachers (n=308). VH=very high, H=high, M=medium, L=low, VL=very low F=frequency

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ii. Teacher continuous professional development. Regarding continuous professional development benefits, school teachers had rated that there is nearly moderate influence of the partnership with less variability. On the top of this, overwhelming number of the school teachers (about 87%) report that linkage has played a great role in initiating and conducting action research. In relation to this, the partnership results towards to the facilitation of continuous professional development programs was rated high with mean 3.7. Further to this, in an attempt to express the range of the partnership perceived benefits; school teachers rated that teacher professional dialogue, sense of professional empowerment, and the acquainting of innovation and changes in the profession, nearly equally at moderate level. Notwithstanding, the participants rating scores on the role of the partnership in enhancing their practice and reflection (mean=2.7), and in creating wider learning opportunities (mean=2.6) were rated low.

Conversely, TEI-school collaboration towards creating degree of flexibility for teachers in their work was rated low with mean 2.6 which were lower than the grand mean. Akin to this, most of the school teachers (with mean score 2.4 lower than the moderate one) was not considering the impact of partnership on their own learning while in the work place. The under study partnership assumes, thus, less of the potential working on the issue of teacher professional development to open teachers learning opportunities, and to ensure flexibility of the works in the dynamic nature of the teaching profession.

Table 3c. The Impact of Partnership on creating sense of Collaboration and Collegiality Learning Environment

| Items | VH F (%) | H F (%) | M F (%) | L F (%) | VL F (%) | \bar{x} | S_x |
|--|-------------|------------|------------|------------|-------------|-----------|-------|
| The TEIs-school partnerships enjoying working with wider range of professionals | 13 | 39 | 76 | 101 | 79 | 2.4 | 1.1 |
| | 4.2% | 12.7% | 24.7% | 32.8% | 25.6% | | |
| The TEI-school link results in adding value to the efforts one other/groups in the area. | 5 | 39 | 67 | 119 | 78 | 2.3 | 1 |
| | 1.6% | 12.7% | 21.8% | 38.6% | 25.3% | | |
| The TEI-school links have been secured mutual benefits for everyone in working together more closely | 11 | 40 | 67 | 105 | 85 | 2.3 | 1.1 |
| | 3.6% | 13% | 21.8% | 34.1% | 27.6% | | |
| The linkage allows for conversation and discussion between and among the partners on their professional matter. | 9 | 46 | 64 | 109 | 80 | 2.5 | 3 |
| | 2.9% | 14.9% | 20.8% | 35.4% | 26% | | |
| The linkage's provision of opportunities to establish collegiality cultures. | 8 | 44 | 77 | 102 | 77 | 2.3 | 1 |
| | 2.6% | 14.3% | 25% | 33.1% | 25% | | |
| The linkage's encouragement of partners in working jointly to solve problems/doing research on classroom issues. | 9 | 59 | 82 | 87 | 71 | 2.5 | 1.1 |
| | 2.9% | 19.2% | 26.6% | 28.2% | 23.1% | | |

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| | | | | | | | |
|---|------|-------|-------|-------|-------|------------|------------|
| The TEI-school partnerships ability in helping partners to develop trust and recognition. | 9 | 61 | 66 | 107 | 65 | 2.5 | 1.1 |
| | 2.9% | 19.8% | 21.4% | 34.7% | 21.1% | | |
| The TEI-school partnership role in developing learning network /communities. | 11 | 51 | 66 | 92 | 88 | 2.4 | 1.2 |
| | 3.6% | 16.6% | 21.4% | 29.9% | 28.6% | | |
| TEI-school links develops sharing exemplary model practice and healthy competitions between and among schools and their teachers. | 9 | 49 | 57 | 118 | 75 | 2.3 | 1.1 |
| | 2.9% | 15.9% | 18.5% | 38.3% | 24.4% | | |
| Collegiality learning environment | | | | | | 2.4 | 0.9 |

N.B. This questionnaire part was filled only by School Teachers (n=308). VH=very high, H=high, M=medium, L=low, VL=very low F=frequency

iii. Collaboration and collegiality learning environment. Invariably, School teachers had scored the collegiality learning environment related issues in the partnership was low with scored mean To all these items participants rating scores had showed nearly equal mean (2.4) and less variability with the total of the category mean and measure of dispersion. Simply, the comparison this category mean the other two categories was very low. Data from the above table 3c considerably reinforced that the sign of collaboration and collegiality environment of genuine partnership were largely remain unconnected in the study area. To this end, the scores showed the sum of low and very low is high on every item. This data, consequently urge reconsidering the existing working relationships between TEIs and schools towards the way of establishing genuine culture of partnership.

Around 58% and 62% of the participants voiced towards low range on the TEIs-school partnership it offered working with wider range of professionals, and in developing sharing exemplary model practice respectively. To this effect, the teacher training institutions and schools partnership had revealed less culture of working together in securing mutual benefits (mean=2.3) for everyone accompanying the little opened room to partners to develop trust and recognition (mean=2.5). Does the partnership create common grounds for conversation and discussion between and among the partners on their professional matter? Here, quantitative data (mean=2.5) speaks the hardly existence of such activities inside the partnership works. On the top of this, the establishments of learning communities network/ networking and working jointly to solve problems through collaborative inquiry was not encouraging flurry experiences in partnership environments (mean=2.4& 2.5). By the same token, the TEI-school link results in adding value to the efforts one other/groups in the area had found waiting for becoming strong and high.

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Partnership expects benefits to all participants. In the case of this study ANOVA and *t*-test was employed to test the significant different among the school teachers teaching experience and sex wise on the impact partnership respectively.

Table 4: Summary of one way ANOVA for the impact of partnership by years of teaching experience of school teachers

| Source of variation | Sum of Squares | df | Mean Square | F | Sig. |
|---------------------|----------------|-----|-------------|-------|-------|
| Between Groups | 0.06 | 3 | 0.02 | 0.216 | 0.846 |
| Within Groups | 30.25 | 304 | 0.10 | | |
| Total | 30.31 | 307 | | | |

The above ANOVA Table 4, displays that there is no significant difference in the impact of the partnership among school teachers \varnothing years of teaching experience ($F_{(3,304)}=.33, P=0.846$).

Similarly, an independent *t*-test result of the mean differences in the impact of the partnership between male ($\bar{x}=3.02, S_x=0.33, n=197$), and female ($\bar{x}=2.9, S_x=0.28, n=111$) shows that there is no statistical significant difference ($t=0.37, df=306, p=0.713$, two tailed).

Reasonably, one can deduce that the impact of the college/school partnership is, therefore, remain essentially the same to all teachers \rightarrow years of experience and gender in relations the raised benefits.

4.1.3. Attitude and perception of teachers towards the partnership

The understanding, current involvement and perception of benefits of the college teachers towards the partnership were relatively captured. In line with this, how that partnership is working with their professional development was looked. The assumption was that perceptions and attitude towards the partnership is closely linked with the likelihood of the energy and time that partners could devote inside work of the partnership. Plausibly, this effect would add making the partnership successful.

Table 5a: Awareness and understanding of Teachers on the Partnership

| Items | SA F (%) | A F (%) | Un F (%) | DA F(%) | SDA F(%) | \bar{x} | S_x |
|-------|-------------|------------|-------------|------------|-------------|-----------|-------|
|-------|-------------|------------|-------------|------------|-------------|-----------|-------|

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| | | | | | | | |
|---|------|------|------|------|------|-----|-----|
| I am well informed and aware about the purpose and needs to have partnership with schools. | 8 | 22 | 8 | 5 | 15 | 2.9 | 1.3 |
| | 13.8 | 37.9 | 13.8 | 8.6 | 25.9 | | |
| Teachers recognize involving in cluster activities of the colleges as one of integral part of my work and responsibilities of the profession. | 14 | 30 | 9 | 5 | - | 3.9 | 1 |
| | 24.1 | 51.8 | 15.5 | 8.6 | - | | |
| There is no clear information on what and how the teachers should engage in TEIs óschool cluster. * | 4 | 11 | 8 | 25 | 10 | 2.6 | 1.2 |
| | 6.9 | 19 | 13.8 | 43.1 | 17.2 | | |
| I have adequate information about the function and efforts taken in the cluster program. | 2 | 21 | 13 | 13 | 9 | 2.8 | 1.2 |
| | 3.4 | 36.2 | 22.4 | 22.4 | 15.5 | | |
| The college briefings for teachers about the nature, progress and evaluation of its cluster program more formally. | 1 | 11 | 5 | 31 | 10 | 2.4 | 1 |
| | 1.7 | 19 | 8.6 | 53.4 | 17.2 | | |

N:B this questionnaire was only filled by college instructors(n=58), * Items marked with asterisk represent reversed wording

i. Awareness and understanding. From Table 5a above, one can see that college instructors' awareness about the purpose and needs to have partnership with schools was rated low but with high variability. Unsurprisingly, however, teachers assume involving in cluster activities of the colleges as one of integral part of their work and responsibilities of the profession (mean=3.9).

What is going with the nature of partnership including progress and evaluation of the program did not briefed at lengthy with teachers, their disagreement rating (mean=2.4) shows accordingly. Similarly, college teachers were not clear with what and how they should engage in TEIs óschool cluster. Differently speaking, the adequacy information about the function and efforts taken in the cluster program was low (mean=2.8).

Table 5b: Attitude and Perception of Teachers towards their Partnership Involvement

| Items | SA F(%) | A F(%) | Un F(%) | DA F(%) | SDA F(%) | \bar{x} | S_x |
|---|------------|-----------|------------|------------|-------------|-----------|-------|
| I feel my department/field of study lacks demands and relevancy on the training that colleges give to the cluster.* | - | - | 7 | 27 | 24 | 1.7 | 0.7 |
| | - | - | 12.1 | 46.6 | 41.4 | | |
| Cluster activities of the college are mainly performed through its cluster coordinators members. | 16 | 22 | 6 | 12 | 2 | 3.7 | 1.2 |
| | 27.6 | 37.9 | 10.3 | 20.7 | 3.4 | | |
| The engagement of college teachers in offering training to cluster school teachers is low.* | 7 | 7 | 15 | 16 | 13 | 2.6 | 1.3 |
| | 12.1 | 12.1 | 25.9 | 27.6 | 22.4 | | |
| The college lacks effective organization of engaging teachers in the cluster programs.* | 6 | 8 | 14 | 20 | 10 | 2.7 | 1.2 |
| | 10.3 | 13.8 | 24.1 | 34.5 | 17.2 | | |
| I have readiness to participate in TEIs-school linkage. | 31 | 14 | 5 | 6 | 2 | 4.1 | 1.1 |
| | 53.4 | 24.1 | 8.6 | 10.3 | 3.4 | | |
| I am happy to get involved myself in cluster activities of the college to cluster schools. | 35 | 12 | 5 | 4 | 2 | 4.3 | 1.1 |
| | 60.3 | 20.7 | 8.6 | 6.9 | 3.4 | | |

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N:B this questionnaire was only filled by college instructors(n=58), * Items marked with asterisk have reversed wording

ii. Involvement. Teachers view strongly their department demands and relevancy on the training that colleges give to the cluster involve in the partnership (on reversed item score mean=1.7). However, college instructors get much agreement among themselves (mean=3.9) on the issue that cluster activities of the colleges are mainly performed through its cluster coordinators members. Concomitantly, the engagement of college teachers in offering training to cluster school teachers is low, the reversed rating scores (mean=2.6) portrays accordingly. Pertaining to this, mean score of 2.7 on the organizational effectiveness might indicate that the colleges lack effective organizational means of engaging teachers in the cluster programs. Fortunately, college instructors tend to show high readiness (mean=4.1) and seem happy (mean=4.3) to join TEIs-school linkage activities.

Based on this ground, it was able to deduce that though the colleges provision of training was difficult to say it was low, but overwhelming number of teachers engagement in the activities of linkage were low. Accordingly, the linkage involvement relatively enjoys a few teachers. Besides, data expose the organizational effectiveness of the colleges to increasingly ensure the wide teachers participation was not quite immense. Opportunely, teachers commitment in working the partnership agenda was traced positively with high happiness and readiness.

Table 5c: Attitude and Perception of Teachers towards the Outcomes/benefits Partnership

| Items | SA F (%) | A F (%) | Un F (%) | DA F(%) | SDA F(%) | \bar{x} | S_x |
|---|-------------|------------|-------------|------------|-------------|-----------|-------|
| The TEI-school partnership allows uncovering the reality school classroom practice which in turn influences my teaching practice. | 7 | 9 | 6 | 27 | 9 | 2.6 | 1.3 |
| | 12.1 | 15.5 | 10.3 | 46.6 | 15.5 | | |
| The cluster activities of the college encourages learning opportunities through sharing experience. | 13 | 17 | 14 | 10 | 4 | 3.4 | 1.2 |
| | 22.4 | 29.3 | 24.1 | 17.2 | 6.9 | | |
| Teachers put value on the contribution of TEI to cluster school. | 8 | 27 | 14 | 8 | 1 | 3.5 | 0.9 |
| | 13.8 | 46.6 | 24.1 | 13.8 | 1.7 | | |
| Teachers engagement in cluster activities insights further research to undertaken. | 9 | 7 | 17 | 22 | 3 | 2.9 | 1.2 |
| | 15.5 | 12.1 | 29.3 | 37.9 | 5.2 | | |
| The TEI-school partnership has fostered the collegiality environment. | 3 | 7 | 18 | 22 | 8 | 2.6 | 1 |
| | 5.2 | 12.1 | 31 | 37.9 | 13.8 | | |
| The TEI-school partnership has strengthened teachers professional development. | 18 | 15 | 14 | 9 | 2 | 3.6 | 1.2 |
| | 31 | 25.9 | 24.1 | 15.5 | 3.4 | | |

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| | | | | | | | |
|--|------|------|------|------|------|-----|-----|
| I consider the involvement in the TEIs-school linkages mutual benefits | 2 | 11 | 29 | 8 | 8 | 2.8 | 0.9 |
| | 3.4 | 19 | 50 | 13.8 | 13.8 | | |
| The TEI-school partnership has contributed on improved teacher class room practice. | 11 | 20 | 20 | 5 | 2 | 3.6 | 1.1 |
| | 19 | 34.5 | 34.5 | 8.6 | 3.4 | | |
| The TEI-school collaboration strives to break the traditional practice and relationship between the institutions (colleges and schools). | 6 | 8 | 16 | 25 | 3 | 2.8 | 1.1 |
| | 10.3 | 13.8 | 27.6 | 43.1 | 5.2 | | |

N:B this questionnaire was only filled by college instructors(n=58)

iii. Outcomes/benefits. Most of college teachersø participants (60.4%) put value on the contribution of TEI to cluster school. Specifically, they were rating the benefits of linkage in strengthening continuous professional development and teacher classroom practice, on agreement range with mean higher than 3.6 and 3.4 respectively. On contrary, the cluster activities of the college encourages learning opportunities through sharing experience (mean=3.4). Notwithstanding, the college instructors were not daring for decision about mutual benefits of the partnership. To this end, over 62% of college instructors showed disagreement with the perceived outcomes TEI-school partnership changing their teaching practice through the connection of the reality of the school practice. Like their school teacher colleagues, college instructors asserted that the college/school partnership is not strong (weak) in developing collegiality learning environment. The mutual benefits on the side of TEIs-school linkages (mutualism) were entertaining difficulties. In connection with this, teachersø engagement in cluster activities as an opportunity for further research to undertaken was rated with lower mean of 2.9. In essence, the school/college partnership struggles to change the prevailing traditional relations as to reflecting genuine collaboration settings were much disagreed and undecided.

Table6: One way ANOVA summary table for attitude and perception towards partnership by the college instructors' department

| Source of variation | Sum of Squares | df | Mean Square | F | Sig. |
|---------------------|----------------|----|-------------|-----|------|
| Between Groups | .20 | 3 | .06 | .91 | .442 |
| Within Groups | 3.91 | 54 | .7 | | |
| Total | 4.11 | 57 | | | |

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N:B The MBC department (n=2) was collapsed into natural science department for this analysis. Hence, the groups of department were four (education, language, social science, and natural science and mathematics).

The above table enables one to conclude that there is no sufficient evidence to support the statistical significant difference exists between the departments on attitude and perception towards the partnership at any reasonable confidence interval.

4.1.4. The areas and nature of training and support provision in the school/college links

In order that teachers should become both subject and objects of the government TESO reforms, TEIs cluster units ensures that all training is participatory, active and encourage personal reflection. To this end, the MoE (2005, p.54) also capitalizes that òcluster based local in-service training would be strengthened as this has strong influence on improving the quality of learningö. Accordingly, an attempt towards understanding the areas and nature of the training and support provision of the linkageø and its tangible contributions was considered.

Table7: The nature of training and support provision in the school/college links

| No | Item | StPa | Rating scores | | | | | Descriptive statistics | |
|----|--|------|-------------------|--------------|-------------|-------------------|-----------------------|------------------------|-------|
| | | | Very helpful F(%) | Helpful F(%) | Medium F(%) | Less helpful F(%) | Not helpful F(%) | \bar{x} | S_x |
| 1 | Relevancy of the contents of training and support provision | | | | | | | | |
| | | ST | 137(44.5%) | 106(34.4) | 45(14.6%) | 19(6.2%) | 1(.3%) | 4.2 | .9 |
| | | CI | 23(39.7%) | 21(36.2%) | 11(19.0%) | 2(3.4%) | 1(1.7%) | 4.1 | .9 |
| 2 | The importance and practical contributions of the TEI training and supports | ST | 11(3.6%) | 47(15.3%) | 124(40.3) | 122(39.6) | 4(1.3) | 2.8 | .8 |
| | | CI | 3(5.2%) | 10(17.2%) | 24(41.4) | 20(34.5) | 1(1.7) | 2.9 | .9 |
| 3 | The process of facilitation and presentation of training and support | ST | 96(31.2%) | 98(31.8%) | 90(29.2%) | 22(7.1%) | 2(.6%) | 3.9 | 1.0 |
| | | CI | 13(22.4%) | 22(37.9%) | 18(31.0%) | 3(5.2%) | 2(3.4%) | 3.7 | .9 |
| 4 | How do you see the continuity and sustainability of school linkage? | | Very high | High | Medium | Low | Very low | | |
| | | ST | 30(9.7%) | 79(25.6%) | 99(32.1%) | 90(29.2%) | 10(3.2%) | 3.1 | 1 |
| | | CI | 5(8.6%) | 11(19.0%) | 24(41.4%) | 16(27.6%) | 2(3.4%) | 3 | 1 |
| 5 | Teachersø progress of implementation and incorporation of elements of the training and support in classroom practice | ST | 34(11.0%) | 91(29.5%) | 120(39.0%) | 55(17.9%) | 8(2.6%) | 3.3 | 1.0 |
| | | CI | 2(3.4%) | 16(27.6%) | 17(29.3%) | 21(36.2%) | 2(3.4%) | 2.9 | 0.9 |
| 6 | The contents of training and support in addressing timeliness and current issue | ST | 77(25.0%) | 97(31.5%) | 102(33.1%) | 27(8.8%) | 5(1.6%) | 3.7 | 1 |
| | | CI | 10(17.2%) | 20(34.5%) | 20(34.5%) | 5(8.6%) | 3(5.2%) | 3.5 | 1 |
| 7 | The extent that the training and support provision consider school and teacherø interest | | Very | sufficient | Medium | less sufficient | Not at all sufficient | | |
| | | ST | 66 (21.4%) | 91(29.5%) | 114(37.0%) | 25 (8.1%) | 12(3.9%) | 3.6 | 1 |
| | | CI | 9(15.5%) | 19(32.8%) | 17(29.3%) | 11(19.0%) | 2(3.4%) | 3.4 | 1.1 |
| 8 | The training and support | | Strongly | Agree | Undecided | Disagree | Strongly | | |

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| | provisions are dominantly general not stream/subject based. | | Agree | | | | disagree | | | |
|---|---|----|-------------------|--------------|------------|-------------------|------------------|-----|-----|--|
| | | | ST | CI | | | | | | |
| | | | 44(14.3%) | 130(42.2%) | 62(20.1%) | 55(17.9%) | 17(5.5%) | 3.4 | 1.1 | |
| | | | 11(19.0%) | 23(39.7%) | 9(15.5 %) | 13(22.4%) | 2(3.4%) | 3.4 | 1.1 | |
| 9 | The result of the training and support of the linkage in justifying the time and effort being put in is | | Very satisfactory | satisfactory | Neutral | Less satisfactory | Not satisfactory | 2.9 | 0.9 | |
| | | ST | 21(6.8%) | 56(18.2%) | 129(41.9%) | 95(30.8%) | 7(2.3%) | | | |
| | | CI | 4(6.9%) | 20(34.5%) | 13(22.4%) | 21(36.2%) | - | 3.1 | 1 | |

Stpa=study participants, ST=school teachers (n=308),CI=college instructors(n=58)

Both group participants of the study had identified the feature of the training and support provision was helpful with high relevancy of the contents (mean=4.2 and 4.1), and good process of facilitation and presentation (mean=3.9 and 3.7). Similarly, the contents of training and support provision in addressing timeliness and current issue, and its attempt to include the interest of school teachers were rated relatively high, which was supported by mean scores 3.7 and 3.6 of the school teachers, and mean scores of 3.5 and 3.4 the college instructors. This was found above the average mean. To this end, at the school linkage sustainability, however, school teacher and college instructors took the middle position.

College instructors had differently rated the issue of progress of implementation and incorporation of elements of the training and support in classroom practice below the average mean, while the school teachers assisted its has been connected with their class room activities (mean=3.3). Moreover, the TEI training and workshops importance and practical contributions were lean towards medium with much on less helpful range than helpful by both group teachers. Specifically, both groups had similar neutral feelings on the satisfaction rating of the time and effort comparing with training results.

From the above table, it was able to understand that the landscape of training exercises to meeting school and teachers existing situations was above medium (mean3.5). It was also conducted and facilitated through considerations of teachers' needs and experiences. Hence, the training was delivered relatively sufficient in relation the school based realities. However, there is much doubt that such trainings were bringing practical contributions on teachers' day to day activities where the integration of training result with long term impact sought less progress. The training and support provisions were dominantly general and less stream/subject based one. Largely, the trainings were associated with general methodologies active learning, continuous

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assessment, instructional planning, classroom management, the use of instructional materials, conducting action research. Moreover, English language improvement and gender issues were part of these trainings. Together, these short term workshop training were actual the mainstay and ways of sharing experience and learning under the linkage between the two institutions.

Crucially, the work shop trainings nature deemed less likely of teachers' lifelong learning as to impact change in teachers' thinking and their classroom practice. This was what the participants directly mentioned and implied responses in open ended of the questionnaire. This may perhaps message forcefully that current partnership goes beyond of this workshop means of teacher learning and professional development.

4.1.5. Problems and challenges encountering on the TEIs - cluster school linkage

Growing body of research has asserted creating successful collaborative partnership encompasses difficulties whilst partnerships without problems are uncommon. Following this, research participants were asked to identify from the following challenges that the interlink system between the TEIs and the cluster school faced seriously.

Table8: Challenges of the school/college partnership

| Challenges | ST (fre) | Rank | CI (fre) | Rank |
|--|---------------------|-------------|---------------------|-------------|
| Lack of teacher commitment | 124 | 11 | 19 | 10 |
| lack of organizational support | 179 | 4 | 36 | 3 |
| Time constraint | 180 | 3 | 31 | 5 |
| Lack of budget | 198 | 1 | 32 | 4 |
| Lack of incentives and recognition | 149 | 7 | 22 | 9 |
| Lack of effective communication | 178 | 5 | 38 | 2 |
| Shortage of man power and resources | 147 | 8 | 15 | 11 |
| Lack of transportation and accessibility | 163 | 6 | 26 | 6 |

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| | | | | |
|---|-----|----|----|---|
| Teacher's work load | 137 | 9 | 24 | 7 |
| Lack of Teachers' attitude and interest | 128 | 10 | 23 | 8 |
| lack of follow up and evaluation | 191 | 2 | 44 | 1 |

ST=school teachers, CI=college instructors, fre=frequency

The rating ranks of the two judges who are college instructors and their colleagues school teachers, towards the problems exist in the partnership was very significantly consistent and shows high relations (spearman's rho rank order correlation, $(r)=0.80, N=11, P=0.01$, two tailed).

The school/college links were, therefore, surrounding different problems among them lack of: follow up and evaluation, effective communication, organizational support, time constraint, and inadequacy of budget were serious and pervasive predicaments which remained substantial challenges for realizing the purposes of partnership.

4.2. Qualitative Data Analysis

Data gathered through instruments such as in-depth interview (deans of the colleges, school directors, cluster supervisors, and woreda education heads, cluster coordinators and members, and group of council students at schools), documents (action plan and activities of clustering program), class room observation, and open ended questions of the questionnaire (school teachers and college instructors) were part of this qualitative data analysis. Following this, categories and the emergence of themes with qualitative interpretations presented under.

4.2.1. The nature of the partnership and its activities

4.2.2. Benefits and strengths of the partnership

4.2.3. Challenges and weakness of the linkage

4.4.4. Ways of improving and strengthening the partnership

4.2.1. The nature of the partnership and its activities

Although written goals, mission, and vision of the college- school linkage had appeared less explicitly, the program purpose mainly focuses facilitating the overall quality improvement of

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primary education. In doing so, building and strengthening linkage of the program tend to include inclusive collaborations: provision of school based in-service training and supports, Experience sharing program, pre-service teacher education (Practicum program), and Supervision activities.

Deans of the colleges explained these purposes.

As the colleges are sources of future teachers for the schools, we [colleges] also provide continuous and all rounded methodological and academic supports to surrounding schools. Thus, to acquaint school teachers with the dynamism of curriculum and with innovations including the important aspect of quality of teachers in service teacher professional development programs, the colleges work together with the schools in the direction of national educational policy.

They emphasis, in addition, specific activities that colleges deploy through the fund obtained from BESO, GEQIP:

the college deliver school based workshop training ,supervision works ,and provide support materials such as teaching and learning materials (science kit, laboratory tools, reference books, black boards etc), facilities equipment (stationeries, computers, printers duplicators, chairs, typewriters) aimed at strengthening pedagogical resources, library, laboratories of the schools. Collectively, these were forging in-built capacity of the staff and their professional development where by encouraging day-today classroom activities and practice, and school improvement program. Having equal sharing of the materials support, it basis on the woreda level.

At this point, the cluster coordinators added the objective of the office is:

Providing professional development supports, and sharing resources and experiences to build capacity for the newly deployed teachers, veteran teachers, supervisors, and school directors as well mentors. It also includes student teachersø placement for their field experiences. Overall, it [cluster program activities] sees working with surrounding schools together for improving teaching and learning process.

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Inline the school linkage program, school directors, woreda education office, and cluster supervisors hold similarly that the linkage focuses in training and support provision which in turn facilitates professional development activities of cluster schools and satellite schools.

‘በስልጠና መልክ ላይ ርክብና። our relationship [college and school] is through training and to the extent material and resources support provision. Above all, school teachers are involved in continuous professional development at their school and respective clusters. Here [during involvement in CPD] while the teacher needs extending and deep understanding professional issues and matters, together colleges intervene through organizing various trainings in responding those teachers needs.

Achieving its purposes the linkage convened cluster office of the colleges, school directors, woreda education heads, and cluster supervisors conducted panel discussion called the consultative workshop where planning, implementation and evaluation of the cluster of the school programs activities were held. Following this, clustering of schools memorandum of agreement was introduced in advance. The memorandum of agreement acknowledges that:

all parties involved in the implementation of clustering activities (the primary school teachers and school director, representing the partner school, Woreda Education Heads, and colleges) need to work together and communicate openly to create a successful partnership. It sets out the minimum standards for which each party is accountable and expects all parties to give constructive feedback to other parties if these standards are not being met.

This declaration might communicate an attempt that partners’ commitment to produce effective school linkages where need assessments of school teachers were initially analyzed and addressed within the respective woredas. Hence, training tended to reflect schools’ realities and teacher needs. In addition, Woreda education heads, cluster supervisors, school directors, and cluster coordinators together espoused that:

‘ስልጠና ሱቅ አልካ አይካየድ።’ Trainings are not delivered simply rather, teachers were made to identify their needs area accompanying classroom supervision experience. Latter, it was seen at cluster level then training needs were prioritized in order of the

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importance and relevancy as addressing diversity. Through this need assessment, schools informed colleges working area jointly.

Deans also firmly insisted the importance of need assessment, -if the training we provide had not been congruent with what the schools and teachers need, then it would have generate into meaningless effortsø

However, the teachers need across schools and woredas for the program staff training and development remained persistent and intensive, yet slightly various and challenging i.e. monotonous. Basically, the cluster based trainings and workshops comprises active learning strategies, continuous assessment and evaluation, classroom management, action research, library, laboratory and pedagogical organization, gender issues and English language improvements, use of teaching and learning materials. Cluster offices also notes that teachers turn over in remote rural areas adds difficulty in partnership. After all, the training might not put into practice to look its effect, and to have redundant training. Addressing the shortcomings of these trainingsø long term impacts, cluster supervisor entrenched that the partnership should not remain exclusively on such trainings.

Trainings had been provided continuously even involving teachers directly. okay, it acted as invigorating experiences. Albeit, it evaporates shortly before the teachers made reflective practice. It lacks long run impact as desire it would have been in the quality of education. There were redundancies of trainings. How long it should be continued? Or else, what could be done then after if it is ceased in case? While I think such questions, I saw our relationship needs modification.

The cluster schools/colleges partnership works jointly on knowing the schools status according various parameters among them active learning, continuous assessment, establishment of model class rooms, class room environment. These were part of the school based training workshop. Particularly, this was practiced at AACTE. Related document showed that by consultation with supervisor then school rankings was established: beginning, good, well organized or excellent. Perhaps this was good practice as it helped to know the schoolø weakness, strengthens, and initiates further improvement efforts to be undertaken. At this point, cluster supervisors noted that college and supervisors collaborate on developing criteria for

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supervising our elementary schools which enable to identify where the school located with respect to these criteria, pyramid was produced as indication for its level. Supporting this, school directors interviewed response asserted that:

ዘተባብሶ ስራሕተ ተስራሐም'ዮም እቲ ዓብይ ነገር።The great thing, encouraging efforts had been took place; as the college had involved in supervisory school activities. This provided means of identifying the existing problems with constructive feedback which served as input in alleviating those problems. This would lead advancing teaching and learning process.

School clustering program via the partnership have got some modification in its delivery of school based workshop trainings believing the previously practiced shortcomings. This traces the cascade model in which a few school teachers participate in the provision school based workshop trainings. The participants then were expected to take role of multiplying effects while they return later to schools. It was readily appears that such trainings was regarded as valuable for sharing experience and learning in the partnership. Thought within the changing the previous mode delivery, Deansøresponse confirmed that:

We were forced to change our delivery mode, since it was very tiresome having repetitions, hurriedness, lack of efficient time. There were also times where simply we provide training for its own sake, thinking that the school teachers had already got such training on their CPD packages. This year, we introduced some changes including extending the session [staying at least two days], increase incentives to participants, develop concern to solidify the program, ðtraining for trainersð[cascade] model.

At lengthy, cluster unit office members on their part added to:

Earlier the trainings were conducted where large numbers of school teacher attended. To date, few selected teachers were attending centrally organized workshop session with the intention these teachers would training again their colleagues in their respective schools. Schools took the responsibility of selecting teachers on basis that those individuals could ðactively attendedð the trainings, consequently, disseminate it successfully. Hence, they [the selected teachers] made multiplying effects.

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Deans of the colleges and cluster unit coordinators regarding the involvement of college instructors assured that the college instructors have picture about what the clustering activities looks like. Additionally, they informed that college staff gets all preparations for training following the need assessment of school teachers. Particularly, they described that:

After the need assessment is analyzed, it was made to notify to college instructors through the respective head departments. Largely, notice is posted for the areas where schools call for trainings. Accordingly, teachers make necessarily preparations on the area they selected. These needs to include clear objectives/purposes, manual for the trainings are prepared in the mother tong of the expected participants.

Further to this, dean of the college informed that college introduces a system for getting the academics involvement in the partnership.

Cluster program activities have been included as one components of teacher appraisal system. We are working within this direction. But it had got challenge in accepting as duties by the teachers. አይስርሱን ዘይኮነሰ ከብ ድሌትና ወፃኢ ንይኑ። ከስርሱ ዝኸለል ሲስተም ተዘርጊሑ ኣሎ ብናይ ባዕሎም ኢንሼቲቭ ወሲዶም ድማ ምስራሕ የድሊ። we have developed enabling system which requires teachers also to take their own initiative for these endeavors.

From both responses one can understand that attempts were introduced to get teachers of the college in the partnership. Moreover, initiatives to participate in the partnership program were encouraged and considered the teachers to exclusively work on it. At the same time, this catches another question: do the colleges have collaborative dialogue and forum for trust building campaigns needed as raising the initiatives of teachers? Here, data uttered the awareness and participation of college teachers in the partnership was not quite institutionalized. Open ended questionnaire responses provide a thoughtful reflection about understandings, participations, initiations, and communications of partnership issues were most likely tenuous and superficial at institutional levels. Dominance of particular individual/s in the trainings was appearing. This could bring the competition spirit rather collaboration in the agenda of working together for the partnership goals.

4.2.2. The Benefits and strengths of the partnership

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In treating the issue of benefits and strengths of the partnership, the participants held not quite different understandings and perspectives. To this end, the most frequently reecho ideas across the participants were **‘our relationship is good’** but **‘there are still gaps in practices’**. Overtly or covertly, these ideas greatly imply that the CTE/K-8 schools partnership has admitted contributions and at the same time persuasively the program required critical rethinking in order to better and effective contribution in filling the existing gap in ground. Data densely concentrate the benefits of partnership were particularly **‘on starting stage/evolving nature’** along with teacher class room practice and students learning, teacher continuous professional development.

As the view with respect mutuality benefits of partnership, to some extent the deans’ response offered that:

In the past 4/5 years the partnership program has attempted a lot of better movements in improving the teaching and learning process of surrounding elementary schools partners. There is benefit both of us [the schools and colleges]. This helped seeking, on one hand, what deficiency our teacher training system has, and in favor of strengthening the program, facilitates day-to-day classroom practice and professional development of our school partners, on the other hand.

Cluster supervisors and school principals observed the benefits of the linkage enhancing mentors capacity to empowering the mentees professional practical experience. They contend the partnership creates further opportunities for initial teacher training and schools’ professional practices. To this effect, they added that:

Having received the training and supports, School teachers made assistance to student teacher/s during practicum placement. Particularly, they [schoolteachers] introduced the student teacher with school environment, communities, and students. Mentors, therefore, follow up during their mentees practice with necessary supports provision of professional and feedback.

Similarly, woreda education heads confirmed the contribution of the linkage that it provides for student teacher and schools, by saying that:

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It was not simply left untold the shortage of teacher that student teachers cover in the schools. The practicum experience provided opportunities for better integration what they [prospective teachers] learn in college with school life and the class room conditions. This is a good professional development aspect.

Largely, the benefits of the partnership traces issues related with pedagogical knowledge and skills, and action research as the tool for professional development. School teachers, which they carried out research-action research, has mentioned worthy benefits of the partnership. With less discrepancy, all participants articulated that the college/school linkage has created profound initiatives on conducting action research, yet in its infancy stage. The benefits have been seen in relation to developing concern for solving your own problem, changing practice and improvements. The school teacher participants' response in the open ended questions has clearly attempt to expose such impacts.

The relationship is good towards developing our professional competency. For example, it opens good opportunities to change our methodology works [active learning and continuous assessment] and conducting action research to solve problems. Our relationship enables us also to get familiar with these innovations. Actually, there are valuable experience sharing.

In connection with this, the school directors and cluster supervisors crystallized that:

Our teachers took different issues at school, cluster and woreda levels, and even with parents, to undertake their research. Greatly, this commenced professional development and practice improvement through evidence based results. Without exaggerations, no teacher left without attempting doing action research. **ዝርአናዬ ተሞክሮ ናይ ባዕልኻ ፀገም ከመይ ጌርካ ትፈትሐ።** it lends us experience in how to solve our own problems.

Woreda education office also shared that action research benefits linked with changing students learning and teacher teaching.

Of course, action research was among the major elements embraced in the teachers CPD. Each and every teacher in our woreda achieves initiatives of seeing the teaching learning environments through systematic study [action research]. This led to better students

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learning and professional development. What problem students face and what could be done with it are some of the agenda of the research. We had ever and never such established cultural practice. Really, it is at its infancy stage [our case]. Above all, it developed competitions between and among schools and teachers.

Stands in stark contrast to such benefits, cluster supervisor grasped the idea that:

When you call research, what comes to your mind first is it something difficult and privileged for university/college [professor or doctor]. This prevailing attitude seemed breaking, teacher now started solving the problems they faced. Such thinking and practice barely existed before. I consider this as good beginning, wonderful. It taught us that local problems could be addressed by teacher themselves.

At this point, the discussion with members of cluster office result remarked that:

College cluster office encouraged teachers' involvement in doing action research. It conducted annual cluster action research conference, where selected papers were presented and discussed. Mostly, the issues addressed in the study were related to students, schools, gender cases. This conference served as a means of sharing experience of different classroom realities of different schools. Lastly, the presenters awarded some amount of money [500birr], though not big, it could motivate. A growing number of research works had noticeably felt and recorded.

However, the real contributions of these action researches were seen skeptically. Here, the school director evidenced his suspicion as follows:

Action research as concept had not been mastered; I mean it lacks procedural techniques starting from identification of problems to reporting results. It was conducted outside of supervisory activities of director/head department. However, it was presented to the staff. Action plans were preparing, they appear feasible; I do not know it might be due to lack of commitment; they remained as they were written.

In very similar manner, one supervisor also admitted that:

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The conducted action researches were not in addressing the school problems. Doing action research in collaborative/group manner is yet relatively low. መፍትሔ ሐሳባት ናብ ተግባር ምሽራፍ ብዙሕ ይቐርቡዮዩ። ተግባራዊ መፅናዕቲ ብብዝሓት ኢኻ ትረክቦ ግን ዘይተፈትሐ። You get a number of action researches in schools, but they lack breeding practical and immediate solutions just not beyond the paper value.

The CTE/school partnership was promoting the establishment of model class, pedagogical resource and science kit as to support the teaching learning process. In describing this, Deans of the colleges tried take crude scenario to see the contribution of the partnership. It was compared that:

ሊንኬጅ እናሃለወን ከይሃለወን ኹነታት ፅሬት ትምህርቲ ምርኣይ ይከኣል፤ ማዓት ስልጠናታት ን ድጋፍን ይዋሃብ እዚ ምንም ዓይነት ኣይስርሕን ክንብል ኣይንኻእልን።

We can take the conditions quality of education before and after the experience of this linkage. A lot of trainings and supports have been offered, thus we cannot say the linkage do nothing. There have been establishment model class, pedagogical resource and science kit unprecedented. Notwithstanding, this is not flourished in all schools.

Was there change as the expected? Were the changes defining the intensity of the training and support provision? Definitely, the changes were not comprehensive. " ጭናጭል ለውጢ ኣሎ"፤ ጅማሮታት ኣሎ" we are starting to see some directions of changes, for instance, the shifts active learning, continuous assessment, and professional development, the cluster supervisors, woreda education heads, and school directors together articulated it.

The linkage has integrated importance of facilitating CPD activities, communication about different components of packages of quality education improvement. To date, almost all college of teacher had attended regular HDP, and different staff development program held inside campus as their part of professional development. Convincingly, this is impetus for college instructors to work in conjunction with their school colleagues on professional development. Making this sharp, Deans of the colleges distinguished that:

Such collective experiences derived us making commitment that these valuable activities had to connect with the cluster schools. In return, these supported school based workshops

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to be more relevant. Having receiving training about the packages of quality education improvements [CPD, SIP, TDP, and curriculum], the colleges involved persuasively in multiplying them to schools. We work on strengthening CPD activities. **ብረት ገምግማዊ ጥራት ጥምረት ሊኖር ይችላል።**

With regard to this benefit, the cluster supervisor interview data as well professed that:

As to my experience, I had observed [our woreda] better teacher professional development activities in cluster schools partnership than those non partnership. I can mention, for example improving teachers' portfolio, huge efforts were exerted. At beginning, there were [teachers] attitudinal problems towards CPD; and it was thought as time killing, anti-teacher growth, confusions and resistance. In fact, there was delay of licensing profession. Nevertheless, the colleges intervened [take improving activities] with guidelines how to deliver extensively; in our case there were better individual and group portfolio documentation both at induction and proper CPD.

Lastly, woreda heads contended that there is better awareness, understanding and involvement of teachers about their professional development compared with its starting stage. **‘ሙሉ እንገት ይጎዳል’ ይሉ።** it lacks comprehensiveness –it was not as the intensive as the trainings and supports were provided however. There were problems in monitoring and support provision.

The data concurred to support that CTE/school partnership found to strengthen and motivate teacher professional development. The linkage had apt professional development activities of the school teachers in relation with creating better awareness and facilitating portfolios documentation. The partnership attempts to increase understanding and involvement of teachers in their CPD activities as considering improving professional practice. However, these changes were remained incomplete.

The other impact of partnership was traced in connection with active learning and continuous assessment. However, there was weighting evidence that active learning and continuous assessments lag behind with direction of policy paradigm shift. School directors' interviews scrutinized that the traditionally prevailing practice not yet eliminated, much of journey remaining. **‘አይተላከኝን ገና ብዙሕ ይተርፈና እየ።**

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Cluster supervisors interview data also rendered the gaps in utilize the child centered classroom practice. Their views distinguished that

Dominantly employed methods were lecture method, demonstration and questioning method where teacher control is high while students' role is passive. These were what had been practicing. At least, through the linkage teachers broaden understandings varieties kind active learning albeit implementation suffers intricate problems. Unlike the practice, at planning active learning read colorful and attractive. ከሕል ስእል አብልኝ ይቻራል አብ ተግባር ግን . . ." እንደዚ እናካላልካዮ ዋላ ዘይምስራሕ ኣሎ። I did not know why it left unpractical even if the teacher was capability of doing it. Planning annual and daily lesson is attractive and considers active learning, but implementation process is weak. On the top of this, it was not internalizing by supervisors [including us], school directors and woreda education office.

The above data importantly implies, the implementation of active learning was not matured. Extending this, [teachers] lack of working up to potentials (might be due to lack teachers commitment, attitude, and facilities) plus lack encouragement and support from [supervisors, school directors and woreda education office] impeded practical implementation of active learning approach.

Unlike supervisory response, the school director inclined to:

‘መሰኝ ብመሰኝ ኣይተግበርናን’ the implementation of active learning was not fully addressed. However, changes were observed. Almost 80% brought improvement in making students to actively involved in their lesson, sitting arrangement, forming groups [ability grouping], availability of teaching and learning materials in the pedagogical center, informing students prepare in advance for coming lesson were facilitating the delivery of the student centered approach. There was better improvement of [teachers] skill of handling, thinking and understanding of student learning. There were times that students took responsibility for their own learning when teacher were not presented in case.

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Furthermore, school director interview conceded some improvement going about continuous assessment. Elaborating this event, he explained that:

Students were assessed, then identifying weakness and strengthen following feedback and strategies to improve. Teachers are offering different opportunities to demonstrate their progress such as individual work, group work, short tests, and class and homework [not like exactly the non continuous assessment]. Students result and performance were analyzing and placing according subject and class level [grouping ability]. These served as bench mark; and it was helpful for further better improvement. These experiences are gained via various trainings that the colleges provided.

The in-depth interview with group of studentsø council spoke of their teachersø support and interaction, and use of active learning efforts was helpful.

Evaluating our relationship with teachers was good, generally. Here in our school, our teachers were dedicated to share their knowledge and experience. ተሞሃራይ ማእኸል ዝገበረ ምንቅስቃሳት ይስራሕ እዩ። ፅቡቕ ዝተሓጋገዘ።

[Teachers] there were efforts to involve in student centered approaches; and students were supporting each other well. Teachers were providing challenging tasks, allowing discussing and helping each other, helping develop confidence, encouraging integration, one to fiveø clever studentsø gave assistance to hi/her five class mates. We took extra learning time to help each other, as need teachers were also helping.

At other angle, the studentsø council did not hesitate mentioning the problems and what should be done. In reflecting this, they were explaining that:

There were lack purpose/vision, student text books and reference, doing home work, active participation, and competitions outside of the schools. Moreover, studentsø participation in extracurricular activities was not as much. Most of the clubs [except HIV/AIDS, mini media] activities did not go beyond registrations of members at the beginning of academic year. Having productive and ethical learners, requiring students and teachers to work as 'ኢድን ቅንትን', hands and glovesø developing teacher-parents

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relations, raising parents responsibility and concern about their children learning, and need look after -how is my child progressing?ø

Similar points were also pointed by school supervisor that partnership impact on students learning is not complete.

ራዲካል ቸንጅ የብሉን። ተሞሃራይ ክበቅዕ ከሎ ኢኻ ትርጉም። አብ ለስንጥላን እትርጉምን ተሞሃራይ አብ ምጭባጥ ክፍተት አሎ። ናይ ምእማን ስራሕቲ ገና አይተካየደሉን ጅማሮታት ግን አሎው።

There is no radical change, but starting. You see these changes when students are empowered in doing much for their own learning, innovative, go from lower ability to the higher one. In enabling studentsø productive learning, we left a lot to do within it. The schools you may find external well decorated, but lack to connect it with studentsø class room learning. The learning quality is not as the policy direction desired.

Classroom observations data testimony shared some encouraging improvements and gaps in practice as policy paradigm shift desired. Here, the observationsø qualitative results described under.

All teachers had entered their class with well prepared lesson depicting essential elements: contents to be taught, objectives to achieved, teaching method, students and teachers activities, assessment and evaluation. Commonly all teachers were trying to summarize the previous lesson while questioning were posed for purpose checking their students understandings levels. Following this, the teachers were introducing the today lesson. After elaborating, explaining some issues [for around10 minutes], and then teachers were providing activities and tasks to be performed in groups accompanying instructions for it. In the observed all class, the students were sitting in arranged group meeting face to face. This was usual groups for the teachers. After discussion, students were requested to present their group works respectively [particularly on English and geography lesson]. In the case of mathematics class observation, students were made to display their works on the black board showing the necessary steps with explanations. Finally, teachers raised some general questions for the class as means of assessing studentsø understandings and evaluating the overall lesson effectiveness.

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Conveniently, teachers were employing teaching methods such as the explanations, gaped-lecture, questioning answering, demonstration, presentation, group discussion. Most of activities and learning time were directed much to students. Dominantly, the class mode of delivery strives to make learners participating classroom environment. Besides, the teachers were attempting to guide and facilitate the students, monitor the class and supervise the students, provide encouragement and moral supports. 'Please, participate, what about rest of you, have you got difficulties? Please, ask nearby friends, help and discuss each other and I also go round and help you. Please if you have unclear and difficulties do not forget, we will deal it tomorrow.' ተስተፋ ኣጀኩም ንላኦትኩም ከ? ከብዲኹም ድዩ? ደቐ አንስትዮ ተስተፋ ባ? ዘይተረድአኹም እንተሃልዩድማ ዕባሕ ክንርእዩ ኢና፣ እናተሓጋገዥኹም ስርሓዎ ወ.ዘ.ተ. This might shows how the teachers need to create an attractive and cooperative teaching learning atmosphere which could facilitates active learning. Moreover, students' activities were organized in the sense that students know what to do. It also appears that teacher provides opportunities for their students to make necessary preparation for that lesson in advance.

The observation data also brought some issues need improvements. Though teachers' knowledge confidence in the subject matter appears adequately high, they were remaining to make sensible the contents with the practical life of the learners. There were little efforts to communicate the content to the essence of existing situations and relevance to daily activities. To this end, the learners' prior knowledge and experience were not encouraged to connect with lesson. It also seemed that the most and frequent active participation of the class dominates by some students. At any point, assessments and provision of the support that considers individual differences was less practiced. Moreover, stating and communicating the intended objectives of the lessons were abandoned. The provisions of the learning activities show less variety and challenges. It means it does not go to the higher order thinking as the students show progress (especially this was evident in the mathematics class observation). Simply one can see the variety of the methods that teachers were using in terms of the available options of active learning strategies and diversity nature of the class; consequently, the varieties were limited. Unfortunately, the teachers were not using teaching and learning materials i.e. if has to be considered, the classes were not entertaining outside the text books and black board.

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Above all, the class room observation data taught that the teachers in their lesson were less effective to enter authentic use of child centered methods, assessments and use of teaching materials to help all learners for the desired learning. Hence, there is a gap in helping learners to remain active, reflective, and interactive in their learning in the way of improving quality learning as implementing the methodological paradigm shifts in the education system.

4.2.3. Challenges and Weakness in the CTE/school partnership

The Colleges of Teachers Education/cluster school partnership works were encountering different challenges and had weakness, which precludes from fulfilling its purposes. Aligning with this, the qualitative data unveil the strands of these impediments:

- i. Lack of comprehensive research and documentation of impact of partnership,
- ii. Limited flourishing collegiality learning environment,
- iii. Lack of delineating responsibility and involvement of stake holders,
- iv. The deficiency of Training for trainer model,
- v. Lack of regular monitoring and evaluation system, and
- vi. Budget/ funding constraints.

i. Lack of comprehensive research and documentation of impact of partnership. The gathered data compelled to report that the culture of research and documentation of the partnership efforts and impacts was not encouragingly practiced. Under the linkage, intensive trainings are provided. So what? Did they bring effects? Is the relationship between the colleges and the schools directly affecting the professional practices? What are the problems and failures? And what measures should be taken, accordingly. Attempt in addressing such issues through

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intensive research was not habituated. Deans of the colleges and cluster offices members hold that:

ውዕኢት ደህሳስ መፅናዕቲ ጥልቅ ዝበለ አይኮነን። Survey on the impact of partnership is not deep, and impact assessment is not strong. Our weakness is one reason, and the other difficulty of differentiating the real impacts partnership from others efforts of the schools. On base of field supervision, reports we have the general information that ‘the partnership impacts is good.’ While we ask the school directors, woreda education heads and teachers, what does the partnership create so far? Responses indicate the partnership offers ‘Fundamental support’ **መሰረታዊ ሓገዝ ምዃኑ ትርጉም።**

Compatible with this, Woreda education offices claimed that:

[ትእስሳርና] አብምንታይ ኢና ዘለና ኢልካ መፅናዕቲ አካይድካ አባየናይ ነተኹር? ስነምግባር፣ ዓቕሚ፣ ፍልጠት። እንታይ ሕዚና እንተይከ ይተርፍና፣ ክፍተትና አብይ’ዩ ዝብሉ ናይ ሓባር ምርድዳእ ዝፍጥር አኻይዳ የብልናን።

Where is our partnerships status? Where shall we emphasis? Or what we need to give priority? Is that for professional capacity, ethics or knowledge? What are we achieving till now? What are the existing gaps? On such issues, we do not have the practice collaborative efforts in creating common understanding through research.

Conspicuously, college instructors’ reactions to the open ended questions substantiate that the present partnership associates sever problems of making evidence based decisions and improvements which in return, insight the creation and operation of effective partnership is less likely to be handled in the situation of dearth research. Their responses remarked that:

The partnership was not founded in depth need assessment studies [research] and lack continuous contact and feedback. This makes the partnership to have limited ‘depth and width.’ It is weak, and only focused on the short term trainings. Only some faces of the partnership appear in training. The program designed for ‘formality’ and for the sake of report for those who supervise both partners. It should be strive to rectify these draw backs.

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Similarly, school teachers' responses draw the essence for systematic investigation to have in the partnership in order to address the realities of the schools. Their ideas unlocked that "It is difficult to say there very strong and concrete partnership" Because, that the partnership is not based on identifying practical problems of the schools [weakness] and systematically designs ways to improve it, accordingly.

From these data, it was able to deduce that partnership program was suffering from comprehensive impact assessment research and documentation; and these practices were not sustained. Without systematic research, it was believed to lead partnership with limited contact and hidden its many faces. On the top of this, the colleges/cluster schools partnership benefits were heavily rely on supervision activities, reports which they might anecdotal evidence anchoring the underlying and ongoing nature of the partnership program. Hence, this tends to hamper the consensus between and among partners with respect the program.

ii. Limited flourishing collegiality learning environment. There was much agreement that collegiality learning environment was not enhanced. However, they were addressing the partnership's essence in bringing this vital contribution too.

Cluster supervisors, cluster office coordinators observed that:

‘ብሐቂ ባህሊ ምትሕግጋዝ፤ ነኪባዕልኻ ምምህሃር ብዝሕ ኣይኾነን። በቢውልቕካ ምስራሕ እምበር በጉጅለ ብሓባር ኣይተለመደን። Truly speaking, Culture of collegiality, helping each other, and learning from each other is not much developed. Working together and in group is less rather separate and individual activities are prevailing. Inbuilt supervision, peer observation, team planning were hardly exists. We think we left the underlying benefits of such collaborative endeavors.

Further, cluster supervisor and school director scrutinized the problems associate with attitude construct difficulties in fostering colleagueship's reflection practice.

Most of the time, colleagueship is not perceived in its strong sides. There is fear of evaluating and knowing each other's capacity. "Let me expose my weakness as to improve it, is very rarely present where as fault finding behaviors is prevalent. Reflection and feedback provision practice is passive.

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The data helped one to see that sense of collaboration and collegiality environment for learning in the partnership is, indeed, poorly developed. It was surrounded by lack of self confidence and negative attitudes. in this case, experimenting each one own experience, opening up one's practice for critics, reflection, and constructive feedback working together were not plausible which in turn limits for further improvements to realize at individual and group, and institution cases.

iii. Lack of delineating responsibility and involvement of stake holders. The Partnership puts no explicitly roles, extended and coordinated structure. Moreover, the college/cluster schools links involve a few stakeholders usually from top. Here, both deans of the college underlined that:

ዝተዋሃሃደ ስራሕ የለን። ሽርክነትና መብላሕቲኡ ብናይ ኮሌጅ ድልየት'ዩ ዝሰራሕ።

We did rarely accustomed collaborative culture. The partnership is basis on the voluntariness of the colleges. The partnership had no formal and structure chains of work, as well as clear responsibilities. The top-down structural responsibilities did not exist. There was no responsible organ established at regional state and even zonal. This would undervalue essential coalition supports in the partnership.

In similar way, woreda education office felt that:

On the organizational structure, our [woreda education office] relation is not vertical i.e. colleges are directly call responsibility to the regional state. Thus, our involvement on basis of structure is not well demarcated. **‘ከብዘይ ስክፍታታት አሎ፤ ኢድካ ብቐጥታ ንምእታው’**:: This took us not the courage to put our hand in directing[what to do, how to do] the partnership instead the partnership become directly between the colleges and schools.

Cluster unit of the college, distinguish that **‘ትእስስርና ወለም ዘለም’** ዩ። ፦our relationship is not tight። We had never watched either woreda or regional state offices [both] had closely known where we had reached or sees is there any change.

The school and college teachers also underlined that their involvement was limited. Addressing these issues, they were writing that:

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Even if, the intentions of partnership are significant to our profession, there are difficulties in testing the practical benefits. Most frequently, the essential discussions is held by few individuals [college officials and school principals].

The partnership assumed perennial problems of involving stake holder with clearly delineated responsibilities and role, especially at regional state. Moreover, teachers' involvement as stakeholders appears not overwhelmingly considered. Thus, partnership structure and involvement of that stakeholder were remained discontinued and isolated. This might also endanger the sustainability of the partnership.

iv. Deficiency of 'Training for trainer' cascade model. School supervisor understood that limitation inherit the cascade model which currently the partnership was working on. The responses on base of their experience and observation insight that:

The disseminations of the provided training were monitored through supervision. Really, there was not scarcity of documents showing who provides what [contents], who were the participants, but the impacts. Multiplying effect is not strong. ካነ ስልጠና ካይወሰዱኩን ንሳ/ኑሱ'ዩ ስልጠና ዝወሰደ/ት ዓቕሚ የብለይን ማለት ዲዩ? ዝብል ስምዒት የሕድር። እዚ ድማ ምጉዳልዓርሰ እምነት የኸትል። it takes the feelings of 'I had not got training, it is s/he got it' This develops sense of, does it mean I have not potential? This might deteriorate self confidence. Sometimes, it was also associated with income. Considering their equal status, the participants were suspicious the multiplying activities as it was part professional development. 'ምንፅዓኹ ካሎ።' there is underestimation each other. Sharing experience and learning is not developed. I think you felt it.

School teachers open ended response also showed that the trainings are not reaching equally to all. ንኸሉ ዘይበፅሕ፣ ሰንሰለታዊ ዘይምኺን፣ እዋኑ ዘይሓለወ እዩ። It is disconnected, fragmented, and not timely provided (instead of at the beginning academic, it is give at the end while we are busy). Whether the training of school based workshop was multiplying effectively or not, supervision would took place. However, the overall effectiveness of the trainings would remain within the individual/s. This left room for losing some of essential elements of social integration and firsthand experience. Moreover, data led that 'training for trainer' denies provision of equal opportunities for all school teachers. Consequently, it incorporated attitudinal

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problems. It is not also hard to think, therefore, the established mode of delivery (cascade model) neither facilitates strong learning experience nor reflected as authentic part teacher professional development.

v. The loosely system of regular monitoring and evaluation. Data reveal that supervision activities in the partnership were low along with lack of coordination and continuity. The supervision activities had not been seen as contractual obligation. In large part, the organizational interventions were noted minimal, notably the colleges, schools, education offices at woreda and regional levels make no close links in this issue. This lack of intensive and supportive monitoring and evaluation, thus, difficult to know the real impacts in depth perhaps that seeking better measures to be taken. Correspondingly, woreda education office warned that:

ስጦም ርክብ አሎ ኢልኻ ኣይትግምግምን። ኣብ ምንታይ እንተኢልካኒ? ሓቢርና ዘይምግምጋምና። ስፖርቲቫን ስራሕቲ ናተይ ኢልኻ ዘይምእታው ኣሎ። ኣብ ባይታ ኸመይ ይሸረፍ ጥብቕ ዝበለ ኸትትል የለን።

There is not very strong relationship between schools and colleges. If you ask me where it is, we do not have evaluating our program activities together. How is that partnership working on the ground? How is it practiced? Here, there is no close following up activities.

On the other hand response was heard from the woreda education offices -colleges having making regular supervision would serve as input for the schools and woreda education. In return, interviewed results of cluster offices coordinators and members reminded about lack of attention from the top bodies for what actual goes in the linkage.

ኣበይ በዓሕኹም? እንታይ ትገብሩ ኣለኹም? ኢሉ ካብ ላዕሊ ወሪዱ ዝርኢ አይተግዘብናን። It was hard to observe top bodies get into the grass root level [schools, teachers, students and classroom practice] and seeing what effects are there, and asking what activities so far we[cluster program activities] accomplish.

Collectively, the aforesaid data portrayed that instead of coming together, one see not the involvement of the others in monitoring and evaluation of the program. Thus, one make important inferences that the partnership did not entail close system of monitoring and evaluation, as well as

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lack collaborative endeavors in securing the progress, impact of the partnership. Perhaps, this indicates the existence of gap in the adequate communication and blurred roles among these stake holders.

vi. Budget/ funding constraints. The partnership had showed lack of budgets allocation and fund raising activities.

ፀገም ባጀት አለ። ተሎ ኢልካ ዘይምልቃኝ 'ህልም ብልጭ' ናይ ምባል ድማ አለ። ባጀት ከይሓዘካ መምህር ክትውዕ እም ስልጠና ከተካይድ ኣይትክእልን። The partnership's budget was characterized by on-off budget, and it was not obtained timely. Having no budget, it is extremely difficult to call teachers for and deliver the trainings. Our works in the partnership is solely dependent on this budget. If donors had cease/cutoff the budget in case, the continuation of the program would jeopardized. This had been observed in the last two years. There should be regular budgets enable continuing the program.

Hence, the partnership did not secure regular budget or have limited fund raising activities for looking its long running programmes. The enlargement of the activities within the program and their successfulness, above all the survival of partnership is going well together with available appropriate support resource and budget.

4.2.4. Ways of improving and sustaining the partnership

What should be done in facilitating the partnership? Treating these issues, the participants reflect different view of points by which the linkage would strengthen. In essence, the research participants advocate the strong relationship to be existed between schools and colleges. Endorsing the value of partnership, participants were reflecting instances. Cluster supervisory and implied response of school teachers address the following essence:

In producing capable and productive learners, and improving quality of teaching learning, partnership has great role. 'ፀገም ምፍታሕ ተሓባቢርካ ስለ ዝርከብ', the solutions for problems are always lies in collaborations. The partnership and quality of education are the inseparable faces of the same coin.

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College instructors also insist ‘The need to have relationship in helping and sharing experience each other is mandatory. Our students at the colleges are coming from the schools’ Education offices and school directors similarly reflected ‘**ዝምድናና እኹር ርሑቕ ኣይኮነን ቡዙሕ ናይ ሓባር ትምህርታዊ ጉዳያት ኣለውና**’ ‘We [schools, colleges and education offices] are not distant relatives as we have a lot of educational agendas in common.

Moreover, they were suggesting various ways/means as to nurture and sustain the partnerships. Largely, these suggestions are appearing to consider calling for concerted efforts stakeholders and organizational interventions. These ways are organized under as follows:

i. Structural organizational support. Field data warranted the existence of structural organizational support as cornerstone of successful partnership. Along with this, Deans of the colleges’ response asserted that:

ምትእስሳር ኮሌጅን ኣብዮተ ትምህርትን ተማእኪሉ እንተዝስራሕ ኩሉነታዊ ምንቅስቃስ ንክትሰርሕ የክእል እሞ እዙይ’ውን ብርሰርኻ ዝተደገፈ እንተዝኸውን። Colleges/schools links need to take the centralized responsibility. Responsible organ particularly to this partnership need to have at education offices of woreda and at large regional state as avenue for making comprehensive activities, of course, supporting by research evidence.

To the same vein, cluster unit handled ‘great emphasis should be given to structural organization, which is necessary’ **መዋቕራዊ ምድርጃው ኣገዳሲ’ዩ። ዓብዩ ጠመተ ድማ የድልዮ።** Further to this, ideas contained in the open ended questions urgently need to see the involvement of REB as responsible organ to facilitate partnership work through provision necessary resources. To this end, having enduring partnership nature, it requires clear structure and organizational supports from school, colleges and education offices, especially at regional level.

ii. Readable planning. Planning, common planning was found indispensable for running successful partnership. Deans of the colleges argued that having readable planning key in our partnership.

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Having discussion comprises all stakeholders among (school, college, woreda and regional state education office) facilitates building common understanding. What to do? How to do? And who do what? As agenda on the partnership side is important. In doing so, our work and partnership would remain integrated and collaborative.

What should be done in order to facilitate better integration between schools and colleges? for such open ended question, college instructors and school teachers direct and implied responses include elements like initiations, close and continue contact, considering teachers' interest, receiving feedbacks considered as key factors to create and to improve healthy relationship between the institutions. Hence, the establishments of such fertile grounds for discussion with all stakeholders essentially in all ways of the partnership helps to have all voices of key players, shared goals with clear directions and accountability, which could sustain the partnership over years.

iii. Strengthening monitoring and evaluation. The participants' views raised improving the supervision activities could lead advancing the partnership efforts. School directors' interview result affirmed that

The trainings are always theoretical, what is important still is how to connect it with the ground. We need also the college teacher come to the actual classroom and make constructive supervision. Above all, we ourselves need initiative inbuilt supervision, learning from one own practice, peers, reflections, and feedbacks of day to day activities.

Imaginably, realizing such activities in turn, require appropriate support resources, strengthened monitoring mechanisms. Close to this idea, the open ended questionnaire part pervasively told that monitoring and evaluation has to be enhanced as to carry out meaningfully successful partnership. Collectively, their responses call for making regular supervisor, establishing effective management and responsible organ to evaluate the links and seek improvements, stakeholders (REB, Woreda education office, schools and TEIs) should work together and assess the problems in order to facilitate the partnership.

iv. Recognition and reward. Responses of data were also sensitizing the provision of recognition as well as rewards important elements of solidifying working partnership efforts. Data insisted that the establishment reports that reflect the efforts of partnership and introducing

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rewarding system could mean accepting and encouraging activities of the program. **ስራሕተ ምንቅስቃስ ሊንኬጅ ዘንፀባርቅ ሪፖርት ነቲ መርሃ ግብሪ የጣናኸሮ 'ዩ::**

To this end, the provision recognition what has been made through partnership should be raised in different occasion such as relevant agenda of education, meetings, workshops reports, and media. This would encourages raising awareness about partnership program at time perhaps motivate to remarkable achievements.

v. Considering Regular Budget. The need for regular budget in running the partnership program was mentioned frequently. Regarding this, cluster coordinators felt -Cluster program activities are not strongly assumed as main tasks [i.e.it seen as external supportive]. There is no regular budget allocated for cluster activitiesø similarly, deansø interview insist the establishments of pedagogical resources, model class, library and laboratory endeavors demand budget which most of the time beyond the capacity of both that colleges and schools could afford. It requires leading its own regular budget for running its activities.

This data implied cluster program activities should not regard as extra work rather part of the regular activities of colleges and schools. Therefore, considering partnership as formal part of teaching learning process, teachersø professional development of the schools and colleges; it call for its own budget and on time. This, in turn, contributes expanding and sustaining successful partnership.

vi. Strengthening sharing experience program and school networking. It was believed that the partnership spectrum extends to enhancing the exchange and sharing experience between and among schools and teachers. Assuming the essence of such programs, cluster supervisors noted that:

We were starting sharing experience with surrounding school models. This was helpful among us to exchange valuable experience joined with the efforts changing our schools learning environment. These days, this program is ceased, I do not know but it might be associated with budget. The concerned bodies [especially woreda education office] need to take serious improvement measures.

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Akin to this, Woreda education office understood that working together could promote net working between schools and teachers.

We take trainings as key to teachers' professional development. Parallel to this, however, helping and learning from each other [schools and teachers] is paramount significant. The venture of partnership needs to strengthen this. After all, what is expected [result of training] to be realized is that solving your problems by yourself. ቁልፍ ፀገም ብባዕልኸም።

Open ended questions also asserted that:

The relationship emphasizes on the trainings and material supports. Usually, it is also this that schools expect from colleges. At least, this would refresh experience and alleviate adequacy of resources. However, only training and materials support could not lead to improvements. Integrating the works of different schools and teachers' works is good for quality of education.

This insight that the relationship has to go beyond the existing practice to provide opportunities in facilitates the sharing experience and networking in joining the genuine endeavors of the partnership.

vii. Thinking the horizon of partnership. Putting together the participants' views, they urgently drive the rethinking of the partnerships arena in the way it has to broaden its improvement efforts for more benefits, and more participants. These points provide thoughtful suggestions of extending the partnership, and promoting exemplary model practice and commitment.

Participants were raised agreement with extensions partnership. Hence, the existing partnership works need to increase involvement of stakeholders to strengthen the venture of college/school links. Pointing out this, Woreda education heads believed that:

ትምህርቱ ናይ ኸሉ እድ እታወትዮ። ናይ ወለዲ፣ መመሓደሪ፣ ተሞሃሮ፣ ኮሌጅ፣ ቤት-ትምህርቱ ውህደት እንተዘይሃልይዎ 'ፍለኽ' አይብልን።

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All have stake in education: parents, teachers, students, school directors, administrators and colleges. If it lacks integration of these different stakeholders endeavors, it will not have any sign movements/awake: will not get up/rise. As the outcomes of education are parallel with the involvement those various stakeholders, changes are inconceivable if one of the stakeholders ventures is missing. Being as one organization/institution collaboratively, we are becoming input to the productive source of human power.

Admitting the limited horizon of the existing partnership whilst to pursue the essence broadening the partnership, Deans of the colleges interview also imagined that:

In-service ከም ሓላፍነት ከም ፖሊሲ ናተይ ኢልካ ዘይምእታው ፣ ዝርጋሐ ድጋፍና ኣብዘይ[ኣብቀረባ] ዘሎዎ ኣብየተ ትምህርቲ/መምህራን ኢና ንሽፍን። ኣብ ካልእ ጫፍ ዘሎ ኣይረክብን። ከም ኣንፈት ኩሉን ኣብየተ ትምህርቲ በዘይ[ሽርክነት] ኩሕቋፋ ኣለዎን።

Our partnership is covers only those schools where student teachers are deployed for the practicum program. The other schools [part of the region] have not treated under this partnership. Pre-service teacher education is taking place, however, in-services education has not entered considering as policy and as our responsibility. As the partnership brought meaningful changes non partnership cluster schools made frequent call for partnership. As direction, the intention is to include all schools in this partnership.

Woreda education office also forwarded ideas for extension of partnership purposes.

ኣብ ስልጠና ጥሪሕ ዘይኮነስ ኣብ ዓለማዊን ኢና ንራኹብ።

Our relationships are not only on trainings but largely should be on the purposes. We have so various sectors where we should make joint efforts: [for example] females affairs, sports, teachers associations. Though our relationship is not direct, the needs for collaborative endeavors are inevitable.

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School teachersø responses envisioned to extend partnership towards authentic teacher professional development.

ተሞሃሮ ካብ ናብ ፊልድ ምውፋር ሓሊፍኻ ዝድምናና ዝተጠናኸረ ኣይኮነን።

This time there is no relations except that the colleges deploy their students to the schools for field experience. Or else after finishing the formal trainings period, there is no follow up and evaluation as to identify weakness and strengths of the system in the working place [at schools]. We are waiting to see the strong working relationships in promoting teachers professional development.

All together, data insight the current partnership has to go beyond the formal pre-service education, trainings and inclusion of limited number of schools and enter an extended and new horizon including all key stakeholders and invasive collaboration for long life professional learning and to improve quality of education.

School directors and cluster supervisors solicit for exemplary model and commitment of the colleges in research practices.

ኮሌጃት መሃዝትን ተማሪመርትን ኽኾና ኣለዎን። ብትምህርቲ፣ ብዓቕሚ ፣ ብፍልጠት ዝሓሽ ዕድል ስለዘሎ። እዚ ካብ ልቢ ክስርሓሉ ኣለዎ ከምኡ'ወን ብሓላፍነት። Colleges need to be inspirational in research and innovation, as they [colleges] are found in better opportunities of education, capacity and knowledge. This [innovation and research] has to done in whole commitment and in responsible ways.

Along this, Cluster office members visualized that experience of having involving all staffs of colleges and schools in mutual supports and joint efforts, would vitally important to empower both of them. School directors also addressed that:

ካብ ካልኦት ኣብያተ ትምህርቲ ዝሓሽ ዕድልት ኣለና። ኣይተጠቐምናሉን ብዙሕ ይተርፍና።እቲ ዝድለ ዘሎ እኮ ብሽርክነት ኣቢልኻ ዓቕሚ መምህራን ምዕባይ፣ ስእሊ ኣብያተ ትምህርቲ ምቕያርን ን ከይዲ ምምሃር ምስትምሃር ምቕው ምግባር 'ዩ። ምትእስሳርና ድማ በዙይ 'ዩ ዝርኣ።

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We have better opportunities than other schools that don't have such chances of relationship, partnership. We have not put the benefits in practice extensively; we lag behind making this effective. Here, we have to work day and night. What is needed through partnership is developing professionalism, changing the picture of schools toward forging suitable teaching learning process. Ultimately, it is envisioning comprehensive students learning change. Our partnership is, therefore, seen in the eye of these core purposes.

Open ended question response of a participant held that partnership for mutual benefits should start within; and it reflects powerful message that the two institutions need both each other to fill their gaps together. This view directly reads as follows:

I think if the direction of the link is two fold, the impact could be concrete and real to both. Like the schools, the colleges have loopholes to improve through support from the school community. Hence the college should open its doors for the schools beyond its attempt to open the doors of the schools.

Of course, these suggestions have designing solutions and means sustaining nature of partnership inline the existing contextual problems. In relation the undertaking issue of the study, these would assume the value how collaborative partnership in education is determining critically. Hence, college/schools partnership should strive broaden their horizon of interaction for benefits of all involved participants. Further, these would be stimulating the current situation of the partnership as enduring its future.

CHAPTER FIVE

5. Discussion and Interpretation of Data

This part treats discussion of results of the earlier separate sub report of qualitative and quantitative data together seeing that quantitative and qualitative findings, while considering Johnson and Christensen (2008) virtually comparisons and integration of both quantitative and qualitative data sources/analysis in the mixed research design. This has been organized in relation to the basic questions as follows:

5.1. Status Accomplishment Evaluation of the Linkage

Notwithstanding clearly put goals, the qualitative data give that the purpose of the school/college is keeping the ways of enhancing the teaching learning process of the surrounding primary schools through working collaboratively on the educational arena: provision of school based in-service training and supports, experience sharing program, pre-service teacher education (Practicum program), and supervision activities. Generally, this is aimed at facilitating the overall quality improvement of education, which remains the central goals of the CTE/K-8 schools partnership. Moreover, this targets mainly the partners: the school principals, student teachers, mentors, and school teachers, cluster supervisor, college instructors meet together to build shared learning experience which in return expects adding values in support each others on professional development.

In realizing this, the colleges established cluster office primarily taking such responsibilities and roles of planning, implementation, and evaluation of the progress of the linkages for all its intents and purposes. This was supported by the research participants' agreement that the linkage is responsibly organized (mean=3.3 or 57.4%). What so far the linkage (college/school links) has been accomplished on these purposes? Regarding this, the quantitative data agree that the partnership has good practice of planning (mean=3.4), which descends its activities drastically in the implementation (mean=3.0), following the loosely monitoring and evaluation system

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(mean=2.8). Importantly, the school and colleges teachers' responses were in similar trends of agreements. At this it can make cogent argument that the implementation and monitoring and evaluation activities of linkage ranges from decline to cease after planning. Literature concerning this, Bullough et al. (1999) largely argued that in partnership, most remain just interesting ideas. Paradise envisioned is seldom paradise realized: reports of success tend to be of paradise envisioned, not gained (Goodlad, 1994, p. 218).

The consultative workshops held among partners namely the primary school teachers and school director, representing the partner school, Woreda Education Heads, and colleges to address issues to be performed in the partnership indicating the accountability and expectations of parties, thus to give feedback. This was acknowledged through in-depth interview and document of memorandum of agreement. Supplementing this, the quantitative data admitted the partnership in identifying the tasks to undertake in advance aligning with its objectives (mean=3.5). To this end, the stakeholders involvement activity was recognized (mean=3.5), however, with less voice of large numbers of both the school and college teachers, (mean=2.6). This was perceived by the teachers that the linkage as it has been conducted only with a few members from the top. Hence, this takes hesitation of the decision making working within the partnership is reflecting whether participatory.

The TEI-school links is running its activities according to the program (agreement mean=3.25). However, this have not the courage putting the effective accomplishment of the linkage in association the predetermined goals (mean=2.7). Qualitative data in return, evidenced that this issues where a number of weakness in the partnership was mentioned, largely lack of monitoring and evaluation. Moreover, the contact and communication of the linkage between and among all key players was less. It did not take centralized responsibility as lacking the woreda education office, with particularly noted lack of office at regional level too. This was strengthening the quantitative data, where the teachers got much agreement (mean=2.6) on the linkage did not take immediate solutions to the raising problems, and which might lead to much doubt on its sustainability. Consequently, this questioned the existence of meaningfully strong partnership between the TEIs and school clusters in the study area region. To this end, many researchers argue that collaborative arrangements between schools and universities, remain weak

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and often ineffectual (Bullough & Kauchak, 1997; Darling-Hammond, 2006; Essex, 20001; Zeichner, 2005).

In line with this, qualitative sources and quantitative data explicitly exposed the partnership inclinations to the trainings and material supports provision weights over the social interactions. The trainings and materials support provision the colleges render to the schools on the one hand, what these all schools receive on the other hand, has importantly linked and mainstay with the partnership's practice towards meeting its objectives/purposes was mentioned most frequently. In Contrast with this, literature shows for genuine and sustainable improvements of partnership, developing social relationships are noted very important (Miller & O' Shea, 1996; Bullough & Kauchak, 1997; Smedly, 2001).

5.2. The Impact of School/college Partnership

Here, the integration of the qualitative and quantitative data sought the influence of the partnership dimensions was relatively covers teaching learning process yet, the horizons of interaction and contact was limited. Comparing qualitative data and quantitative data, the former importantly anchored some benefits of the linkage connecting with helping schools to establish model schools, pedagogical resources, and use of science kits. This was largely happened as the results of material and resource supports provisions of the colleges. Inside the work of the partnership, the colleges deliver school based workshop training, supervision works, and provide support materials such as teaching and learning materials, facilities equipment aimed at strengthening pedagogical resources, library, laboratories of the schools. Collectively, these intend to forge in-built capacity of the staff and their professional development where by encourage day-today classroom activities and practice, and school improvement program. For all this intensions and purposes, however, it was implied the partnership were not widespread and comprehensive where its tangible effects were with less evolution.

The linkage paves the way of minimizing the shortages of teachers at schools temporally, through pre-service, whilst at the same time the student teachers are gaining practical experience of the school realities and professional knowledge. To this effect, the partnership contribution to mentors so as to bring effective follow up and feedback to mentees has been mentioned as the

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benefits of the linkage so far partnership is working with. Colleges also exercise establishing criteria together with supervisors to look the teaching learning environments of the schools, which in return assists the school to get areas for improvement.

Quantitative data portrayed issues related with impact of partnership such as: increasing teachers' competency, teaching methodology, continuous assessment, instructional planning, and action research, were relatively got improvements (scored mean above 3.5). Not far from this, qualitative data also densely concentrated on the impact of the partnership in relation to the fundamental of teaching elements and in-service professional development. Crucially, however, the impact of the partnership characterizes the 'embryonic stage' where most of them are on the way of starting. This time qualitative data pervasively assert the existing gap in doing the effective outcomes of the partnership on one hand, the quantitative data has concurred to the moderate influence, on the other hand. Following this, the impact of partnership has been merged into the classroom practice, teachers' continuous professional development, and collegiality learning environment.

i. Teaching classroom practice

The impact of partnership in relation to the teaching classroom practice issues, both qualitative and quantitative sub reports perhaps assume congruence of evidences. Specifically, quantitative data on issues related to the packages of teachers' knowledge and skill teaching (classroom management, instructional planning, use of teaching materials/resources, employing of teaching methods and continuous assessments) and the competency of teachers has got relative improvements through the partnership.

Concurrently, the qualitative data extends these wide impacts in the repertoire of knowledge and skills of teaching. This embraced some improvements on teachers' skill of handling and treating students, thinking and understanding of student learning accompanying skill of the developing well structured instructional plans. Further to this, helping learners to get active involvement in their lesson and develop sense of helping each other in groups, widening the understanding of varieties of active learning strategies, assessing students using variety of techniques, analysis of students' results and its subsequent feedback provision was among the tremendous impacts of the partnership.

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Collectively, this could show how the partnership is working towards facilitating teachers' day to day classroom practices and schools. Conversely, data entailed these partnership's impact deemed calls for further improvements to carry out in the area. Corollary, there was weighting evidence that active learning and continuous assessments lag behind with direction of the policy of paradigm shift. Supporting this, qualitative data contended that the traditionally prevailing practice has not yet eliminated much of journey remaining in connecting to the authentic students learning quality. The actual classroom practices were less effective to enter authentic use of child centered methods, assessments and use of teaching materials to help learners for the desired learning. Hence, this is implying a gap in helping learners to remain active, reflective, and interactive in their learning in the way of improving quality learning as implementing the methodological paradigm shifts in the education system. Along with this, quantitative data confirmed that partnership plays towards changing the way of their thinking and practice, and improving quality teaching and students' learning was low (rated mean=2.8). However, Essex (2001) considers forming meaningful partnerships as a key to enhancing and improving instructional effectiveness and learning outcomes for students. Unlikely, the current college/K-8 schools partnership impact is less in filling those gaps of improving instructional effectiveness as to enable the provision of quality education to students. Perhaps this helps to understand that the present partnership is gearing up for altering the teaching classroom practice of teachers which in turn promotes the quality of students' learning, making difference.

ii. Continuous Teachers Professional development

Regarding this continuous professional development benefits, quantitative data had placed the influence partnership nearly to the moderate. The impact of partnership on initiating school teachers in involving conducting action research was imperative one. Overwhelming number of teachers (87% teachers) supports this action research result as the tool for their professional development. In several instances, this was also captured through the qualitative data across the participants in similar understandings of these benefits of action research. In the same vein, the data articulated that action research tend to break the traditionally prevail research (research done as only by professional researchers) view where school teachers are starting identifications of different professional issues/problems as to address the problems by themselves “ዝረአናዮ ተሞክሮ ናይ ባዕልኻ ፀገም ከመይ ጌርኻ ትፈትሕ”:: Moreover, it was reported that this

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movements attached with their professional development and increase evidence based practice. To this end, the cluster action research conference, which is organized by the colleges, plays pivotal role in sharing valuable experiences and learning of various school based problems and solutions. The contents of the action research dominate issues related with school problems, classroom teaching, extracurricular activities, parental involvement, and indeed, are greatly connected teaching learning process. Rewards provided to the selected and presented papers also perhaps serving as motivations and expanding exemplary works. To this end, the action research develops positive sense of competition between schools and teachers. However, quantitative data (mean=2.7) supports the partnership has less felt results in enhancing teachers' teaching practice and reflection. Differently speaking, this action research has not the nature of collaboration with other school and/or college teachers on one hand; most of them yet lack brooding practical solutions, on the other hand. This helps making inferences that these action research value tend to exist more as an idea in papers than testable effects on grounds. Nevertheless, Cochran-smith and Lytle (1996) have articulated strong position that research by teachers represents a distinctive way of knowing about teaching and learning, altering about classroom and school practice; and powerful means of professional development. Action research with in partnership program, Carol et al (2010) insist that action research collaborative inquiry as powerful vehicle of professional development which is important to promote change in the growth of teachers and school renewal. In regard to these potential benefits, data indicate this action research practice under the linkage is at its infancy stage, however.

The other point that the partnership impact viewed was facilitating the process of continuous professional development of the school teachers (mean=3.7). Adjacent to this, the qualitative data display the partnership intervenes to create teachers' better attitude and understanding towards CPD activities as considering it for improving their professional practice. Consequently, this was motivating and strengthening better documentation portfolios works of teachers. However, these changes were remained incomplete. Here, most of the school teachers (with mean score 2.4 lower than the moderate one) considered the partnership has less impact on teachers learning while in the work place. Further to this, the role of TEI-school collaboration towards creating degree of flexibility for teachers in their work, and in creating wider learning opportunities (mean=2.6) were rated low. Hence forth, school/colleges link in connection with in-service and long term

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impact following the pre-service appears limited and exploited less of the potentials of the perceived outcomes of the partnership.

Qualitative data emerged that the partnership concern tends to include fundamental education quality issues where CTE serves as bridge to communicating education agenda of the country to schools in the direction of national education policy. For instances, the packages of quality education improvements [CPD, SIP, TDP, and curriculum], the colleges work together with the schools. Thus, this intends to acquaint school teachers with the dynamism of curriculum and with innovations as important aspect of quality of teachers in service teacher professional development programs. Supplementing this, quantitative data assured teacher professional dialogue, sense of empowerment, and the acquainting of innovation and changes in the profession, nearly equally at moderate level.

iii. Collaboration and Collegiality learning environment

The impact of the Partnership regarding forging suitable avenue for collegial interactions and learning opportunities were found less developed. Essentially, data reports of both the quantitative and qualitative informed concomitantly that the colleges/schools links is not strong in reflecting authentic collaboration atmosphere.

Nodes about the culture of working together that appears to determine the central features of the genuine partnership such as mutuality directions, trust and recognitions, collaborative inquiry, learning communities, and conversation and discussion among partners on professional matters were rated low (means around 2.4) invariably. In similar vein, qualitative data discerned the culture of collegiality, helping each other, and learning from each other is not much developed. Working together and in group is less rather separate and individual activities are prevailing. Activities such as inbuilt supervision, peer observation, team planning were hardly exists between and among schools and colleges. This evidence might warrant that the existing working relationships between TEIs and school are not on the side of genuine culture of partnership as securing benefits at individual and group, and institution cases.

In nutshell, the mixed analysis reinforced that the impact of the partnership in the study area was in its infancy stage where the perceived advantages of potential partnership are not meaningfully pursued. Thus far, the partnership impacts remain in the making real connection to

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teachers learning opportunities, and class room practices, students learning, reciprocity directions, collegiality learning. Professional Partnership, indeed, as the main avenue for teachers learning and professional development supported by many scholar researchers (Bines & Welton, 1995; Grundy et al., 2001; Walkington, 2007; Miller, 2001; Bullough & Kauchak, 1997; peters, 2002) is not crucially realized in the study area. Therefore, the impact TEIs/cluster school partnership underpins little pertinent trickle-down impacts on the quest for quality of teaching and learning process. Similarly, Bullough and Kauchak (1997) found most partnership programs remain evolving works in progress, and just like the Tietel (1997) little ripple effects of partnership.

5.3. Attitude and Perception of Teachers towards the Partnership

College instructors' attitude towards the linkage was relatively explored. College instructors were hesitating to decide for being well informed about the purpose and needs to have partnership with schools. What is going with the nature of partnership including progress and evaluation of the program did not briefed at lengthy with teachers (ratings' mean=2.4). Moreover, college teachers were not clear with what and how they should engage in TEIs/school cluster partnership, and indeed, the adequacy information about the function and efforts taken in the cluster program was low (mean=2.8). Notwithstanding, this importantly insight the existing endeavors to get teachers as primarily persons on the partnership is getting scant attention.

Contrasting to this, qualitative data confirmed that the undergoing cluster activities disseminate through different occasions such as workshops, notices board, particular discussions with department heads. There have been efforts to include the works of partnership to be part of teachers' appraisal systems. Moreover, qualitative data told that the college extends system that encourages the involvement of teacher in the partnership. Largely, teachers were required to exclusively work on it. It seem supporting this data, teachers were not hesitating to assume partnership activities as their responsibilities (3.9) irrespective of their departments, yet with high readiness and happiness. Apparently, this implies the less resistance of teachers' attitude towards getting their joint efforts in partnership which could have positive essence in future partnership. In the actual context data claimed that, however, this partnership enjoys relatively a few number of individuals. Correspondingly, qualitative data implied the awareness and participation of college teachers in the partnership was not quite institutionalized. To this effect, the colleges lack effective organizational means of getting authentic teachers' involvement in the side of the

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partnership works (mean=2.7). The dominance of particular individual/s in the provision of trainings was appearing. This could bring the competition spirit rather collaboration in the agenda of working together for the partnership goals. On the one hand, teachers' in taking their own initiatives to engaging in the partnership, and colleges' to effectively motivate and organize this on the other hand, was less nurtured. This non shared strength instead overlapping weakness appears to detain the existing college/schools partnership works.

About sixty percent of college teachers' participants put value on the contribution of TEI to cluster school. Specifically, they rated the benefits of linkage in strengthening continuous professional development and teacher classroom practice with mean higher than the average (3.6) which was discussed earlier similarly. Notwithstanding, the college instructors were not daring for decision about mutual benefits of the partnership. Over 62% of college instructors showed disagreement with the perceived outcomes TEI-school partnership in changing their teaching practice through the connection of the reality of the school practice. Like their school teacher colleagues, college instructors asserted that the college/school partnership is not strong (weak) in developing collegiality learning environment. The mutual benefits on the side of TEIs-school linkages (mutualism) were entertaining difficulties. In connection with this, teachers' engagement in cluster activities as an opportunity for further research to undertaken was rated with lower mean of 2.9. Therefore, the benefits of the partnership for college instructors were largely left unrecognized. Concerning the advantages that benefited of the partnership, Borthwick et al. (2003) results also showed that university benefits were largely unreported. In essence, the school/college partnership struggle to change the prevailing traditional relations as to reflecting genuine collaboration settings were much disagreed and left undecided.

5.4. Challenges, Problems, Pitfalls and Opportunities

Quantitative data concurred that the school/college links were surrounding different serious impediments such as lack of follow up and evaluation, lack of effective communication, lack of organizational support, time constraint, and inadequacy of budget in achieving its wider aims of improving education quality. Correspondingly, qualitative data emerged various weakness bound up with the working partnership. In reality, these challenges include:

- i. The deficiency of Training for trainer model,

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- ii. Lack of delineating responsibility and involvement of stake holders,
- iii. Lack of regular monitoring and evaluation system,
- iv. Lack of comprehensive research and documentation of impact of partnership,
- v. Budget/ funding constraints.

At any point, these weaknesses and problems communicate that the college/cluster schools partnership is entangling which complex challenges and put increased pressure towards building successful and meaningful partnership. In relation to this, research literature shows factors like cultural differences, organizational structures, time constraint, leadership commitment, financial and resource constraints, lack of communication (Brandy, 2006; Bullough & Kauchak, 1997; Clark, 1999; Magolda, 2001; peel et al., 2002; Smedley, 2001; Stephens & Boldt, 2004) preclude from building effective partnership.

i.The deficiency of ‘Training for trainer’ model.

Converging results of qualitative and quantitative data support that landscape of the trainings and support provision in the linkage has basically school based nature. It undergoes with the need assessment of the timeliness and current issue of schools and teachers having high relevancy of the contents (mean=4.2 and 4.1), and good process of facilitation and presentation (mean=3.9 and 3.7). Most of the workshop trainings were associated with general methodologies active learning, continuous assessment, instructional planning, classroom management, the use of instructional materials, conducting action research. Moreover, English language improvement and gender issues were part of these trainings. Pertaining to this, it acts as invigorating teachers experiences. Beyond this invigorating experience, however, there is much doubt that such trainings were bringing practical contributions on teachers' day to day activities where the integration of trainings result on classroom teachers and their teaching sought less progress.

Complementing to this, qualitative data on its part uncloses that the cascade model left room for losing some of essential elements of social integration and firsthand experience. Moreover, data led that training for trainer denies provision of equal opportunities for all school teachers. Consequently, it incorporated attitudinal problems. This implied the delivery (cascade model) neither facilitates strong learning experience nor reflected as authentic part teacher professional

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development. It seems for these chief reasons that in spite of its bulkiness, trainings effects in relation the time and effort takes -neutral feelings on the satisfaction and -lack sustainability aspect of features quantitative and qualitative data, correspondingly.

These short term school based workshop trainings were actually the mainstay and ways of sharing experience and learning under the linkage between the two institutions. Crucially, the trainings nature deemed less likely of teachers lifelong learning as to impact change in teachers thinking and their classroom practice. Consistent with work of Hoban (2002), insists professional development activities that consist of teachers gathering for brief workshops and sessions have been found to make little difference to school or classroom practice upon the participants return to schools. This could be, therefore, a striking indication that current CTE/K-8school partnership fashion seeks more professional development opportunities in the shared journey of quality education. To this end, abundant literature notably for example, Darling-Hammond and McLaughlin (1995) policy reform assert teachers need professional development that extends far beyond the one-shot workshop; they need opportunities to learn how to question, analyze, and change instruction to teach challenging content.

ii. Lack delineating responsibility and involvement of stakeholders

The partnership assumed perennial problems of involving stake holder with clearly delineated responsibilities and roles, especially at regional state. Specifically, qualitative data urged the problem is ranging from the absence of special organs under the heading of partnership to less attention and interaction of the regional and woreda education at the grass root levels of the partnership. Thus, Partnership structure and involvement of those stakeholders were remained blurred, discontinued and isolated. This might also endanger the sustainability of the partnership.

iii. Lack of regular monitoring and evaluation system.

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Unlike the prevailing provision of trainings, multiplying effects (2.9) following monitoring and evaluation remained low (mean=2.7). Supplementing this, qualitative data confirmed that there was lack of supervisory activities and involvement of colleges and/or schools. Thus, one make important inferences that the partnership did not entail close system of monitoring and evaluation, as well as lack collaborative endeavors in securing the progress and impact of the partnership. Perhaps, this precludes adequate communication among these stake holders.

vi. Lack of comprehensive research and documentation of impact of partnership

The practice of collaborative efforts in creating common understanding about the partnership through research was less existing practice. Qualitative data informed that partnership program was suffering from comprehensive impact assessment research and documentation. Primarily, the partnership benefits were rather rely on reports, sporadically supervision activities, which they might anecdotal evidences; and lacks comprehensiveness in anchoring the underlying and ongoing nature of the partnership program.

v. Budget/ funding constraints

More details, the qualitative sub report provides that the partnership showed lack of budget allocation and fund raising activities. Some of the features like non-offø inadequacies, not release on time, lack of regular budget characterizes the budgets within the linkage. Hence, the partnership did not secure regular budget or have limited fund raising activities for looking its long running programs. Under such situation, it is not very hard to think about the future continuation of the program, it would be jeopardize. The enlargement of the activities within the program and their successfulness, above all the survival of partnership is going well together with available appropriate support resource and budget.

On the evidence, it appears that the TEIs/cluster schools partnershipø tangible contributions to subsequent teachers learning, teaching and studentsø quality learning, professional development and collegiality learning environment have little trickledown impacts. Particularly speaking, mutuality characteristics, collaborative research, building social elements,

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and invasive relationships within the college/school partnership were some of the pitfall that stipulates working closely for strengthening it. Potentially, TESO initiatives put to have radical reform of teacher education system as policy, the interlocking of nature of education, the involvement of college and school staffs in their respective professional development activities, the pre-service of teacher education, and the various packages of quality education improvements are compelling opportunities to the colleges and schools to support one another endeavors via partnership.

5.5. Ways of Nurturing and Sustain the Partnership

The participants of the study were reflecting different view of points in mitigating the problems and mean of sustaining nature of partnership inline the existing contextual problems. Hence, college/schools partnership should strive broaden their horizon of interaction for benefits of all involved participants. Further, these would be stimulating the current situation of the partnership as enduring its future. In line with this essence, Borthwick et al. (2003) asserted that understanding of different participantsø perceptions of what is required to establish and maintain successful school-university partnerships may help illuminate the process underlying success. Moreover, to have lasting and successful partnerships, it needs to thoroughly ground in the context for participants work (Clark, 1999). Similarly, this research has found powerfully participantsø practical suggestions in strengthening the partnership program. Largely, these suggestions are appearing to consider calling for concerted efforts of stakeholders and organizational interventions. These concerns come up with strategies including:

i. Structural organizational support

Field data applauded, the existence of structural organizational support was being considered as cornerstone of successful partnership. Colleges/schools links need to take the centralized responsibility which is necessary for making comprehensive and sustaining activities. Similarly, this urgently needs to see the involvement of REB as responsible organ to facilitate partnership work through the provision of necessary resources. In effect, such clear structure and

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organizational supports from schools, colleges and education offices, especially at regional level assume vital role in enduring partnership nature.

ii. Readable planning

Qualitative data insight having good planning is a key in facilitating integration and collaborative works. Common planning including discussion comprises all stakeholders about what to do? How to do? And who is to do what? On the partnership side is important for running successful partnership. This encourages developing shared goals with clear directions and accountability as building common understanding.

iii. Strengthening Monitoring and Evaluation

The participants' views raised improving the supervision activities could lead advancing the partnership efforts. Beyond the theoretical trainings, activities such as inbuilt supervision, learning from peers' reflection, feedback, critics and researching on what we are doing and how we are doing. Therefore, the college teachers and school teachers need to support each other in the actual classroom and make constructive supervision, and can help collaboration to occur.

v. Recognition and Reward

Responses of data were also sensitizing the provision of recognitions and rewards as important elements of solidifying working partnership efforts. The establishment of reports that reflect the efforts of partnership and introducing rewarding system could mean accepting and encouraging the program activities. To this end, the provision recognitions what were made through partnership should be raised in different occasion such as relevant agenda of education, meetings, workshops reports, and media. This would encourages raising awareness about partnership program at time perhaps motivate to remarkable achievements.

v. Considering Regular Budget

Qualitative data contended cluster programs of the partnership are not strongly assumed as main tasks [i.e. it seen as external supportive]. There is no regular budget allocated for cluster activities. The establishments of pedagogical resources, model schools, library and laboratory

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endeavors demand budget which most of the time beyond the capacity of both colleges and schools could afford. The partnership requires leading its own regular budget for running its activities.

This data implied considering cluster program activities as the regular activities of colleges and schools (i.e. as formal part of teaching learning process, teachers' professional development of the schools and colleges); it call for its own budget. This, in turn, contributes expanding and sustaining successful partnership.

vi. Strengthening sharing experience program and school networking

It was believed that the partnership spectrum extends to enhance the exchange and sharing of experience between and among colleges and schools staffs. Helping and learning from each other [schools and teachers] is paramount significant for teachers' professional development.

There are various valuable experiences that surrounding school models need to pool together resources/efforts for changing schools learning environment. This working together for mutual support and exchange could promote networking between schools and teachers. Hence, the venture of partnership needs to strengthen this.

vii. Thinking the horizon of partnership

Field data continue to urge for rethinking the partnership arena to enhance its scope of improvement efforts for more benefits, and for all participants. Partnership need to have critical role in developing professionalism, changing the picture of schools toward forging suitable teaching learning process. In response to this, extending the partnership, opening exemplary model practice of research and innovation, commitment were recognized as vital components to achieving effective partnership.

CHAPTER SIX

6. Summary, Conclusions and Recommendations

6.1. Summary

This study was directed towards understanding the nature and purpose, challenges and impact of working TEIs/primary cluster schools partnership with the intention of seeking context based ways/means in nurturing and sustaining the partnership. To this end, accentuating radical implications for the practice of TEIs-school partnerships so as to yield/emulate its potential benefits and outcomes in the journey the quest for quality of education improvements was considered by the study.

More specifically, the study took a close look at answering the following basic questions:

1. To what extent do TEIs and cluster school partnership establishment so far accomplished their purposes?
2. How well TEIs/cluster school partnerships have pertinent trickledown impacts on teaching classroom practice, teachers' professional development, collaboration and collegiality learning environment?
3. What are the perceptions and attitudes of teachers towards the partnership between TEIs and cluster school?
4. What are /were the practices and problems, pitfalls and potentials of the partnership between TEIs and cluster schools?

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5. What could/should be done to engender the enduring nature of working partnership of the TEIs - cluster schools?

In order to adequately address the basic questions and purposes of the study, both facts and local perspectives were collected through the combination of quantitative and qualitative approach- mixed research design.

The study was conducted in Tigray Region including the two College of Teachers Education (AACTE and ACTE) with their surrounding elementary cluster schools linkage: CTE/K-8 cluster schools partnership. Together CTE-school links of the region extends over 11 Woredas consists of 180 primary cluster schools and school satellites. The colleges/schools linkage comprises total 2806 school teachers and 132 college instructors. Following this, 18% of the schools, and 33% and 44% of school and college staffs were selected respectively. Using random and non random sampling, the main data source for the study were Deans of CTEs, colleges cluster unit coordinators and members, school directors, cluster school supervisors, woreda education heads, college instructors, school teachers, and Council students. Consequently, relevant primary data sources were collected using instruments such as Questionnaire, in-depth interview (unstructured) and observation. Besides, documents related to the program were used as the secondary data sources.

Accordingly, the data gathered through questionnaire, was analyzed quantitatively through techniques such as descriptive and inferential statistics using SPSS version 17.0. This helped to display descriptive status of linkage evaluation, impact, challenges, the nature of the training and support provision of the linkage between TEIs and school cluster. On the other hand, qualitative data collected through interview, observation and open ended questions of questionnaire were coded, categorized, analyzed, and with the reduction of data and finally, thematic analysis was produced.

Finally, the sub reports of analysis of the quantitative and qualitative data were mixed together looking quantitative and qualitative findings. Thoroughly, the mixed data analysis unfolded several crucial findings related to extent how partnerships accomplish their purposes, the impact on professional development, attitude of teachers towards partnership, challenges,

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opportunities and pitfalls of the partnership, and ways of enduring the partnership. Summary of these major research findings results are presented under.

1. The study findings revealed that the status accomplishments of the school/college linkage were declining in its vital activities to be carried out from planning to implementation, and monitoring and evaluation. Hence, it was implied that the partnership includes most interesting ideas at planning and description stage. Within the work of partnership, it was found that trainings and material supports provisions outweigh the social elements process and inbuilt capacity of staffs. This feature spoke eloquently that the partnership status accomplishments of the predetermined goals are instead not meaningfully strong and effective.
2. The partnership has created tremendous opportunities in establishing pedagogical resources and model classes in the schools which did not previously exist. Further to this, the partnership plays a great role in extending the understanding of teacher collection of skills and knowledge such as active learning strategies, continuous assessment, and use of teaching resources, classroom management, and instructional planning. Perhaps, to some extent this was facilitating the teachers' day to day class room activities. The linkage has apt continuous professional development of the teachers through creating better understanding and documentation portfolios. The college/school partnership particularly yields potent initiatives on classroom teachers to conduct action research which raise the concern that teachers address their problems by themselves. This was also heightened through the establishments of action research cluster school conference where pool of experience of different schools and class room realities were drawn into learning. However, these impacts were associated inextricably difficulties to put into practice. Most of these partnership impacts on teaching classroom practice, teachers professional development, and collaboration and collegiality learning found at infancy stage with little desired trickle-down impacts of the potential advantages of partnership.
3. The research findings disclosed that the current partnership nature spoke little of effective collaborative atmospheres, where shared responsibilities of all stakeholders were minimal and blurred. At large, the school teachers and academics [as true colleagues] were not yet

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immersed in the authentic working partnership atmosphere which largely reflected in the presence of slim collaboration and collegiality learning environment, and reciprocal professional development opportunities. Thus, the reciprocity of partnership did not strongly support active, comprehensive interactions and modest opportunities just simply not beyond trainings and support provisions.

4. The research findings under scored that the partnership promise in engendering a powerful way of effecting positive changes in schools and teacher education institutes was appearing neither pursues far reaching vision nor enacted exclusively institutional for its long term impact. Above all, the school/college partnership has not moved far apart from breaking down such the prevailing traditional relations so as to reflect genuine collaboration spirits.
5. The research findings uncovered that the dearth of documentation and comprehensive impact research, loosely monitoring and evaluation system, lack of budget, lack of delineated responsibilities and involvement of stakeholders constitute as multitudes real challenges which in return preclude it from creating consensus and shared language to have in the partnership. Putting these together, increases the pressure for enduring positive outcomes of the partnership in more meaningful and sustainable manners.
6. Implicitly or explicitly, research findings lean to regard school based workshop trainings were actually the mainstay and ways of sharing experience and learning under the linkage between the two institutions. The nature of trainings and support provision in the linkage was found with high relevancy of contents and conducted with helpful facilitation process. Largely, it was delivered in the base of school realities and teachers needs. However, the bulkiness of workshop trainings had not close tied with breeding practical contributions to the classroom practice. Crucially, the trainings nature (cascade model), which the linkage is working, deemed less likely to impact on teachers' lifelong learning, change in teachers' thinking and their practice.

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7. This study results importantly unfold many context based strategies for nurturing and sustaining the nature of the partnership. Seeking regular budgets, structural organizational support, strengthening sharing experiences and networking, monitoring and evaluation systems, reward and recognitions, developing common planning, considering a partnership extension were envisaged in thriving with the existing venture of schools/colleges partnership, and indeed, takes it forward.

6.2. Conclusions

Vast array of research on professional partnership has adherently advocated it as natural vehicle for teacher education reform as whole. In wider thinking, partnership firmly establishes collaborative atmosphere which contributes bringing the K-12 schools and IHEs as complement to each another into dynamic whole which in return promotes the nexus quality of teaching learning, professional development, and research, practice and theory integration. Consequently, partnership is neither peripheral nor an asymptote to the quest for quality of education improvements. The central goals of partnership inevitably intersects with professionalizing teaching, school improvement efforts, teachers learning and professional development, curriculum development, and bridging the gap between theory and practice, and ultimately, improving students learning quality. In brief, it takes simultaneous renewal of both school and university/college. It appears cognizant of such conditions, MoE call for TEIs and schools to

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work collaboratively on the issues of curriculum development, research, supervision built-in monitoring, teaching resources and professional developments.

The teacher education institutes and cluster schools links under the study evidenced that the partnership had evolving progress in teachers' repertoire skills and knowledge, and initiating conducting action research. Inside the work of partnership, TEIs has served as bridge to communicate fundamental education agenda of the country to schools. Albeit, the underlying the many faces of working partnership were limited and latent. The model which outlined in TEIs/cluster school linkage perhaps as the reciprocal opportunities for both institutions was meagerly conceding its trickledown effects. Particularly speaking, mutuality characteristics, collaborative research, building social elements and learning communities and invasive relationships within the college/school partnership have found waiting for becoming strong and high.

These weighting evidences, warrants to conclude that TEI-school cluster partnership exist only in very limited ways than potentially it could serve as fundamental vehicle the quest quality education, holistically. To this effect, the relationship bond between the school and colleges was not strong enough rather rhetoric which it yearn for the reality. For the most part, the present colleges/schools partnership places limited scope of institutional efforts to bring people together and break down the traditional relationship as essential threshold to an extended new territory of genuine partnership.

In essence, the professional partnership as potential nexus for mutuality and reciprocity of teachers learning and professional development opportunities, collegial relationships, collaborative inquiry and research, and for creating better class room teaching practices and learning environments, propel to necessities of restructuring and reculturing our partnership as modest program perhaps should be sought. At this key juncture, this stimulus for [re]thinking TEIs/cluster school partnership to emulate its potentially enduring impacts on the quest for quality of education improvements, and indeed, for making a difference.

6.3. Recommendations

TEIs and cluster schools partnership pitfalls found in long term impact of professional teacher learning and development, collegiality culture, mutuality opportunities; seeks to create a reflective space of interruption of ways working and relationship where the existing partnerships need to extend and develop valuing and revaluing to pursue the potentials. Moreover, findings of research insight important implications for practice towards bringing professional educational partnership between teacher education institutes and schools for viable contribution on the quest for quality of education. Relied heavily on the findings, thus, the following practical and plausible recommendations were sought;

1. Focus on Research and well documentation work of partnership

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Research and documentations works of partnership greatly facilitates in order to understand and improve the nature partnership program. Moreover, it helps all partners to have common/shared language addressing their perspectives, gaps and improvements of the partnership practice which could also serves as avenue for creating strong and ingrained professional partnership. To this effect, research by internal, external researchers and/or both, and basically organized bodies of composed of partners to look after the running program and documenting works of partnership should be establish and encouraged. This research and documentation could offers what the program achieves and fails with the intention of facilitating better future planning.

2. Establishment of structural organizational support for ownership and accountability

Woreda and zone, largely at REB need to have special office with explicitly defined strategic plans, roles, and responsibilities and policies on what and how the professional partnership work facilitates essential coalition building between the institutions. Such formal, extended and joint structures enable for the delivery of the intended outcomes and for the ongoing evaluation of the partnership arrangements and for their further development. At the same time, it promotes a continuity partnership and complementary role structure with accountability and ownership. These would also facilitate adequate budget allocation and resources. Moreover, it important that schools and colleges need to support fund raising campaigns to supplement the program.

3. Fostering authentic sense of collaboration and collegiality learning for new professional development opportunities via partnership

In more wider and modern sense, the partnership has to cultivate the cultures of working closely together in promoting its achievements. Hence, changes compelling the need beyond trainings workshop towards looking different opportunities for research(collaborative research), reflection, professional communication/dialogue in order to underpin teachersø network learning, transformation of practices, relationship and expectations (roles) for genuine working partnership.

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This effect, TEIs/school partnership need to open up opportunities for peer observation and learning, school visit and supervision, seminars and symposium, subject area mini conferences presentation, accommodating forums, partnership research conference, the establishment of different general and subject based professional associations and teams (composed of all partners).

4. Partnership as legitimate work and responsibility of teaching profession

Education partnership sought significant influence in teacher education system. Truly speaking, professional partnership and teaching learning are representing the two faces of the same coin. Partnership is all about teaching, learning and researching collaboratively for the renewal of teacher education. The teacher educators' engagement in partnership would increase practices for new and enriched professional relations and development among themselves. Therefore, teachers need to work closely together with the schools with consideration of work load, merit, educational/scholar opportunities, incentives and recognitions. Extending this, solid attentions should be paid to formally recognize the activities of partnership as the part of the regular works of teachers.

5. Increasing the involvement of teachers in the work of partnership: Communication and trust building

The involvement of the key stakeholders in the discussion of planning and development of the partnership is worthy to sustain partnership. It is, therefore, imperative that partnership activities are established through explicit discussion of expectations and collaborative processes.

In essence, teachers' endeavors are a core for essential the partnership program's continued operation. To this effect, it is substantial vital to establish common ground form on what and how the staffs get their joint efforts. Hence, there should formal orientation, communication, report of activities the partnership program. This allows for communication, develop trust and common sense of purpose which in return raise commitment to implementing and promoting the partnership.

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6. Opening the enabling environment of exemplary model practice

TEI has to make their instructors exemplary and modeling self reflective practice and research with collaborating school teachers so as to strengthen their professional development simultaneously. Considering school teachers as equal partners in the agenda teacher training programs, colleges need to create sharing and exchange practice visit and regular supervision to build school improvement needs between and among cluster school. Pertaining to this, the clustering school program, teachers networking have the most powerful message to emerge to the goals of working partnership.

Partnership future direction and priorities

These recommendations attempt to enable TEIs/School partnerships to open expanded new opportunities of teachers' professional development, potential to break down isolation and develop learning communities, to define roles and functions of stakeholders to take priority in institutionalizing genuine partnership. This calls for convened and robust efforts to cultivate and enduring partnership for its long term impact. The sooner the process we begin, the sooner or later we will have good teacher educators, schools and colleges, ultimately. To this end, the partnership would have powerful nexus for teacher learning and professional development, teaching and learning quality, and research culture and collegiality environment. In doing so, TEIs and cluster schools partnership crucially offers promising journey for the quest quality of education in light of the desired direction of educational policy of the country. To this effect, the venture of schools-teacher education institutes partnership remains serving as citadel wall for simultaneous renewal of schools and colleges with conducive learning environments for learners and staffs in the quest for quality of education.

Considerations for Future Research Agendas

Considering the complex nature of education partnership, yet, there is still a need for more and wide research to be done in this partnerships area. Consequently, the study appears serendipitous insights and direct future research.

Running head: NEXUS BETWEEN TEIs/CLUSTER SCHOOLS

Gebrehiwot kesete

- i. Today, the TEIs/school partnership includes some schools where majority of the schools of the region are not in this privilege. How this partnership is, thus, working on changing schools, improving quality of education entirely, and realizing equity resources. Of course, there are intentions to expand this partnership experiences. Hence, learning in making our partnership broader and deeper (with existing teacher education institutions and staffs) and taking close look to the potential challenge and prospect is fundamentally essential.
- ii. The partnership between TEIs and cluster schools impacts in connection with the school improvement efforts, K-12 students learning, pre-service, mentors; clearly more research is needed in this area.
- iii. How the roles and involvements stakeholders and leadership qualities do contribute for promoting effective partnership?
- iv. The comparisons school clusters settings before and after the intervention of the partnership and /or, none/cluster school partnership across different factors under the potential advantage of partnership could provide better understandings of the outcomes of the existing partnership.
- v. Comprehensive evaluation research on TEIs/schools partnership in relation quality indicators partnership such decisions making process, common goals and benefits, degree of institutionalize, reciprocity opportunities, research partnership, the efficiency, accountability of partnership could be potential concern of further research.

For more general questions and issues of suggestions for future research, look at the review literature part of this study (p.43).

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Purpose: The study is aimed at investigating what kinds of impact of partnership between TEIs and cluster schools has on school teachers and college instructors, and what types of practices and problems, pitfalls and potentials exist. Thus, implication for better and effective practice of strengthening the inter-links could be sought. Therefore, considering the information you provide will be used merely for this research purpose, you are kindly requested to participate in filling the questionnaire honestly and responsibly.

Thanks in advance for your sincere

Help and Collaboration

General instruction: through this questionnaire the concepts Teacher Education Institute (TEI)-school: partnership, linkage, collaboration are used inter changeably to convey the experience of college of teacher education and school relationship.

NB: TEI abbreviation stands for Teachers Education Institute i.e. College of Teacher Education

Back ground information

Sex: M/F

Years of teaching experience: 1-5 years 6-10 years 11-15years above 15

Department/specialization _____

Higher Diploma Program (HDP) status: already I am certified currently enrolled
not yet

Part I. Status evaluation of the linkage

Instruction: This questionnaire gears towards assessing the status of the TEIs-school nexus accomplishment in accordance with the purpose that the linkage established. Here under the continuum option of the scale corresponding to the items is presented.

Please, put mark (√) on the option that you think it would represent your evaluation status against the raised statement.

The numbers in the box represents:

Strongly Agree =5, Agree (Ag) =4, Undecided (UD) =3, Disagree (DA) =2, Strongly Disagree (SDA) =1

| No | Statements | Ratings | | | | |
|----|---|---------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | The TEI-school partnership is responsibly organized. | | | | | |
| 2 | The TEI-school partnership Maintains close communication and contact. | | | | | |
| 3 | The TEI-school Linkø Monitor and control system is loosely structured. | | | | | |
| 4 | Multiplier effects /disseminations within the linkage are low. | | | | | |
| 5 | The TEI-school partnership lacks continuity and sustainability. | | | | | |
| 6 | The linkage is Conducted and practiced on participatory and reflective manner. | | | | | |
| 7 | The TEI-school relationship is strong. | | | | | |
| 8 | The linkage encourages large number of teachersøinvolvement. | | | | | |
| 9 | The TEI-school partnership involves the stake holders actively. | | | | | |
| 10 | The TEI-school links runs its activities according to the program. | | | | | |
| 11 | The TEI-school relationship has established clear goals and benefits. | | | | | |
| 12 | The TEI-school linkage addresses immediate remedies when ever problems arise | | | | | |
| 13 | The effectiveness of linkageø accomplishment in relation to its predetermined purpose is well done. | | | | | |
| 14 | Our linkage is too unmanageable to exercises its practical benefits. | | | | | |
| 15 | The linkage emphasis much on materials and facilities provision than in-built capacities and social elements. | | | | | |
| 16 | The TEI-school identifies tasks to be performed in advance. | | | | | |

17. Generally, how do you evaluate the TEI/school partnership tasks/activities accomplishment? Please, support your ideas with concrete examples

18. What do you experience the most strength/positive and weak/negative sides of working with TEI/school partnership?

Positive:

Negative: _____

Part-II. Effects and benefits of the TEIs-school linkage from the users' perspective

Please, put mark (√) on the option of degree of contribution that you think it would represent your school- college links.

The numbers in the box represents:

Very high=5, High=4, Moderate=3, Low=2, Very low=1

| No | Statement | Ratings | | | | |
|----|--|---------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| | Teaching classroom practice | | | | | |
| 1 | TEI-school links on improving teachers' competency | | | | | |
| 2 | TEI-school link's contribution on the improvement of teacher's methods of the teaching | | | | | |
| 3 | TEI-school link encourages teachers implementation of continuous assessment | | | | | |
| 4 | TEI-school link facilitates developing practical lesson plan instructional | | | | | |
| 5 | TEI-school link increases teachers' skills of class room management | | | | | |
| 6 | TEI-school link fosters teachers use of available teaching materials and resources | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | Teacher continuous professional development | | | | | |
| 7 | TEI-school link results in initiating teachers doing action research. | | | | | |
| 8 | TEI-school link enhances teacher professional dialogue | | | | | |
| 9 | TEI-school link develop sense of empowering | | | | | |
| 10 | TEI-school link improves quality teaching and students learning | | | | | |
| 11 | TEI-school link influence the way how we think and practice in our teaching-learning process. | | | | | |
| 12 | TEI-school partnership acquaints teachers innovation and changes in the profession. | | | | | |
| 13 | TEI-school partnership considers teachers learning in the work place | | | | | |
| 14 | TEI-school links and its enhancement for teachers further professional development | | | | | |
| 15 | TEI-school link role towards enhancement of the teachers practice and reflection | | | | | |
| 16 | The linkage provides wider teachers learning opportunities | | | | | |
| 17 | TEI-school Collaboration creates a greater degree of flexibility in our work. | | | | | |
| | Collegiality environment | | | | | |
| 18 | The TEI-school partnerships enjoying working with wider range of professionals | | | | | |
| 19 | The TEI-school link results in adding value to the efforts one other/groups in the area. | | | | | |
| 20 | The TEI-school links have been mutual benefits for everyone in working together more closely | | | | | |
| 21 | The linkage allows for conversation and discussion between and among the partners on their professional matter. | | | | | |
| 22 | The linkage provision of opportunities to establish collegiality cultures. | | | | | |
| 23 | The linkage encouragement of partners in working jointly to solve problems/doing research (collaborative inquiry) on classroom issues. | | | | | |
| 24 | The TEI-school partnerships ability in helping partners to develop trust and recognition. | | | | | |
| 25 | The TEI-school partnership role in developing learning communities. | | | | | |
| 26 | TEI-school links develops sharing exemplary model practice and healthy competitions. | | | | | |

Part III. Attitudes and perception of teachers towards the linkage/partnership

This intends to gather data in relation college teachers' attitudes and perception towards the linkage, its contribution and impact, and their level of participation, and impact of cluster program of the college.

Please, put mark (√) on the option that you think it would represent/reflect your college -school links reality.

The numbers in the box represents:

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

| No | Statements | Ratings | | | | |
|----|--|---------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | I am well informed and aware about the purpose and needs to have partnership with schools | | | | | |
| 2 | Teacher recognizes involving in cluster activities of the colleges as one of integral part of her/his work and responsibilities of the profession. | | | | | |
| 3 | There is no clear information on what and how the teachers should engage in TEI óschool cluster. | | | | | |
| 4 | I have adequate information about the function and efforts taken in the cluster program. | | | | | |
| 5 | The college briefings for teachers about the nature, progress and evaluation of its cluster program more formally. | | | | | |
| 6 | I feel my department/field of study lacks demands and relevancy on the training that colleges give to the cluster. | | | | | |
| 7 | Cluster activities of the college are mainly performed through its cluster coordinators members. | | | | | |
| 8 | The engagement of college teachers in offering training to cluster school teachers is low. | | | | | |
| 9 | The college lacks effective organization of engaging teachers in the cluster programs. | | | | | |
| 10 | I have readiness to participate in TEI-school linkage. | | | | | |
| 11 | I am happy to get involved myself in cluster activities of the college to cluster schools. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 12 | The TEI-school partnership allows uncovering the reality school classroom practice which in turn influences my teaching practice. | | | | | |
| 13 | The cluster activities of the college encourages learning opportunities through sharing experience. | | | | | |
| 14 | Teachers put value on the contribution of TEI to cluster school. | | | | | |
| 15 | Teachers engagement in cluster activities have insights further research to undertaken | | | | | |
| 16 | The TEI-school partnership has fostered the collegiality environment. | | | | | |
| 17 | The TEI-school partnership has strengthened teachers' professional development. | | | | | |
| 18 | I consider the involvement in the TEI-school linkages have worked for mutual benefits. | | | | | |
| 19 | The TEI-school partnership has contributed on the improvement school teachers' class room practice. | | | | | |
| 20 | The TEI-school collaboration strives breaking the traditional practice and relationship between the institutions (colleges and schools). | | | | | |

Part-IV. Problems encountering on the TEIs - cluster school linkage

Instructions: put mark (√) on the space provided for those challenges [i.e. you think that very serious ones] that have/ faced on the interlink system between the TEIs and the cluster school.

_____ Lack of teacher commitment

_____ lack of organizational support

_____ Time constraint

_____ Lack of budget

_____ Lack of incentives and recognition

_____ Lack of effective communication

_____ Shortage of man power and resource

_____ Lack of transportation and accessibility

_____ Teacher's work load

_____ Lack of Teachers' attitude and interest

_____ lack of follow up and evaluation

Please, mention if any other _____

What do you suggest to solve or alleviate the problems encountering in the linkage?

What do you recommend for the better facilitating and sustaining of the impact of the linkage?

Part -V. Areas and types of TEI training support and provision to cluster schools

Instruction: put tick marks (ç) on the main areas where TEIs/school linkage is emphasizing.

(Make tick as many area as the TEI/school emphasis describes)

1. Active learning strategies
2. Continuous assessment
3. Classroom management
4. instructional lesson planning
5. Preparation and use of local materials /teaching aids.
6. how to do action research
7. sharing experience
 - peer class room observation and feedback
 - workshops
 - research conferences
 - short-term training
8. Share resource
9. Gender issues
10. English language improvement

Please, mention if any other _____

Part-VI. The nature of TEI-school link training and support provision

This questionnaire covers issues that facilitate the understanding of the terrain nature of the training and supports of the TEI-school links. Please, circle the options that you think it will represent the item.

| No | Item | Ratings | | | | |
|----|--|-------------------|--------------|-----------|-------------------|-----------------------|
| 1 | Relevancy of the contents of training and support provision | Very helpful | Helpful | Medium | Less helpful | Not helpful |
| 2 | The importance and practical contributions of the TEI training and supports | Very helpful | Helpful | medium | Less helpful | Not helpful |
| 3 | The process of facilitation and presentation of training and support | Very helpful | Helpful | medium | Less helpful | Not helpful |
| 4 | How do you see the continuity and sustainability of the trainings and support of school linkage? | Very high | High | medium | low | Very low |
| 5 | Teachers' progress of implementation and integration of elements of the training and support in classroom practice | Very high | High | medium | low | Very low |
| 6 | The contents of training and support in Addressing timeliness and current issue | Very high | High | medium | low | Very low |
| 7 | The extent that the training and support provision consider school and teachers' interest | Very sufficient | sufficient | medium | less sufficient | Not at all sufficient |
| 8 | The training and support provisions are dominantly general not stream/subject based. | Strongly agree | agree | undecided | disagree | Strongly disagree |
| 9 | The result of the training and support of the linkage in justifying the time and effort being put in is | Very satisfactory | satisfactory | medium | less satisfactory | not satisfactory |

Interview guidelines

This guide line will be serving for the interview held with:

The deans of the TEI

1. What are the role and responsibility of TEI in the linkage with cluster school?
2. What are the major activities, training and supports provided by TEI to the cluster school?
3. How the established cluster units in college accomplish its purpose?
4. How do you see the impact /effects of the linkage towards the teachers' classroom practice?
5. How do you see the teachers' involvement and participation in the program of training and support to cluster schools?
6. What are the major predicaments you face in the integration system?
7. How do you perform SWOCA (Strength, weakness, opportunities, constraints, and achievement) of TEIs and cluster school linkage.
8. What measures do you so far employ to minimize /ameliorate these challenges?
9. What can you suggest for better facilitation of the implementation of the linkage?

Education bureau Experts

1. What are the role and duties of education woreda office on the inter links between TEIs cluster school.
2. How do you see the roles and responsibilities of TEIs with the cluster school?
3. What are the activities and procedures do you employ to facilitate or to strengthen the TEIs and cluster school linkage.
4. How do you explain the involvement of TEIs in the cluster schools?
5. What are the major activities or supports given to cluster schools by TEIs?
6. How do you follow up or monitor the implementation and effectiveness the cluster schools through the support of TEIs?
7. How do you judge the contribution of the inter-links effects on the teachers' classroom practice?
8. What are the problems encountering in the interlocking system?
9. What do you suggest to improve /make strong the linkage between TEIs and cluster schools?

10. How do you perform strength, weakness, Achievement and potentials of the nexus between TEIs and cluster schools?

Cluster Supervisor

1. Do you get some supports from TEIs?
2. How do you see/evaluate the teacher's classroom practice?
3. What are the areas/problems you observe on teachers classroom teaching?
4. How do you see the contribution of TEIs support provision to cluster schools?
5. What conditions would you think facilitates the teachers' class room practice? And how?
6. How colleges and schools should collaborate in order to promote the professional development of teachers and class room activities?

School directors and Cluster-coordinators teachers

1. How do you see your the relationship with TEI?
2. What are the supports, training you obtain from TEI?
3. How do you explain the effects of those training and supports obtain from TEI on the teacher's class room practice?
4. What requirements and conditions do you consider to get training and support?
5. How do you see teachers' involvement and participation while training and support provided by TEIs?
6. What mechanism do you use to share the experience you gain from TEI within schools?
7. What are the problems do you face in the interlink work with TEI?
8. What can you suggest on how to overcome these challenges?
9. What can you suggest that TEI and cluster schools needs to do for further and better integration achievements?

For students

This is aimed at investigating the extent which teacher's classroom practice helps learners to learn better. This in turn, on one hand it assess about how impact TEIs-school links upon learning in the class room, and on the other hand it will serve as means to triangulate the data.

1. Teachers use different teaching methods that encourage learners to actively engage in their lesson
2. Teachers strives to implement continuous assessment to identify and help learners for better academic learning
3. Teachers provides immediate and constructive feedback on student performance and progress
4. Teachers keeps the class conducive and productive for students learning
5. Teachers incorporates different teaching materials while delivering their lesson
6. Teachers guides and approaches positively in addressing students problems
7. Teacher encourages and provides extra help to increases girls participation
8. Teacher facilitates and monitors student work closely
9. Teacher offers us Home work, Class work, Individual assignment, Group work Quiz and test

DECLARATION

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

NAME-G/Hiwot Kesete

Signature _____

Date _____

Place: Addis Ababa University

Advisor's Approval

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

Signature _____

Derebssa Dufera (Prof.)

February 2011

Addis Ababa, Ethiopia