ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL LEADERSHIP

MAJOR PROBLEMS THE EFFECTIVENESS OF CLUSTER SCHOOL PROGRAM IN TEACHING LEARNING PROCESS IN GOVERNMENT PRIMARY SCHOOLS: THE CASE OF JIMA GANATI WOREDA.

BY

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A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL RESEARCH AND DEVELOPMENT

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Acronyms

AEO - Academic for Educational Overhaul
ALPS - Active Learning Professional Support
ATEOs - Assistant Township Education Officers
BESO- Basic Education System Overhaul
CRC -cluster resource center
DFID- Department for International Development,
ESDP-Education Sector Development Program
EIE- Education in Emergencies
EQIP –Education Quality Improvement Program
HIV (AIDS)-Human Immune Virus (Acquired immune Deficiency Syndrome)
GIS -Geographic Information System
LAAMP- Los Angeles Annenberg Metropolitan Project
LEA- Local education authority
OECD- Organization for Economic Cooperation and Development
PTAs-parent teachers associations
PATs -primary Assistant teachers
TEOs -Township Education Officers
TEI-Teacher Education Institution
TESO- Teacher Education System Overhaul
TGE- Transitional Government of Ethiopia
TPD -Teacher Professional Development
TTC-Teacher Training College
USAID- United States Agency for International Development

Abstract

The main purpose of this thesis was to examine major problems the effectiveness of cluster school program in teaching learning process in government primary schools: the case of Jima Ganati woreda. The statement an investigation of the opinions technique is participated to critical inspection the problem. The away investigate is taken in seven cluster primary schools. The subjects included 60 teachers, 7 supervisors, 90 Students, 20 Principals, 14 Vice principals, 45 Department heads, 8 Education office workers were be sample selected. Questionnaire was administered accordingly. In addition to interview, teaching performance observation, document observation and material observation were also used. The quantitative data gathered through questionnaire was analyzed using frequencies and percentages. Qualitative data, which were gathered using interview and observation, were analyzed by interpretation. The study in its that major findings lack of monitoring and follow-up from the concerned officials, lack of space, female participation and ICT problems also had its negative impact on the appropriate working of cluster resource center. On the other hand, the study in its that conclusions that lack of space officer and class room, ICT in education, female's participation in the teaching learning process, increasing dropout and repetition students, attention teachers with community relations were discussed participation in school improvement, regular follow-up and monitoring were influenced the effectiveness of cluster primary schools. Therefore, the study recommends that Jima Ganati Education Bureau need to do regular follow-up and monitoring affected the Effectiveness of CRC innovation. Schools need to work innovative action and collaborative at Cluster Resource Centers. Then, Teachers need to be done full interest and voluntary to go to Cluster Resource Centers to avoid attitude spare time, should be paid for any engagement and leisure time. Cluster primary school need build the problem of space officer and classrooms effectiveness in CRC. The stakeholders of cluster primary school and the community at large should consider the problem of space officer and classrooms in cluster resource centers. Since cluster centers are places where instructional problems are solved it is advisable if beneficiaries of CRC initiate project to make the Society and Non-Governmental Organization Hareto branch to take the initiative in feasibility.

Declaration

I declared that this thesis is my own original work and has not been presented for any other degree and that all sources of materials used for the thesis has been duly acknowledged.

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CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

School is more than just a place where children go to study. Rather, it is a place where a child lives. The entire child -body, mind, heart, and soul -is immersed in the school environment and is dynamically interacting, influencing, and being influenced by its various aspects. This environment may be safe, nurturing, supportive, and stimulating, or limiting and stifling to one or more aspects of the child's personality. Hence, the criteria that we use to measure the outcomes of our investment in education should be widened to include all aspects of the learner -physical, mental, emotional, and social. It shall also address all aspects of his or her learning environment, including relationships among students and between students and teachers; the students' psychosocial well-being; the school's climate, values and culture; learning approaches and methods; student engagement; the relationship between the school and the community; etc.

The school is an agency created by society to influence the child's learning. Learning takes place when there is an observable change in an organism. The changes in behavior which the organism makes in learning are changes which enable him/her to cope effectively with the regularities of the environment. Thus, learning depends on the availability of certain regularities in the environment which must be conducive. In the school environment the facilities that will influence the child's learning include teachers and other workers in the school, the student's school mates, school compound, school buildings, the classrooms, the learning materials in the classrooms, games and sporting equipment and materials, the games field, recreational facilities available in the school, classroom climate, relationship between school heads and teachers, between teachers and students, the curricula contents, the examination system, to mention but a few. These facilities that comprise the school environment influence the student's learning (Ministry of Education School Leadership and Management November, 2013 Addis Ababa).

School clusters are first established in Great Britain and India as early as the 1940s in order to enable rural schools to pool together resources for education. The classic model for clustering involves bringing several schools together to form a cluster or network. Clustering of neighboring can also facilitate administration supervision of schools that are spread out over a large territory. Schools may be organized into clusters, the clusters organized into districts, and so on. Grouping schools by clusters means bringing supervision and support one step closer to the school level (Elizabeth A. Giordano Paris 2008 UNESCO).

Teacher resource center /TRC/are created to help rural teachers combat isolation by allowing them to come together to exchange ideas and experiences with other teachers and to work on their own professional development. The original teacher centers in the United Kingdom (UK) are places where teachers from several surrounding schools can meet and discuss with one another, work on curricula, develop materials, but most of all, to develop their personal knowledge and skills (Fairhurst in Knamiller, 1999).Teachers resource centers and school clusters can be used to accomplish a variety of tasks and activities. Because local strategies, they target education services at the appropriate level. They can react quickly to find solutions to local problems. They can also be adapted to fit local contexts and needs (De Grauwe and Carron {2001:3}).

Authors traditionally present four areas targets through TRCs and cluster: improvement of education quality; improvement of cost-effectiveness; improvement of the management of education; and encouragement of community participation in education**.** Prasertsri (1996:8), in his article on school clusters in cambdia, describes them as “effective, decentralized means of developing primary education with full community participation”. The four target area mentioned above can be expanded up on to include a fifth: the more global objectives of improving the conditions of educations delivery. The fundamental goal of school cluster resource centers is to improve the quality of teaching and learning at the school and class room levels. Exchanging ideas and information, combating isolation, and fostering co-operation between schools are goals of collaboration among teachers and school directors. A cluster can provide a network of support and ideas for the generation and diffusion of pedagogical innovations and good practice (Schiefelbien, 1992; Richards, 1996).

Quality improvement programs sometimes use school clusters and resource centers to identify schools that show exemplary pedagogical or management skills particularly effective teachers (MacNeil, 2004). Education is about much more than children sitting in schools, acquiring skills that can be objectively tested. Both the inputs to and the outputs from education are far more complex than much of the usual international discourse suggest. This means that the concept of providing every child with a good-quality education is not simply a function of having enough schools, textbooks, and teachers. It is very much a result of a social context in which education is seen as a right for all and in which all people have the opportunity to improve their economic and social welfare and participate in public life (Ministry of Education School-Community Relations November 2013 Addis Ababa).

Regarding the NGO Hareto branch types of training topics given resource centers lesson plan preparation, continuous professional development, action research, preparing local teaching aids, HIV/AIDS and gender issues and continuous assessment programs. On the other hand significant number of supervisors, principals, Teachers and Experts reported that they participated in the training of good school leadership, preparing long and short term plan continuous assessment, continuous professional development, quality of education, new educational policy and gender and HIV/AIDS program.

1.2 Statement of the Problem

School clusters are the collective management of several schools, usually relatively close to each other in location and often quite homogeneous in nature. School clusters of various kinds play an especially important role today in many education systems of the world, often providing both economies of scale and helping to overcome the isolation of individual schools and teachers through collaboration across schools (Ministry of Education School-Community Relations November 2013 Addis Ababa).

Clustering schools activate collaborative work among the teaching staff. Hillmilman (1996) indicated that positive interaction with others, would help developing ones' work, and vision. His improvement in the quality of work and vision would result in more success for the group or organization. An organization (school) goal could be reached by using personal and group collaboration to satisfy a customer's need.

However clusters schools in Jima Ganati Wereda collaborative work and implementation improved teaching learning was low. Satellite school teachers didn't come to the Cluster Resource Center for experience sharing. The only users of Cluster Resource Centers have become the teachers of CRC School. Satellite schools are not working cooperatively at the cluster resource center.

Furthermore, CRC's lack of space officer and class room, ICT in education, female's participation in the teaching learning process, increasing dropout and repetition students, attention teachers with community relations were discussed participation in school improvement, regular follow-up and monitoring were influenced the effectiveness of cluster primary schools. Therefore this study tries to identify major problems the effectiveness cluster school program in teaching learning process government primary schools: the case of Jima Ganati Woreda.

1.3. Basic Questions

Based on this fact, this study has been attempted to answer the following basic questions.

1. What are cluster resource center planning and facilitation?
2. To what extent collaboration work and Cluster school program innovation?
3. To what extent collaborative work resource use and ICT in education system?
4. What are the major problems effectiveness of cluster school collaborative work resource use and monitoring system?

1.4 Objective of the Study

1.4.1 General Objective

The main objective of the study has been to investigate, discuss and show major problems the effectiveness cluster school program in teaching learning process government primary schools: the case of Jima Ganati Woreda.

1.4.2 Specific Objectives

The specific objectives of this study are to:

1. Assess quality cluster resource center planning and facilitation.
2. Explore collaboration work and Cluster school program innovation
3. Assess connect collaborative work resource use and ICT in education system.
4. Identify the major problems effectiveness of cluster school collaborative work resource use and monitoring system.

1.5 Significance of the Study

The study will have contributed in the following manner:

1. May provide quality education circle on teaching and learning to reorganize CRC at different levels.
2. It may support the innovation collaborative work between program practices in cluster schools.
3. The consequence may contribute to over-come major problems the effectiveness cluster schools program in teaching learning.
4. It may find the ways problems implementation ICT education in cluster school program.

1.6 Delimitation of the Study

The scope of this study was concerned to address the objectives mentioned in this paper, which is to examine major problems the effectiveness cluster school program in teaching learning process government primary schools in Jima Ganati Woreda. There are seven CRC (cluster resource center) primary schools government under this Wereda. I have observed that each of the cluster resource center primary schools that were highly affected by teaching learning cluster school program. The study was limited to the case of the selected major problems the effectiveness cluster school program in teaching learning process government primary schools in Jima Ganati Woreda. The study did not consider the non-governmental cluster schools program.

1.7 Limitation of the Study

This study has its own limitations. The following were some of the major factors that contributed to the limitation of the study.

- Shortage of related research works and reference materials on the topic particularly domestic studies and finance limitations.
- Lack of willingness of some school administrators and teachers to provide necessary information
- The samples schools are far from one another. Consequently, there transportation may be very hard to conduct the schools frequently.

1.8 key Terms Definition

- **Cluster**: is a group of things of the same type that grow or appear close together.
- **Cluster School**: a cluster is a group of schools that geographically are close and accessible to each other to enhance education provision (MoE, 2003).
- **Clustered Resource Center:** The focal point of contact and coordination between the schools in the cluster.
- **Effectiveness:** The word effectiveness is used to evaluate the disparity between expectation and performance.
- **Innovation:** refers to any change in one component of the education system which is not made simply for the sake of change but with the intention of promoting improvements in the aspect concerned and having regard to the close interdependence of all such aspects-in the system as a whole (Nicholas, 1983: 3)
- **In-Service Teacher Training:** refers to conducting training sessions for school heads and teachers to reinforce active learning using self-study professional handbook, instructional kits, supplementary materials and continuous professional development courses.
- **Professional development:** refers to all types of professional learning undertaken by teachers beyond the point of initial training (Craft, 2000).
- **School:** is a special environment where a certain quality of life and certain types of activities and occupations are provided with the objective of securing the child's development along desirable lines (MOE, SIP November 2013 Addis Ababa).

- **Teacher Development**: is the professional growth a teacher achieves as a result of gaining increased experiences and examining his/her teaching systematically (Villegas-Reimers, 2003)**.**
- **Teacher Development Program (TDP**): is a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession (Villegas-Reimers, 2003)

1.9. Organization of the Study

This paper will have five chapters. The first chapter is introduction. Under the introduction, it is tried to see the background of the study, statements of the problem, basic research questions, objectives, significance, delimitation and limitation of the study and key terms definition of some important terms. The second chapter is the review of related literature. It provides information related to concepts of school clustering, the objective and model of cluster schools, school cluster system that determine innovative action.

The third chapter focuses on the theoretical frame-work, research methodology, research design, data collection instruments, and sampling procedures. The fourth chapter deals with data analysis and presentation. In this part, collected data through interview, observation, document analysis, and questionnaire will be interpreted. The fifth and the last chapter of the study deal with summary, conclusion and recommendations.

CHAPTER TWO

2. Review of Literature

2.1 Conceptual Framework

2.1.1 The Meaning of Cluster-School

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

The school clusters in Indonesia and even more so in Thailand, there is greater visibility of the school in the community and concomitant greater awareness in parents and local community members of the need to support the school; the building of such awareness is an explicit part of the Thai clusters, where good relations among the school, community, and temple are essential for school improvement (Wheeler et al 1991). Such efforts can lead to greater awareness of the potential of education and greater ownership of, more cooperation with, and less resistance to, the school (Williams, J. 1992).

The concepts of school clustering are a major agency for transmitting mainly to children's knowledge, traditions and valves of the society. Broadly speaking, schooling has been interpreted as providing a primary, secondary and higher education intended to provide intellectual, political and social leadership. Schools have both reflected their society and contributed to its dynamic (Silver, 1994:1).

School clusters of various kinds play an especially important role today in many education systems of the world, often providing both economies of scale and helping to overcome the isolation of individual schools and teachers through collaboration across schools (Ministry of Education School-Community Relations November 2013 Addis Ababa). Clusters in combination with teachers' clubs and resources centers are extensively used now in Indonesia.

The so-called Active Learning/Professional Support (ALPS) project there has developed: “a working model of support by enhancing professional collaboration among educational personnel to continuously improve the quality of instruction in primary schools”. Activities include in-service training as a regular feature of teachers' corporate lives. These are organized at the school level, and include school-based discussion and local/sub-district organizations such as teachers', principals' and supervisors' clubs, and teachers' centers. These allow local initiatives active involvement of educational personnel in planning, implementing and evaluating in service programs (Djam'an Satori, 1992).

Jima Ganati woreda administration educational bureau as supported by basic education of strategies objectives project. But this project is raising the program. Now a day NGO Hareto branch supports both areas by giving resource (computers, several stationary, build school class rooms, assist poverty students {without living father and mother}), training and in service teacher profession training as a way of enhancing service delivery. It is believed that the clustering strategy employed, fits in well with the move to decentralization of educational services.

A review of literature concerning activities of school cluster in this paper has tried to reveal the conceptual basis and present conditions of school cluster in Ethiopian. Thus, this chapter presents the review of literature by classifying in to two categories. The first one deals with the theoretical understanding of school clustering. The second category provides us with information of understanding school cluster in Ethiopia.

2.1.2 Theoretical Understanding of School Cluster

The concept and models of school clustering system

School cluster resource centers need to be strengthened as entry points for capacity development at local level. Under ESDPIV, more comprehensive capacity development programs will be developed, aiming at improving the functioning of offices at all levels, of cluster resource centers and of schools, not only the skills of individuals (Federal Ministry of Education ESDPIV, 2010 Addis Ababa). The Education in Emergencies (EiE) cluster was established in October 2008 as a partnership between donors and the MoE to strengthen strategic humanitarian responses.

Accordingly, the main purposes of the education cluster are to establish and maintain better linkages between the MoE, donor partners and other relevant government authorities; maintain high standards of predictability, accountability and partnership, with a commitment to minimum standards of response; and enable more strategic actions, with better prioritization of available resources. Part of the cluster's work has led to the publication of the 2013 "Ethiopia: minimum standards for education and emergencies", which articulates the minimum level of educational quality and access in emergencies through recovery and is based on the Inter-Agency Network for Education in Emergencies' minimum standards for education(Federal Ministry of Education ESDPV 2015 Addis Ababa).

Geographic Information System (GIS) will be linked to schools' EMIS data and used at all levels of administration. At a woreda office, this information can be used to analyze patterns of performance amongst schools (related to dropout, for example). Woreda officers can use these patterns – along with the improved picture of school placement in their local area – to target supervision activities. The cluster system can be made more effective as woreda officers reassign schools to clusters based on geographical limits. At this level, as well as for regional officers, geographical data can guide school expansion and distribution decisions. Regional officers will, similarly, be able to analyze patterns of performance and use these to inform resource allocations, to target support to woredas and to improve disaster relief planning. At the federal level, geographical information can guide the expansion of secondary institutions, to provide equitable access to higher levels (Federal Ministry of Education ESDPV, 2015 Addis Ababa).

All cluster resource centers will be equipped with supplementary materials for learners with special educational needs. Experts in the provision of education for children with special needs will staff these centers and schools will be able to use the shared materials and expertise, as required (Federal Ministry of Education ESDPV, 2015 Addis). In many countries, the quality of education and the condition of school infrastructure and equipment can vary strikingly from one region or town to another. Some ministries attempt to redress this balance by setting up school cluster and TRCs in an effort provide similar material conditions in school throughout the county. In Latin America, the importance of providing equal education in rural and urban areas is growing.

By established school cluster in both areas, the Bolivian Ministry of Education hopes to "erase the inequalities" in education by offering "an equivalent education, in the city and countryside …" (Comboni Salinas and Juarez Nunez, 2001:11). In France, where uniformity and providing equal opportunity in education is highly valued, the Ministry of Education suggests that the development of schools networks in rural areas can provide "the same changes for access to knowledge and training" to all school children (Darcos, 2003:4)

All teachers are expected to spend a minimum of four full days a year in some form of internally organized professional development. Under SIP, school-community and school-cluster support networks encourage and promote teacher engagement with CPD. CPD can be either formal training courses, experience-sharing meetings with other teachers/supervisors, action research, study groups, mentoring, or similar activities. Core CPD content is as described in the 'teachers 'skills and professional development' sub-component. Around the country it is possible to observe exceptional best practices in teaching and learning, school organization and management, parent engagement and PSTA roles. Throughout ESDP V, SIP officials at federal and regional levels will continue to study best practices and disseminate to schools on an annual basis their recent findings.

These study findings will supplement CPD exercises and will help leaders as well as teachers to improve practice in their schools. SIP guidance encourages schools to support active learning methods in the classroom; understand the curriculum and how supplementary materials can be used to enhance instruction. In collaboration with the PSTA, each school will develop and implement a competency-based continuous assessment process with core foundation skills prioritized. This will be used to monitor student performance so that staff can support each student's progression towards expected learning standards. Assessment will be linked to minimum learning competencies and supported by an item pool to be used for continuous assessment. Clusters, woredas and regions will continuously monitor early years 'core foundation skills standards so that action can be quickly taken where children's progress is falling behind.

With this set of priorities, SIP encourages schools to support teacher development to achieve school minimum 'process' standards, so that staff have the skills to deliver the curriculum effectively and can target extra support to underperforming students (Federal Ministry of Education ESDPV,2015 Addis Ababa).

2.1.3 Cluster-Schools Model

A. Cluster schools collaboration and participation model: This model concern to across and among various actors in education, both inside and outside of the sector (other development sectors, local government, parents, community organizations, NGOs ,private enterprise), so that:

- these actors share responsibility for education and feel common ownership of the education system and common accountability for its quality;
- such participation, by definition, becomes an accepted characteristic of 'good' education, and
- Government planners and managers become aware of the power of a new '-collaborative' model of education which recognizes both government and the community as important actors in improving the quality and relevance of basic education broadly defined (Participation for educational change: a synthesis of experience Sheldon Shaffer Paris 1994).

B. The managing and accounting for school finances cluster school model:

One author has described three models of educational governance (Chimwenje, 1992:8).

1. The administrative model leaves educational governance to the central office or other offices down the hierarchy where power has been delegated.
2. The professional model leaves governance to the professionals at the school site on the grounds that they are the best to determine the needs of learners and best capable of developing structures to satisfy such ends.
3. The participatory model is one which aims at involving 'lay' people or communities and parents. The last two models imply some kind of devolution of authority from the center to the regional, district, and, above all, school levels. It is such devolution which leads ultimately to greater school based-management and reform- bringing the authority to create better learning conditions closer to the spot where teaching and learning occur.

C. **The national cluster model:** Many countries in different parts of the world, but especially in Asia and Africa, have established schools clusters as part of national education reform strategy. This section examines a few school cluster systems that have gone to scale, how they have done so, and how they operate. These national cluster programs are complex and have required large amounts of funding and technical support to set up and to operate effectively.

   The school cluster systems in this section have been set up with the participation of the ministry education in each respective country and with a number of bilateral and international donor organizations. clusters organized as an intermediate structure between the district (or region)and the school level serve as channels to better disseminate information up and down the hierarchy, from the national to the school level. As in most decentralization programs, the hierarchy remains in place. Cluster can thus be more effective points for distribution of materials and information, and supervision and support of schools (Elizabeth A. Giordano Paris 2008).

D. **The resource center model:** A number of donor programs have been using teacher resource centers as a base unit for in service and teacher support. Teachers' resource centers are meant to increase inputs for teachers and the resources available to them while brining support services closer to school level. They have even been used to improve the management of schools. Nepal's resource center program uses teachers' resource centers as a final delivery point of educational services to schools.

   Resource centers generally serve one or more school clusters. All the cases studied here make use of physical resource center facilities, some purpose-built and some incorporated into existing school buildings. They also use tutors, resource people or advisory teacher for support. Most use the teachers' resource center as a delivery point for teacher development workshops and in-service training. Many strategies also use teachers groups for peer exchange and problem solving. Several countries have teacher resource centers available throughout the country at the regional, district or sub-district levels (Elizabeth A. Giordano Paris 2008).

E. The teacher group model: The teachers groups are generally a core activity in school clusters and resource centers. They have become a fixture in Latin America; the three examples examined here are Latin America *teachers groups*. Colombia's and Chiles's *microcenter*s, as well as Ecuador's *micro groups,* bring together teachers from rural one teacher and multi-grade schools. The examples in this section illustrate that collaboration among teachers need not be accompanied by a lager cluster or resource center scheme in order to benefit its participants.

Most teachers groups are small groups formed by six to ten teachers from surrounding areas. Teachers often cover their own travel expenses, although sometimes project grants are available from the education authorities. Teachers groups are places for informal exchange as well as project based work. While there is no formal hierarchy, teachers groups might be assisted by supervisor or advisory teacher. These groups are valued by participants for helping break the isolation of teachers in small schools and for giving more professional recognition to teachers (Elizabeth A. Giordano Paris 2008).

F. The network model: A new form of co-operation between schools has been emerging in several countries, based on voluntary participation, peer exchange and absence of hierarchical relationships. In educational networks, otherwise autonomous entities meet to share and knowledge and experiences in pursuit of a common goal. Proponents of networking consider it to be an alternative to hierarchical or market based reform. According to the literature on networks as an organizational structure, a network features three main components:

1. the people, teams, or institutions involved, called 'nodes';
2. a shared purpose or set of goals-often based on improving performance;
3. the 'links' or exchange among members- interaction, communication, co-ordination. Instead of being initiated from the top down like most school cluster and resource centers, networks can be initiated by a small group of innovators, a research institute or university figure, NGOs or governmental organizations. While in some cases the impetus for creating the networks comes from schools themselves, the motor behind creating networks in Los Angeles and Great Britain was the additional funding available for a group of schools to encourage co-operation between schools to design projects for improved pupil performance. Many such networks begin somewhat informally and develop into more stable entities (OECD.2003)

G. The rural cluster model: Rural school clusters have existed since the middle of the twentieth century to address better the issues of the access to and quality of education in rural areas. Instead of creating a nationwide cluster scheme, clusters can be established in rural areas where educational coverage and quality tend to be poorer and where the population has specific development needs. Most recently, the rural cluster model has been encouraged by national governments as part of efforts to decentralize responsibility for educational management to local authorities and community education councils.

Schools in rural cluster share resources for education, such as classroom facilities and teacher development activities. They seek to provide a complete education cycle, as well as extra subjects and services in areas where there are in complete schools. Clusters also group schools to gather in an effort to raise pupil-teacher ratios, and cut back on the costs of rural multi-grade and one- teacher schools. They have also been used to promote rural –urban equity, providing similar conditions for education throughout the country (Elizabeth A. Giordano Paris 2008).

2.1.4. Objective of Cluster Schools

Cluster school has various objectives to fulfill. These are:

1. **Administrative objective**

- a basic need to develop a strategy to implement primary school cluster management system;
- a need to develop awareness of the concept and effectiveness of cluster system among all personnel likely to be involved;
- lack of the systematic procedure for formation of clusters, selection of core schools and election of cluster leaders;
- inadequacy of expertise and experience of Township Education Officers (TEOs) and Assistant Township Education Officers(ATEOs) about the cluster management system at primary level;
- inefficient management due to the present highly centralized management system (U Myint Han, 1992).

2. **Pedagogical objective**

- lack of a comprehensive list of critical learning competencies for different mastery levels on the basis of which learners can be evaluated;
- need to develop the multi grade and large class methodology;
- requirement for the modification of the examination system;
- inadequate classroom space and facilities for active learning methods;
- reluctance, as well as, resistance from teachers to apply new techniques in teaching-learning situations.
- lack of proper in-service training programs for primary Assistant teachers (U Myint Han, 1992)

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

4. **Economic Objectives**: a country could not afford basic equipment such as supplemental readers, science materials, or even silk screen supplies and paper for each school. Therefore, by furnishing one resource center with equipment and supplies that allowed teachers to make learning aids, several schools benefited. The clusters therefore had an economic objective sharing facilities and staff, and bulk ordering of materials such as stationary, chalk, paper and other supplies for the cluster conservation of supplies such as promoting system for the return of school books and better maintenance of schools were also more efficient within a cluster system resource center permit teachers to participate in on going in service training without distant travel (Elizabeth A. Giordano Paris 2008 UNESCO).

2.1.5 School Cluster system

A number of donor and ministry programs have chosen to organize their education programs around school clusters and resource centers. In Namibia, the school cluster system can be used to plan donor assistance programs to target aid to the areas that most need it and "to prevent the duplication of resources and services*" (Dittmar et al., 2002:18).* For more effective delivery of services to the grass roots level, USAID Mali has also chosen to established school clusters and resource centers (USAID, 2002).

Clusters and resource centers are also used by donors to deliver social programs such as scholarship, nutrition and health programs.
School clusters and resource centers are not always written into education law, even where they are used nationwide. In 2004, the school cluster system in Cambodia had not yet been institutionalized. The Word Bank completion report for the EQIP project in Cambodia stated that "the future of the cluster school system in Cambodia is uncertain. Whether on a formal or informal basis, provinces which have had positive experience with cluster are likely continue to rely on them as a decentralized support network …"(Word Bank, 2004a:11). Institutionalization alone, however, is not a sufficient condition to maintain an effectively functioning cluster or resource center system.

Donor organizations have taken a strong role in the development of Cambodia's cluster system. The objectives of clusters have changed with the operations of the different donor projects. Most recently, efforts have focused on using clusters to make decentralized planning and management more effective while targeting whole school and cluster improvement. Schools clusters are now responsible for management of funds for operational expenses. The EQIP program provided grants to clusters for quality improvement projects in three provinces, making school clusters responsible for developing their own quality improvement action plans and managing the resources attributed to them (Word Bank,2004a).

In addition to manage funds, clusters also have begun to take a role in planning and evaluation. Education management information is available at the cluster level, and clusters can monitor indicators of enrolment, repetition, and dropout. Clusters are also the base unit for in service teacher training, and for monitoring its quality and managing resources for in service activities. EQIP and other donor projects have demonstrated that "school clusters can flourish when they have an opportunity to make genuine decisions over the distribution of resources "(Geeves, 2003:13).

2.1.6 Cluster School Practices in Implementing Innovation

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

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

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

- **Support:** the new program and its practical aspects can be a necessary support activity to in service training program for teachers, administration, students and other personal acquainting them. In service programs must reach the intended audiences and should be accessibly scheduled for curriculum implementers. Money is required for materials and equipment to institutionalize a new program and also to have human support for the implementation effort. Educational institution will be autonomous in their internal administration and in the designing and implementing of education and training programs, with an overall coordination and democratic: leadership by boards or committees, consisting of members from the community, development and research institutions, teachers and students (TGE 1994: 30).

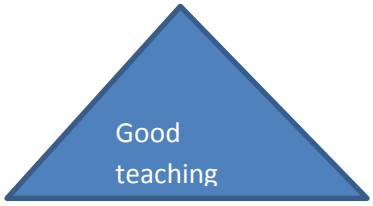
  The above mentioned description in the policy decentralizes the organization of education and makes both the community and professionals responsible and accountable for the educational process. Thus, the previously centralized organization of Education has now devolved to the various levels of regional and local administrations. Easton & et al (1999: viii) noted:
  Most authorities recognize that the quality of primary children's work and learning depends up on the skills of their class teachers, not in the structure of management systems, policy documents or the titles and job descriptions of staff. Many today recognize that school improvement of teaching so surely all tasks, other than imparting subject knowledge, are merely a distraction for the committed primary teacher.

Policy statements and structure of management by itself could not bring a change on the child's learning. The classroom teacher is the immediate agent for the improvement of children work and learning. Although Children learning improvement is highly correlated with day to day activity of the teachers, all tasks of school improvement is not the sole responsibility of the teacher (Assega Lemma 2007).

The task and obligation of the teacher to act as a blue print in the classroom setting is crucial to play his role in the changing world besides decentralization of education. As it is verified by Queis (2004) teaching competence can be shown in three aspects in the following figure.

Figure: 1. Teaching Competence

Subject matter competence
-Knowledge of material/subject
-Research ability
-Selection and organization of course content



Personal Competence
-Willingness to help
-Communication Skills
-Positive attitude towards students
-Fairness in examination and grading

Delivery Competence
-Presentation skills
-Variety of methods
-Use of media
-Developing motivation
-Active learning

The figure above shows that good teaching takes place in the classroom when the teacher capable of having subject matter competence (knowledge), personal competence and delivery competence. A teacher could develop these capabilities through experience sharing, communication, collaborative work, devotion and the like**.**

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

2.1.7. Practices of Resource Decentralization to Maximize School Performance

Five types of resources are being decentralized in schools, in order to maximize performance Quijano (2004). These are power to make decision, knowledge, information, a vision mission statement and school improvement plan, and rewards.

- The power to make decisions influence organizational practices, policies and direction. Effective school leader in his decision can show the way in setting the schools vision, coordinate reform efforts and rally the support of the parents and the community behind the school.

- Knowledge includes technical and managerial knowledge and expertise to provide the services needed. The kinds of knowledge which is implemented to decentralize management are training, team work skills and organizational knowledge. The training expand job skills, widen perspective, and promote openness to change, whereas team work skills for participating in governance and management such as problem solving, decision making and communication skills. Organizational knowledge is for responding to changes in that environment.

- Information about the performance of the school or school cluster includes revenues, expenditures, student performance strategic information and economic environment.

- A vision mission statement and school improvement plan are used by educators and community stakeholders at the school site to help them define school goals and standards, strategies, assessment that measures progress toward reaching the goals, and to share information with the community-at-Large.

- Rewards are based on the performance of the organization and the contribution of individuals.

2.1.8 Cluster school Development plans and self-evaluation

Effective clusters, networks and resource center programs use development plans and self-evaluations to gauge progress and perfect their improvement plans. The LAAMP School families were required to develop a learning plan to guide its activities and set goals. The learning plan served as a flexible working document.

Each year, it was evaluated and revised to reflect the successes and failures of the previous year. The network's progress was evaluated in terms of achieving the goals set out in the learning plan (Elizabeth A. Giordano Paris 2008UNESCO). In Cambodia, district animators assisted the local cluster school committees in monitoring and evaluation after the implementation of their improvement projects. EQIP made education management data available to the school cluster level so that they could closely monitor the impact of their improvement projects.

In Cambodia, where previously there were no effective mechanisms in place to monitor and evaluate cluster performance, EQIP helped to "create a culture of evaluation in Cambodia" and built capacity at the district level to do so (World Bank, 2004a: 12). Some programs, especially those initiated by the education ministry, rely on indicators of internal efficiency and standardized testing of pupils to determine their impact on pupils' learning, participation and achievement. This is one type of evaluation used by cluster and resource center programs. Another type is a self-evaluation of the cluster, resource center or network, comparing its progress to the goals set out by its education project.

Sometimes all of the "processes, policies, programs and organization" are reviewed (Contreras and Talavera Simoni, 2003: 70). The self-evaluation is usually done by an evaluation committee and its results are presented to the management committee, to the LEA or publicly, to the community.

2.1.9 Cluster School Based Teacher Professional Development Model

The School based and Cluster Teacher Professional Development focuses on specific issues of pedagogy and content. It involves collaborative efforts of teachers within schools, and involves participation of school leaders and staff. Sparks and Hirsch (1997) opined that the most effective Teacher Professional Development (TPD) take place as close to student learning as possible- in schools and classrooms. They situate activities on and offsite, combine resources with other schools in their cluster of district, and employ the services of external experts and internal resource persons. In order for this program to be successful, it must be sustained over time and the learning of teachers and their students must be continuously assessed and improved upon.

One of the main purpose effectiveness cluster school program in Jima Ganati Woreda is to provide opportunity to teachers and head teachers of the selected schools to improve in their professional practices with the belief that it will results in the improvement on the quality of teaching and learning. The program is centered on practical issues on lesson preparation and presentation as well as improvisation of instructional materials. The mentors worked in groups and engaged in various presentations, made critique on lessons and proffer suggestions on practical ways to improve strategies and techniques during lessons. Nevertheless, the program proper focuses on sit- in observations, share experience, cluster meetings, lesson study, and needs based workshops and teaching practice.

2.2. School Cluster in Ethiopia

Source: School cluster in Ethiopia (MOE, 2002). The very important aspect of the cluster training is that, the topic where training has been given should be taken back to the individual schools and developed. This reflective practice must be encouraged at all times to transfer what they have learned to their own classrooms.

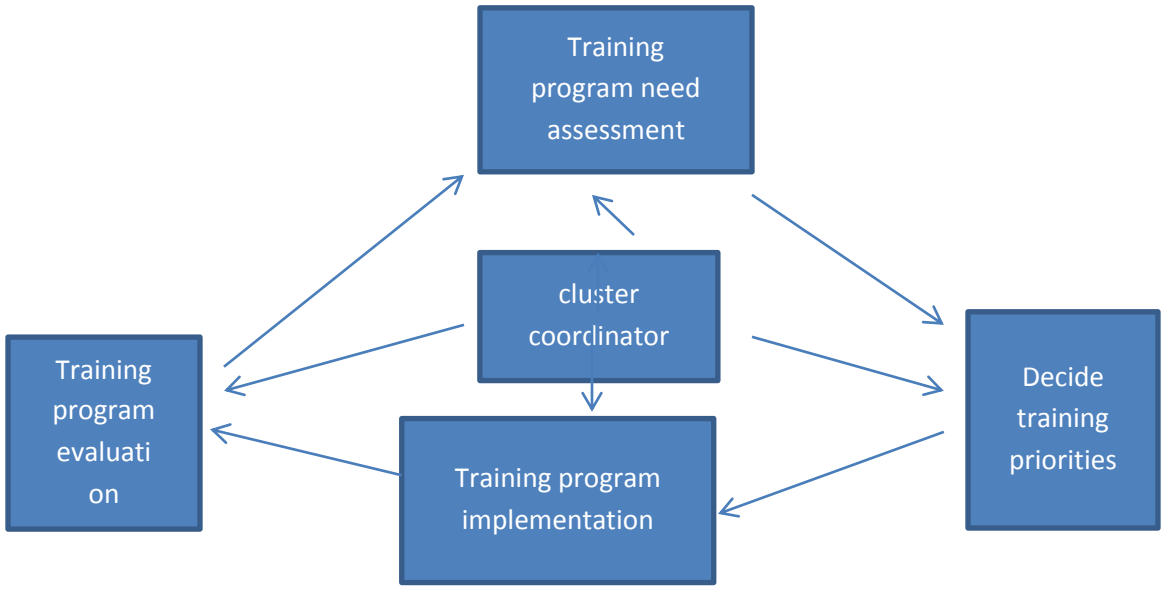


Figure2: School cluster in Ethiopia

School cluster in Ethiopia is a very recent phenomenon. Ethiopian's ministry of education adopted school and cluster-based teacher professional development as national policy in 2000 (Lev, 2004). The general objectives of teacher education in Ethiopia are to improve educational standards of the

country. In service program identified the possibility of implementing continuous professional development of teachers through school cluster based training activities (MOE 2003). Educational sector millennium development goals needs assessment draft report (MOE, 2004) considered school clustering as means of improving teaching condition by responding to the local needs around the school. Recently school clustering system in Ethiopia has deserved a name cluster resource center (CRC). In this process, MOE has left the autonomy of choosing school cluster model to the respective regional educational bureaus.

2.3 Structure and Responsibilities in CRC

MOE (2002:51) introduces the concept and implementation of school clustering. Based on this AEO/BESO (2003:2-15) reflects the responsibilities of Ministry of Education, regional Education Bureau and Zones, Woreda Education Office, TEl or TTC, CRC management committee, CRC principals and key teachers. MOE (2002:55-58) manifests the organization of education as the following.

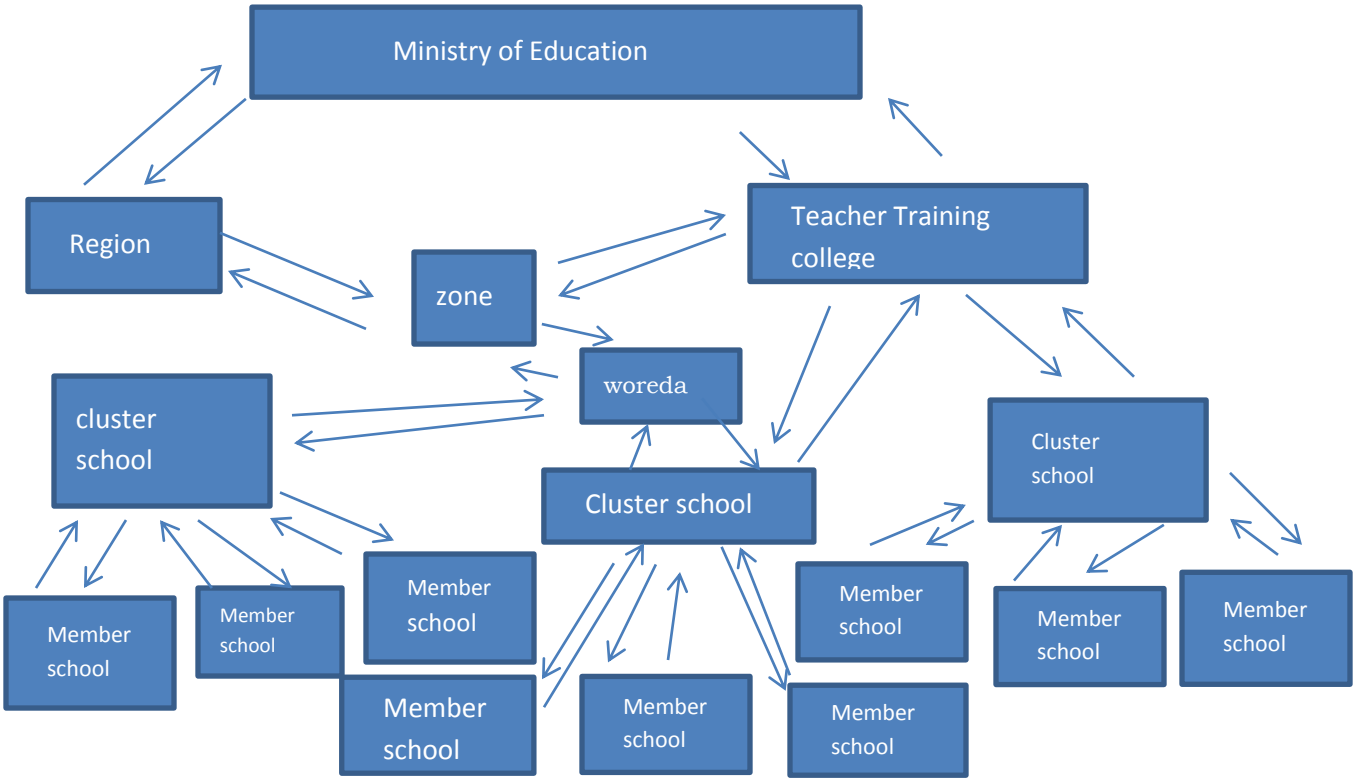


Figure 3: Structure of cluster resource center

According to (MOE, 2002) the responsibility of each level is mentioned as follows:

A. **Ministry of Education** is responsible for preparation of guidelines, resource identification and provision, coordinating and developing project ideas.

B. **Regional Education Bureau and Zones** are responsible for establishment of strong link between the clusters and TEIs and TTCs, coordination and establishment of school clusters, supervision, provision of training to resource persons and strengthening resource centers.

C. **Wereda Education Bureau** is responsible for establishing the clusters, conducting training need assessment, conducting and evaluating programs, providing best practice of teaching learning methods.

2.4 Content of Training in cluster resource center (CRC)

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

2.5. The Cluster Resource in Ethiopia

The dynamic nature of education and the incapability of the existing teachers to handle the grow needs of students and the society using the previously acquired educations and training demand teachers to be engaged in cluster school of life long training. In similar way, the curriculum change introduced as a result of new educational training policy of 1994 incorporated, implementation of new teaching methodologies and new ideas**.**

2.6. The Objectives of Cluster Resource Centers in Ethiopia.

At it is stated in TESO in-service sub-committee document (MOE, 2003), the purposes of schools cluster program are indicated under general objectives and specific objectives, these are:-

2.6.1. General objectives

- To improve the quality of teaching and learning in Ethiopian schools by means of low cost professional development through the cluster model.

2.6.2. Specific objectives

- To promote and sustain professional development.
- To provide opportunities for teachers to keep up with change in education.
- To encourage and assist teachers to produce local teaching materials.
- To enable teachers to localize the curriculum to include their environment.
- To facilitate mentoring of the teachers.
- To motivate teachers to undertake action research.

2.7 Primary School Education in Ethiopia:

1. **Primary Education**: The primary school students are within the age of 7 to 14. It is divided in to two cycles. The first cycle is from the first to the fourth grade, while the second spans from grades five to eight. In primary school, starting from the first grade, subjects are offered in particular learner or integrated form, to enable students have solid foundation in subjects that require special focus such as: Science, Mathematics and Language more periods have been given.

   Students of grade seven and eight are taught Physics, Chemistry, and Biology as learner subjects. The curriculum in the first cycle (Grades 1-4 has been integrated in to four core subjects. These subjects are: languages, Environmental Science, Mathematics, Aesthetics and Physical education. To enable school children to have a general and interrelated concept and knowledge it is harmonized with child learning psychology (Assega Lemma 2007).

2. **Contribution of primary school education**: just as education is provided at various levels and towards various ends, it also has both social and individual utility. Primary school education contributes to the society at large by empowering students with knowledge and skills to improve their standard of living and to solve problems. Basic education is useful both to the society at large and to the individual, for it has economic, social, and political benefits. Again it enables citizens to participate in the democratic process. Further, it contributes to agricultural development, to family life, health care, nutrition, birth control and the proper nurture of children (Assega Lemma 2007).

2.8 Cluster Resource Center Management Committee

The committee include cluster center principal (Chairman), Satellite school principals, senior teachers, and school board members. The committee is responsible for planning cluster activities, identifying training needs providing short term training programs, creating opportunities for mutual sharing of experiences, improving the functioning of the clusters and professional development of teachers. It is also responsible for identifying mechanisms to promote community participation, coordinate and implement collaborative work among stakeholders, creating relationship with concerned officials and supervisors.

2.9 Teachers Education Institution (Teacher Training College)

The TEl (TTC) support cluster schools by providing training on professional development of teachers. Make assessment on training needs of teachers. Create close contact and work collaboratively with partner schools. CRC Principals form link between satellite schools, provide leadership and supervise the activities of CRC, promote the formation of subject group to improve the teaching learning process, conduct follow-up and evaluation program (Assega Lemma 2007).

Cognizant to the general and specific objective of MOE about CRCs, articulated the general objective as to create efficient citizen through keeping the quality of education being delivered. Besides its specific objectives are presented in four categories economic pedagogical, political, and administrative. To the interest of the paper the pedagogical objectives of cluster resource centers in Jima Ganati Woreda administration are presented as follow;

- By acquainting teachers continually with up to data teaching methodologies, helping them to improve their profession and then up grade quality of education.
- To evaluate the reason female students participation low teaching learning in Cluster Resource Centers.
- To recognize collaboration of new innovation cluster schools
- To enrich the curriculum with the existing local conditions.
- To enable teachers utilizes modern class room organization; students centered teaching learning process, continuous assessment efficiently and through these activities attain the designed profile of student of each grade.
- To create a forum that gives opportunity for teachers of regular schools so that they provide professional support for alternative basic education centers.
- To design improvement school effectiveness.
- To innovate the ways students promotion rates cluster school programs.
- To identify the implementation ICT education in cluster school program
- To examine the case repetition students clusters schools programs.
- To search dropout rates of students on impact educational quality circle schools clusters.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

Chapter three deals with the research design and methodology employed in this study. The objective of the study was examine major problems the effectiveness cluster school program in teaching learning in Jima Ganati Wereda. The study is aimed at evaluating major problems the effectiveness cluster, active learning, exam, question and answer, training, female student participation, improving students dropout rates, student promotion rates in the teaching learning process, CPD program, physical facilities for the education, monitoring educational achievement, improving school effectiveness, planning for innovation education, reducing repetition issues and ICT in education problem in Jima Ganati woreda cluster primary schools in teaching and learning innovation.

To fulfill this purpose, both qualitative and quantitative methods were employed. In this chapter an attempt is made to provide adequate information about research design, subjects and sampling methods, data analysis and the instruments that were selected for the study.

3.2 Research Design of the Study

To achieve the objectives of the study, descriptive survey design was used since it enables to gather data from a relatively large number of populations there by used to describe the distribution of characteristics.

3.3. Research Methodology study

The method employed is mixed method approaches on the assumption that it is more appropriate together with variety of data related to the study on major problems the effectiveness cluster school program in teaching learning in Jima Ganati Wereda.

Mixed method which enables to collect diverse types of data best provides an understanding of research problems (Creswell, 2003: 21). Therefore, the researcher believed that the method chosen describe the major problems effectiveness of CRC teaching learning in the Woreda. To answer the question of validity, one method triangulates the other method in the study.

3.4. Sources of Data

The researcher use primary data sources. The primary data include collected from supervisors, principal schools, vice principals, department heads, teachers, students and Education office workers which were taken as the sample. In addition, the secondary sources of data were included from documents and annual reports of the education office.

3.5. Population of the Study and Sampling Techniques

The target population of this study was supervisors, principal schools, vice principals, department heads, teachers, students and Education office workers in Jima Ganati Woreda. The sampling techniques of supervisors, principal schools and vice principals were available sample. Education bureau workers Jima Ganati Woreda. Non probability sampling is selected purposely for the study. Whereas, teachers and students were selected by probability sampling where stratified sampling method that is employed as long as the subgroups were identified by a variable related to the dependent variable in the research and results in more homogeneous groups, the same sized sample was more representative of the population than if taken from the population as a whole.

In addition to stratified sampling is used to ensure that an adequate number of subjects were selected from different subgroups. Department heads probability sampling where random sampling method that was employed as every member of the population was assigned a number, and a table of random numbers could identify the population members who were made up the sample. Probability sampling techniques give the most reliable representation of the whole population and Non probability techniques couldn't be used make generalizations about the whole population.

Table1: Sample population and sampling techniques

No	Sources	Population	Samples that were selected	%	Sampling techniques
1.	Supervisors	7	7	100	Available
2.	School principals	20	20	100	Available
3.	Vice principals	14	14	100	Available
4.	Department heads	150	45	30	Random sampling
5.	Teachers	200	60	30	Stratified sampling
6.	Students	400	90	22.5	Stratified sampling
7.	Education office workers	26	8	30.76	Purposive sampling
Total		817	244	29.865	

3.6. Data Collection Instruments

As stated in the sources of data and sampling technique sections, the data were collected through questionnaire, interview, observation and document analysis.

3.6.1 Questionnaire

The questionnaire involves both closed ended and open ended type that was distributed to supervisors, principal schools, vice principals, department heads, teachers and students. The questionnaires were developed in such a way that enables to understand the perception of supervisors, principal schools, vice principals, department heads, teachers and students about major problems the effectiveness of cluster school program in teaching learning process in Government primary schools: the case of Jima Ganati Woreda (refer to appendix-1).

.

3.6.2 Interview

A semi-structured interview item prepared and employed to obtain in-depth information on major problems the effectiveness of cluster school program in teaching learning process in Government primary schools: the case of Jima Ganati Woreda on what should be done to reduce the problem. A face-to-face interview was held with 7 supervisors and 20 school principals of the sample schools. Interview was preferred because it allows the interviewer as well as interviewees a maximum degree of clarity of information while carrying out the discussion. In addition, it helps to obtain more detailed information on the problem (refer to appendix-2).

3.6.3 Observation

The Observation method avoids the inaccuracy and bias of some self-report data. Questionnaires and interview methods rely on self-report by research participants; many individuals can balance the information. Hence the alternative for such bias is to observe the behaviors and the environment will be studied. So, observation methods avoid the reported data bias (Borich and GD; 1996).

According to Schedule for classes observed an instrument observation checklist conducted in class rooms students sitting arrangement, Class room organization and management, attractive class regarding poster and necessary charts, Organization, allocation and managing time space, learners adequate opportunities for individual practice, teachers follow-up routine activities, teachers ability to connect the lesson with students daily life, communication skills, teachers using of teaching methods and usage of instructional material (refer to appendix-3).

Table2. Schedule for classes that were observed

No	Schools	classes observed	Subject	Period	Time	Date
1	Hareto	8th D	Civic	4th	Morning	May 9,2011 E.C
2	Gaba –Robi	7th C	English	6th	Morning	May 7,2011 E.C
3	Genbo-Selassie	6th B	Afan oromo	5th	Morning	May 2,2011 E.C
4	Green –Lake	4th A	Maths	5th	Morning	May 1,2011E.C
5	Adi –Leqa Tulu Cali	5th B	Science	4th	Morning	May 8,2011E.C
6	Bado –Gidami	7th A	Geography	6th	Afternoon	May 6,2011E.C
7	Hunde – Gudina	7th B	English	5th	Afternoon	May 5,2011E.C

3.6.4 Document Analysis

Document enables a researcher to obtain the long usage and words of participants, represents data that are thoughtful in that participants have given attention to compiling CresWell (2003:187). As Laws (2002:302) recommended that documentary research is useful when some research questions may be answered by existing data. Documents related to distribution of materials, cluster school report, file, minutes of meetings, plans, supplementary materials the activities of cluster school center examined (refer to appendix-4 and 5).

3.7 Validity and Reliability checks

Checking the validity and reliability of data collecting instrument before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, initially the instrument was prepared by the researcher and developed under close guidance of advisors, who were involved in providing their inputs for validity of the instruments. The English version questionnaires were checked and corrected by English subject specialist teachers from Hareto secondary Teachers school.

The questionnaires of the reliability and validity could be checked from a probability sample, the quantities that were estimated, such as population totals, means, proportions, and variances, have certain properties that could be evaluated. For instance, over repeated sampling, estimators from the probability sample could be evaluated for how reproducible or reliable they were (variance) and if, on average, the estimates from the sample were similar to the true value of the population quantity (un biasedness or validity).

Combining the ideas of reliability and validity, the accuracy, or how far away on average the estimator was from the true value (mean squared error),can also be evaluated on the sample estimator. Seven cluster school programs were selected from Jima Ganati Woreda for pre-test (pilot test of the study) of the questionnaires. Then questionnaires were distributed for fourteen vice principals to check language clarity and appropriateness of items in the content. The questionnaire which is first prepared in Afan-Oromo to be filled by respondents translated in to English language for the actual study (refer to appendix-6).

3.8 Procedure of data collection

This study has its own procedures in order to keep the sequences of the tasks that took place in the form as stated below. The procedures to be carried out to describe the existing status of major problems the effectiveness of cluster school program in teaching learning process in Government primary schools: the case of Jima Ganati Woreda has the following procedures: first relevant literatures were reviewed in order to relate the study with what was done previously by the scholars. Second, appropriate data collecting tools were identified. Third, the tools were administered, and the data was collected, presented, analyzed and interpreted and finally a report on the study was prepared.

3. 9 Methods of Data Analysis

The methods of data analyzing strategies associated with the mixed methods approach, involve collecting and analyzing both forms of data in a single study. The analysis began with a quantitative method for exploratory purposes and following up with a qualitative method. Collecting quantitative data first helps to explore the topic with participants at sites. The great priority in the analysis is given to the qualitative approach. To analysis the researcher presented two phases. Phase one analysis qualitative data, and phase two quantitative data and analyzes. Based on the type of the instrument employed and the nature of questions set narration, direct interpretations and the percentage were used for analysis of data.

Direct interpretation explains the data presented in the interview, document analysis, and all program observation. Percentage was used to explain personal characteristics of respondents and the data in the questionnaire. The rating form was presented with point of scale. “Yes, No, disagree, strongly disagree, strongly agree, low, very low, average, medium, high very high, highly improved, somewhat improved, not improved, excellent, very good, poor and very poor”. On the other hand three types of checklist were prepared. The first one cluster school program observation, availability of materials and CRC participation (refers to appendix-1, 3, 4 and 5).

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CHAPTER FOUR

4. PERESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The purpose of this research was to examine major problems the effectiveness of cluster school program in teaching learning process in Government primary schools: the case of Jima Ganati Woreda. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected on the cluster school program in teaching learning process as well as its challenges while implementing. It contains two major parts; the first part presents characteristics of respondents. The second part deals with the results of findings from the data gathered through the questionnaire, interview, observation and document analysis. It contained the issues of designed and implemented CRC training program items, about profile of sample Supervisors, School principals, Vice principals, Department heads, Teachers, Students and Education office workers participation.

4.2 Characteristics of Respondents

Table 3. Research participants

Sources	Cluster schools program							Education Bureau	Total
	Hareto	Gaba Robi	Bado Gidami	Genbo Selassie	Green Lake	Adi Leqa Tulu Cali	Hunde Gudina		
Supervisors	1	1	1	1	1	1	1	-	7
School principals	4	3	3	3	3	2	2	-	20
Vice principals	3	3	2	2	2	1	1	-	14
Department heads	12	8	6	5	5	5	4	-	45
Teachers	16	12	9	7	6	5	5	-	60
Students	22	18	15	12	8	8	7	-	90
Education office workers	-	-	-	-	-	-	-	8	8
Total	58	45	36	30	25	22	20	8	244

The major categories of respondents involved in this study are seven, namely; Supervisors, School principals, Vice principals, Department heads, Teachers, Students and education office workers. The researcher believes that the respondents have direct relationship with the matters under study and as a result they were considered to be relevant as main source of information for the study.

4.3. Back Ground Information

Table 4. Participants Background Information of Principals, Teachers, Supervisor, Vice Principal and Expert by Sex, work experience, educational level, grade they teach, teaching load and field of Study.

No	Items		Respondents											
			Supervisors		Principals		Teachers		vice principal		Expert		Total	
			N=7		N=20		N=60		N=14		N=8		N=109	
			F	%	F	%	F	%	F	%	F	%	F	%
1	Sex	Male	6	85.7	18	90	35	58.3	14	100	8	100	81	74.3
		Female	1	14.3	2	10	25	41.7	-	-	-	-	28	25.7
2	Work experience	1-5	1	14.3	-	-	-	-	-		-	-	1	0.9
		6-10	5	71.4	-	-	27	45	8	57.1	-	-	40	36.7
		11-15	-	-	3	15	6	10	2	14.3	-	-	11	10.1
		16-20	-	-	9	45	10	16.7	4	28.6	6	75	29	26.6
		21-25	-	-	7	35	10	16.7	-	-	2	25	19	17.4
		26 & above	1	14.3	1	5	7	11.6	-	-	-	-	9	8.3
3	Grade they Teach	1st cycle	-	-	-	-	10	16.7	-	-	-	-	10	16.7
		2nd cycle	-	-	-	-	50	83.3	-	-	-	-	50	83.3
4	service year in school	1-5	1	14.3	6	30	10	16.7	3	21.4	-	-	20	18.3
		6-10	5	71.4	10	50	20	33.3	6	42.9	4	50	45	41.3
		11& above	1	14.3	4	20	30	50	5	35.7	4	50	44	40.4
5	Academic qualification	Certificate	-	-	-	-	-		-	-	-	-	-	-
		Diploma	-	-	-	-	18	30	-	-	-	-	18	16.5
		BA	7	100	20	100	41	68.3	14	100	8	100	90	82.6
		MA	-	-	-	-	1	1.7	-	-	-	-	1	0.9
6	Field of study	EDPM	1	14.3	6	30	-	-	-	-	5	62.5	12	11
		Non-EDPM	6	85.7	14	70	60	100	14	100	3	37.5	97	89
7	Teaching load	10-15	-	-	-	-	-	-	8	57.1	-	-	8	57.1
		16-20	-	-	-	-	12	20	6	42.9	-	-	18	62.9
		21-25	-	-	-	-	23	38.3	-	-	-	-	23	38.3
		26-35	-	-	-	-	25	41.7	-	-	-	-	25	41.7

According to table 4 out of 7 total numbers of supervisors, 6 (85.7 %) of them were male and 1 (14.3 %) were female. similarly, out of 20 total numbers of principals schools, 18 (90 %) were male, while 2 (10 %) were female. Additional out of 60 total numbers of teachers, 35 (58.3%) were male, while 25 (41.7%) were female. In addition out of 14 total numbers of vice principals, 14 (100%) were male, but no female participants. Also, out of 8 total numbers of educational bureau works (expert), 8 (100 %) were male, but no female participants.

In the case of sex data of the participants shows total number of 109 respondents who has given information on their sex, 81 (74.3%) were male, while 28 (25.7%) were female. So that female participants were low at leadership position. Concerning work experiences, 1 (14.3%) of supervisors were below five years services, but no principals, teachers, vice principals and educational bureau works (expert) under five years' work experience. 5 (71.7%) of supervisors, 27 (45 %) of teachers and 8 (57.1%) of vice principals have 6-10 service years, while 3 (15 %) of principals, 6 (10 %) of teachers, 2 (14.3%) of vice principals have 11-15 service years.

In addition, 9 (45%) of principals, 10 (16.7%) of teachers, 4 (28.6%) of vice principals and 6 (75 %) of educational bureau works (expert) have their service years are 16-20. While 7 (35 %) principals, 10(16.7%) of teachers and 2 (25%) of educational bureau works (expert) have 21-25 service years. 1 (14.3%) of supervisor, 1 (5%) of principal and 7 (11.6%) of teachers service years are above 26 years. With respect to grade taught in cycle, respondents 10 (16.7%) were found to teach in the 1st cycle and 50 (83.7%) in the 2nd cycle of primary school. This shows that the study encompasses informants of both 1st and 2nd cycle of primary school teachers which are beneficiaries of the innovation.

As illustrated in the above table of item 4, respondents service year in school were as follows: 1(14.3%) of supervisor, 6 (30%) of principals, 10 (16.7%) of teachers and 3 (21.4%) of vice principals were between the service year in school range of 1-5 years. While 5(71.4 %) of supervisors, 10 (50%) of principals, 20 (33.3%) of teachers, 6(42.9%) of vice principals and 4 (50%) of experts them were between the service year in school range of 6-10 and 1(14.3 %) of supervisor,4 (20%) of principals, 30 (50%) of teachers, 5 (35.7%) of vice principals and 4 (50%) of experts them were between the service year in school range of 11 above years.

Regarding the respondents academic qualification (educational level) in the above table of item 5, seven (100%) of supervisors were first degree (BA) holders. The respondents academic qualification 18 (30%) of teachers were diploma, whereas 41 (68.3%) were first degree holders (BA) and 1 (1.7%) were second degree holders (MA). Similarly, principals 20 (100%) were first degree holders (BA), vice principals 14 (100%) were first degree holders and expert 8(100%) were first degree holders. This implies that there are sufficient human resources with different level of education that can implement school of cluster model and teachers professional development program innovation.

In addition to this, the experiences and qualification of these respondents enable the researcher to draw valid conclusion from the information they offered. Moreover, regarding in the above table of item 6, the respondents Field of study, 1(14.3%) of supervisor, 6 (30%) of principals and 5 (62.5%) of expert were EDPM (Educational Development Program Management). While 6 (85.7%) of supervisors, 14 (70%) of principals, 60 (100%) of teachers, 14 (100%) of vice principals and 3 (37.5%) of experts were none EDPM (Educational Development Program Management).

As it depicted on the above table of item 7, the respondents teaching load, 12 (20%) of the teachers were their teaching load of 16-20, were 23 (38.3%) are 21-25 and 25 (41.7%) of their teaching loads are 26-30 periods. While 8 (57.1%) of the vice principals were their teaching load of 10-15 and were 6(42.9%) of their teaching loads are 16-20 periods.

Table 5. Student respondents by Sex, Age, grade Level and rank.

No	Items		Respondent students participation Cluster schools program														Total	
			Hareto		Gaba Robi		Bado		Genbo Selassie		Green lake		Adi Leqa Tulu Cali		Hunde Gudina			
			N=22		N=18		N=15		N=12		N=8		N=8		N=7		N=90	
			F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	Sex	M	12	54.5	8	44.4	7	46.7	8	66.7	4	50	4	50	3	42.9	46	51.1
		F	10	45.5	10	55.6	8	53.3	4	33.3	4	50	4	50	4	57.1	44	49.9
2	Age	10-12	5	22.7	4	22.2	5	33.3	3	25	3	37.5	3	37.5	3	42.9	26	28.9
		13-14	9	40.9	7	38.9	5	33.3	6	50	3	37.5	3	37.5	3	42.9	36	40
		15&above	8	36.4	7	38.9	5	33.3	3	25	2	25	2	25	1	14.3	28	31.1
3	Grade	4th	4	18.2	3	16.7	3	20	2	16.7	1	12.5	1	12.5	1	14.3	15	16.7
		5th	4	18.2	3	16.7	3	20	2	16.7	1	12.5	1	12.5	1	14.3	15	16.7
		6th	4	18.2	4	22.2	3	20	3	25	2	25	2	25	2	28.6	20	22.2
		7th	5	22.7	4	22.2	3	20	3	25	2	25	2	25	2	28.6	21	23.3
		8th	5	22.7	4	22.2	3	20	2	16.7	2	25	2	25	1	14.3	19	21.1
4	Rank	1st	8	36.4	6	33.3	5	33.3	4	33.3	3	37.5	3	37.5	3	42.9	32	35.5
		2nd	8	36.4	6	33.3	5	33.3	4	33.3	3	37.5	3	37.5	3	42.9	32	35.5
		3rd	6	27.2	6	33.3	5	33.3	4	33.3	2	25	2	25	1	14.3	26	28.9

F- Frequency N-Total number of participants

In the case of sex data of the students participants shows total number of 90 respondents who has given information on their sex, 12 (54.5%) of Hareto cluster schools, 8 (44.4%) of Gaba Robi cluster schools, 7 (46.7%) of Bado cluster schools, 8 (66.7%) of Genbo Sillaise cluster schools, 4 (50%) of Green Lake cluster schools, 4 (50%) of Adi Leka Tulu Cali cluster schools, and 3(42.9%) of Hunde Gudina cluster schools were male, while 10(45.5%) of Hareto cluster schools, 10 (55.6%) of Gaba Robi cluster schools, 8 (53.3%) of Bado cluster schools, 4 (33.3%) of Genbo Sillaise, 4 (50%) of Green Lake cluster schools, 4 (50%) of Adi Leka Tulu Cali cluster schools, and 4(57.1%) of Hunde Gudina cluster schools were female.

As illustrated in the above table of item 2, the respondents age, 26 (28.9%) of the students were their age 10-12, were 36(40%) are 13-14 and 28 (31.1%) of their age are 15 and above. With respect to grade students respondents 15 (16.7%) were 4th grade, 15 (16.7%) were 5th grade, 20 (22.2%) were 6th grade, 21 (23.3%) were 7th grade and 19 (21.1%) were found 8th grade. Regarding the respondents in the above table of item 4, students 32 (35.5%) were 1st rank, 32 (35.5%) were 2nd rank and 26 (28.9%) were 3rd rank.

4.4. Quantitative and Qualitative Data Analysis

4.4.1. Quantitative Data Analysis

The participants in the data collection are Supervisors, Principals, Teachers, vice principals, department heads and Experts (refers appendix 1).
In order to investigate the exposure of respondents to training centers, they were asked if they had the chance to share their experience in the training centers. Following that they were requested at what level they participated. The respondents were given options “yes, no, "from which to decide. The results are summarized below.

Table 6.Teachers experience sharing in cluster school

No	Items		Supervisor		Principals		Teachers		vice principals		Department heads		Experts		Total	
			N=7		N=20		N=60		N=14		N=45		N=8		N=154	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Did have the chance to share your experience in the training center?	Yes	4	57.1	12	60	40	66.7	6	42.9	20	44.4	5	62.5	87	56.5
		No	3	42.9	8	40	20	33.3	8	57.1	25	55.6	3	37.5	67	43.5

2	If your response for question 1 is "yes" at what Level?	Supervisor		Principals		Teachers		Vice principal		Department heads		Expert		Total	
		N=4		N=12		N=40		N=6		N=20		N=5		N= 87	
		Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%
3	At school level?	2	50	8	66.7	26	65	4	66.7	13	65	2	40	55	63.2
4	At cluster center?	2	50	4	33.3	14	35	2	33.3	7	35	3	60	32	36.8
5	At town level	-		-		-		-		-		-		-	
6	Woreda educational bureau	-		-		-		-		-		-		-	

N=Total number of participants

As it depicted on the above table 6, the majority of supervisors, principals, teachers and experts responded that they had the chance to share their experience at the training center. That means, 4 (57.1%) of supervisors, 12 (60%) of principals, 40 (66.7%) of teachers and 5 (62.5%) of experts responded that they had the chance to share their experience at the training center.

While 6 (42.9%) of vice principals and 20 (44.4%) of department heads reported that they have shared experiences at the training center. But, 3 (42.9%) of supervisors, 8 (40%) of principals, 20 (33.3%) of teachers, 8 (57.1%) of vice principals, 25 (55.6%) of department heads and 3 (37.5%) of experts replied no chance to share their experiences at the training center.

Among the supervisors, principals, teachers, Vice principals, Department heads and Experts who said "yes" 2 (50%), 8 (66.7%), 26(65%), 4(66.7%), 13 (65%) and 2(40%) of them respectively have shared their experience at school level. whereas, 2 (50%) of supervisors, 4(33.3%) of principals, 14(35%) of teachers, 2 (33.3%) of Vice principals, 7(35%) of Department heads and 3(60%) of Experts who said "yes" had the chance to contact at cluster center. According to the above table of items 5th and6th Supervisors, Principals, Teachers, Vice principals, Department heads and Experts of them replied no chance to contact at town and Woreda educational bureau. This shows that teachers' in-service professional development training program was not strengthen and promote at town and Woreda educational bureau.

Table 7. Implementation and Innovation Process of Training and Exam.

No	Items	Respondent	Option										Total	
			Very low		Low		Average		High		Very high			
			N	%	N	%	N	%	N	%	N	%	N	%
1	How is cluster training programs attractiveness ?	Supervisors	-	-	2	28.6	3	42.8	2	28.6	-	-	7	100
		Principals	6	30	5	25	5	25	4	20	-	-	20	100
		Teachers	10	16.7	33	55	10	16.7	7	11.6	-	-	60	100
		Experts	-	-	3	37.5	3	37.5	2	25	-	-	8	100
2	How is school clustering exam preparation?	Supervisors	3	42.8	2	28.6	2	28.6	-	-	-	-	7	100
		Principals	4	20	11	55	4	20	1	5	-	-	20	100
		Teachers	18	30	20	33.3	12	20	10	16.7	-	-	60	100
		Experts	2	25	4	50	2	25	-	-	-	-	8	100
3	How is implementation question and answer program effective?	Supervisors	3	28.6	2	28.6	2	28.6	-	-	-	-	7	100
		Principals	8	40	5	25	3	15	4	20	-	-	20	100
		Teachers	22	36.7	18	30	14	23.3	6	10	-	-	60	100
		Experts	-	-	4	50	2	25	2	25	-	-	8	100

N- Number of participant

As illustrated in the table seven respondents were asked their participation on training at school and cluster center, techniques employed that means cluster training programs attractiveness, school clustering exam preparation, implementation question and answer program effective. They were given a chance to select “very low, low, average, high, and very high” respectively rating scales. To investigate the implementation and innovation process of training and exam by three questions were raised in this table.To this effect training program held at schools and cluster center level. So the relation between Jima Ganati Woreda educational bureau and schools on focus training programs were very low participation.

According to cluster training programs attractiveness supervisors, Principals, Teachers and Experts of them replied, 2(28.6%) of supervisors low, 3 (42.8%) average and 2 (28.6%) were reported high. Regarding to principals 6 (30%) very low, 5 (25%) low, 5(25%) average and 4 (20%) high. With respect to Teachers 10 (16.7%) very low, 33 (55%) low, 10 (16.7%) average and 7 (11.6%) high. concerning to Experts 3 (37.5%) low, 3 (37.5%) average and 2 (25%) high.

In addition, the school clustering exam preparation in item ‘2’ (Refer to table 7), reflected that the supervisors, Principals, Teachers and Experts views, 3 (42.8%) of supervisors very low, 2 (28.6%) low and 2 (28.6%) average. Similarly principals 4 (20%) very low, 11(55%) low, 4(20%) average and 1 (5%) high. Regarding to Teachers 18 (30%) were very low, 20 (33.3%) were low, 12 (20%) were average and 10 (16.7%) were reported high. With respect to Experts 2 (25%) were very low, 4 (50%) were low and 2 (25%) were replied average.

In item '3' respondents were asked how implementation of questing and answering program effective. In the response given, 3 (42.8%) of supervisors were very low, 2 (28.6%) were low and 2 (28.6%) were average. Regarding to Principals 8 (40%) were very low, 5 (25%) were low, 3 (15%) were average and 4 (20%) were reported high. Similarly Teachers 22 (36.7%) were replied very low, 18 (30%) were low, 14 (23.3%) were average and 6 (10%) were reported high. Concerning to Experts 4 (50%) were replied low, 2 (25%) were average and 2 (25%) were reported high.

Table 8. Cluster Resource Center Planning and Facilitation

No	Items	Participation	Option										Total	
			SDA		DA		N		A		SA			
			N	%	N	%	N	%	N	%	N	%	N	%
1	The quality of long and short term plan is satisfactory	Supervisors	2	28.6	3	42.8	-	-	2	28.6	-	-	7	100
		Principals	4	20	6	30	-	-	10	50	-	-	20	100
		Teachers	19	31.7	35	58.3	-	-	6	10	-	-	60	100
		Experts	-	-	3	37.5	-		5	62.5	-	-	8	100
2	Cluster lesson plan format is adequate	Supervisors	-	-	2	28.6	-	-	5	71.4	-	-	7	100
		Principals	-	-	10	50	-	-	8	40	2	10	20	100
		Teachers	13	21.6	16	26.7	-	-	21	35	10	16.7	60	100
		Experts	-	-	-	-	-		5	62.5	3	37.5	8	100
3	The record and report documentation program is of acceptable quality	Supervisors	-	-	-	-	-	-	3	42.8	4	57.2	7	100
		Principals	5	25	5	25	-		5	25	5	25	20	100
		Teachers	20	33.3	18	30	-		21	26.7	6	10	60	100
		Experts	-	-	-	-	-	-	5	62.5	3	37.5	8	100
4	Cluster resource center activities are planned	Supervisors	-	-	4	57.2	-	-	3	37.5	-	-	7	100
		Principals	-	-	10	50	-		10	50	-	-	20	100
		Teachers	-	-	20	33.3	-	-	40	66.7	-	-	60	100
		Experts	-	-	3	37.5	-	-	5	62.5	-	-	8	100

SDA=strongly disagree, DA=Disagree, N=Neutral, A=Agree, SA= strongly agree

N- Number of participant.

In item '1' respondents were asked the quality of long and short term plan is satisfactory. In the response given, 2 (28.6%) of supervisors were strongly dis agree, 3(42.6%) were disagree and 2 (28.6%) were agree. Regarding to Principals 4 (20%) were strongly disagree, 6 (30%) were disagree, and 10 (50%) were reported agree. Similarly Teachers 19 (31.7%) were replied strongly disagree, 35 (58.3%) were disagree, and 6 (10%) were reported agree. Concerning to Experts 3 (37.5%) were replied disagree, and 5 (62.5%) were reported agree.

According to the informants were asked to answer item ‘2’ which seeks information about the Cluster lesson plan format is adequate. Regarding to supervisors 2 (28.6%) were disagree, and 5 (71.4%) were reported agree. With respect to Principals 10 (50%) were disagree, 8 (40%) were agree, and 2 (10%) were replied strongly agree. Concerning to Teachers 13 (21.6%) were strongly dis agree, 16 (26.7%) were disagree, 21 (35%) were agree and 10 (16.7%) were reported strongly agree. With respect to Experts 5 (62.5%) were replied agree and 3 (37.5%) were reported strongly agree.

In item '3' respondents were asked the record and report documentation program is of acceptable quality. In the response given, 3 (42.8%) of supervisors were agree and 4 (57.2%) were reported strongly agree. Regarding to Principals 5(25%) were replied strongly disagree, 5 (25%) were disagree, 5(20%) were agree and 5(25%) were reported strongly agree. Similarly Teachers 20 (33.3%) were replied strongly dis agree, 18 (30%) were disagree, 16 (26.7%) were agree and 6 (10%) were reported strongly agree. Concerning to Experts 5 (62.5%) were replied agree and 3(37.5%) were reported strongly agree.

As it is shown in the above table concerning item ‘4’ indicated Cluster resource center activities are planned. In the response given, 4 (57.2%) of supervisors were disagree and 3 (42.8%) were reported agree. Regarding to Principals 10(50%) were replied disagree and 10(50%) were reported agree. Similarly Teachers 20 (33.3%) were disagree and 40 (66.7%) were reported agree. Concerning to Experts 3 (37.5%) were disagree and 5 (62.5%) were replied agree.

Table 9. Expectation of hindrance during collaboration work and Cluster school program innovation.

No	Items	Respondents	Option										Total	
			Very Low		Low		Medium		High		Very high			
			N	%	N	%	N	%	N	%	N	%	N	%
A	Reward for good performance	supervisors	-		2	28.6	3	42.8	-		2	28.6	7	100
		Principals	8	40	5	25	3	15	3	15	1	5	20	100
		Teachers	24	40	14	23.3	10	16.7	9	15	3	5	60	100
		Experts	-		-	-	2	25	4	50	2	25	8	100
B	Inculcating spirit of competition	supervisors	1	14.3	1	14.3	3	42.8	2	28.6	-	-	7	100
		Principals	4	20	3	15	8	40	5	25	-	-	20	100
		Teachers	16	26.7	13	21.7	20	33.3	11	18.3	-	-	60	100
		Experts	2	25	-	-	4	50	2	25	-	-	8	100
C	Ability of gender participation during the program	Supervisors	1	14.3	-	-	3	42.8	2	28.6	1	14.3	7	100
		Principals	3	15	4	20	9	45	4	20	-	-	20	100
		Teachers	17	28.3	15	25	12	20	11	18.3	5	8.4	60	100
		Experts	2	25	2	25	2	25	1	12.5	1	12.5	8	100
D	Issues of gender participation during the club	Supervisors	2	28.6	3	42.8	1	14.3	1	14.3	-	-	7	100
		Principals	3	15	6	30	10	50	1	5	-	-	20	100
		Teachers	13	21.7	10	16.7	20	33.3	17	28.3	-	-	60	100
		Experts	1	12.5	2	25	4	50	1	12.5	-	-	8	100
E	Absence of commitment to work collaboratively with colleagues	Supervisors	1	14.3	1	14.3	3	42.8	2	28.6	-	-	7	100
		Principals	4	20	3	15	10	50	3	15	-	-	20	100
		Teachers	8	13.3	7	11.7	30	50	15	25	-		60	100
		Experts	1	12.5	2	25	4	50	1	12.5	-	-	8	100
F	Cluster school center program punctuality	Supervisors	-	-	-	-	2	28.6	3	42.8	2	28.6	7	100
		Principals	2	10	-	-	13	65	3	15	2	10	20	100
		Teachers	11	18.3	9	15	26	43.3	10	16.7	4	6.7	60	100
		Experts	-	-	-	-	3	37.5	3	37.5	2	25	8	100

N- Number of participant

As table 9 shows respondents were asked to indicate the degree of hindrance based on the given items. Five options of scales were given for the respondents to indicate the level of their choice. In case of cluster school program hindrance respondents were asked if absence of commitment to work collaboratively with colleagues hindered cluster school center from being effective. In item 'a' respondents were asked Reward for good performance. In the response given, 3 (42.8%) of supervisors were very low, 2 (28.6%) were low, 3 (42.8%) were medium and 2 (28.6%) were very high. Regarding to Principals 8 (40%) were very low, 5 (25%) were low, 3 (15%) were medium 3 (15%) were reported high and 1 (5%) were reported very high.

Similarly Teachers 24 (40%) were replied very low, 14 (23.3%) were low, 10 (16.7%) were medium, 9 (15%) were reported high and 3 (5%) were reported very high. Concerning to Experts 2 (25%) were replied medium, 4 (50%) were high and 2 (25%) were reported very high. Concerning the informants was asked to answer item 'b' about inculcating spirit of competition. Regarding to supervisors 1 (14.3%) were very low, 1(14.3%) were low, 3(42.8%) were medium and 2 (28.6%) were reported high. With respect to Principals 4 (20%) were very low, 3 (15%) were low, 8 (40%) were medium and 5 (25%) were replied high.

Concerning to Teachers 16 (26.7%) were very low, 13 (21.3%) were low, 20 (33.3%) were medium and 11 (18.3%) were reported high. With respect to Experts 2 (25%) were replied very low, 4 (50%) were medium and 2(25%) were reported high. In item 'c' respondents were asked Ability of gender participation during the program. In the response given, 1 (14.3%) of supervisors were very low, 3 (42.8%) were medium, 2 (28.6%) were high and 1 (14.3%) were reported very high. Regarding to Principals 3 (15%) were replied very low, 4 (20%) were low, 9 (45%) were medium and 4 (20%) were reported high.

While Teachers 17 (28.3%) were replied very low, 15 (25%) were low, 12 (20%) were medium, 11 (18.3%) were high and 5(8.4%) were reported very high. Concerning to Experts 2(25%) were very low, 2 (25%) were low, 2 (25%) were medium, 1 (12.5%) were high and 1 (12.5%) were reported very high. As it is shown in the table 9 concerning item 'd' indicated issues of gender participation during the club. In the response given, 2(28.6%) of supervisors were very low, 3 (42.8%) were low, 1 (14.3%) were medium and 1 (14.3%) were reported high.

Regarding to Principals 3(15%) were replied very low, 6 (30%) were low, 10 (50%) were medium and 1 (5%) were reported high. Similarly Teachers 13 (21.7%) were replied very low, 10 (16.7%) were low, 20 (33.3%) were medium and 17(28.3%) were reported high. Concerning to Experts 1 (12.5%) were very low, 2 (25%) were low, 4 (50%) were medium and 1 (12.5%) were replied high. In addition, the informants were asked to answer item 'e' about Absence of commitment to work collaboratively with colleagues.

Regarding to supervisors 1(14.3%) were replied very low, 1 (14.3%) were low, 3 (42.8%) were medium and 2 (28.6%) were reported high. With respect to Principals 4(20%) were very low, 3 (15%) were low, 10 (50%) were medium and 3 (15%) were reported high. Concerning to Teachers 8 (13.3%) were very low, 7 (11.7%) were low, 30 (50%) were medium and 15 (25%) were reported high. With respect to Experts 1 (12.5%) were very low, 2 (25%) were low, 4 (50%) were medium and 1 (12.5%) replied high.

In the final item 'f' respondents were asked Cluster school center program punctuality. In the response given, 2 (28.6%) of supervisors were medium, 3 (42.8%) were high and 2 (28.6%) were reported very high. Regarding to Principals 2(10%) were very low, 13 (65%) were medium, 3 (15%) were high and 2(10%) were reported very high. Addition Teachers 11(18.3%) were replied very low, 9 (15%) were low, 26 (43.3%) were medium, 10 (16.7%) were high and 4 (6.7%) were reported very high. Concerning to Experts 3 (37.5%) were medium, 3 (37.5%) were high and 2 (25%) were reported very high.

In general the majority respondents reflected their opinion that the items 'b', 'c', 'd', 'e' and 'f' hindrance were at medium level. But the majority respondents reported item 'a' hindrance was at very low level option. This shows that the involvement of schools, PTA and the community in CRC activity reward for good performance was not adequate.

4.4.1.1 Factors that hinder the effectiveness of cluster school resource center

Table 10. Expectation of hindrance during collaborative work resource use and monitoring system

No	Items	Respondents	Option										Total	
			Very Low		Low		Medium		High		Very high			
			N	%	N	%	N	%	N	%	N	%	N	%
1	Lack of follow up and monitoring from school directors	Supervisors	2	28.6	1	14.3	1	14.3	3	28.6	-	-	7	100
		Principals	6	30	4	20	8	40	2	10	-	-	20	100
		Teachers	5	8.3	13	21.7	16	26.7	22	36.7	4	6.6	60	100
		Experts	2	25	2	25	2	25	2	25	-	-	8	100
2	Lack of adequate resource	Supervisors	-	-	2	28.6	2	28.6	3	42.8	-	-	7	100
		Principals	-	-	6	30	4	20	10	50	-	-	20	100
		Teachers	-	-	20	33.3	14	23.3	26	43.3	-	-	60	100
		Experts	-	-	2	25	3	37.5	3	37.5	-	-	8	100
3	Lack of follow up and monitoring of officers	Supervisors	2	28.6	1	14.3	3	42.8	1	14.3	-	-	7	100
		Principals	4	20	3	15	8	40	5	25	-	-	20	100
		Teachers	5	8.3	17	28.3	13	21.7	22	36.7	3	5	60	100
		Experts	3	37.5	3	37.5	2	25	-	-	-	-	8	100
4	Lack of department head, clubs and other committee participation	Supervisors	1	14.3	-	-	2	28.6	3	42.8	1	14.3	7	100
		Principals	2	10	3	15	8	40	5	25	2	10	20	100
		Teachers	10	16.7	7	11.6	22	36.7	15	25	6	10	60	100
		Experts	1	12.5	2	25	4	50	1	12.5	-	-	8	100
5	Lack of Teachers (monitoring of lessons)	Supervisors	2	28.6	1	14.3	2	28.6	1	14.3	1	14.3	7	100
		Principals	3	15	2	10	4	20	9	45	2	10	20	100
		Teachers	6	10	4	6.7	22	36.7	24	40	4	6.7	60	100
		Experts	2	25	-	-	4	50	2	25	-	-	8	100
6	Lack of Schools (assessment - based comparisons)	Supervisors	2	28.6	1	14.3	3	42.8	1	14.3	-	-	7	100
		Principals	4	20	-	-	10	50	4	20	2	10	20	100
		Teachers	8	13.3	5	8.3	23	38.3	18	30	6	10	60	100
		Experts	-	-	-	-	4	50	4	50	-	-	8	100
7	Lack of Instructional style(monitoring standards of teaching and learning)	Supervisors	-		-		3	42.8	4	57.2	-	-	7	100
		Principals	-	-	-	-	10	50	6	30	4	20	20	100
		Teachers	7	11.7	4	6.7	28	46.7	16	26.6	5	8.3	60	100
		Experts	-	-	-	-	5	62.5	3	37.5	-	-	8	100

N- Number of participants

As illustrated in the table 10 respondents were asked their Lack of follow up and monitoring from school directors, Lack of adequate resource, Lack of follow up and monitoring of officers, Lack of department head, clubs and other committee participation, Lack of Teachers (monitoring of lessons), Lack of Schools (assessment -based comparisons) and Lack of Instructional style (monitoring standards of teaching and learning). They were given a chance to select "very low, low, medium, high, and very high" respectively rating scales.

To investigate the hindrance during collaborative work resource use and monitoring system by seven questions were raised in this table. According to lack of follow up and monitoring from school directors supervisors, Principals, Teachers and Experts of them replied, 2(28.6%) of supervisors very low, 1 (14.3%) were low, 1 (14.3%) were medium and 3 (42.8%)were reported high. Regarding to principals 6 (30%) very low, 4 (20%) low, 8(40%) medium and 2 (10%) high. With respect to Teachers 5 (8.3%) very low, 13 (21.7%) low, 16 (26.7%) medium, 22(36.7%) were high and 4 (6.6%) were reported very high.

Concerning to Experts 2(25%) very low, 2 (25%) were low, 2 (25%) were medium and 2 (25%) were reported high. So the majority respondents were replied at high level. That means follow up and monitoring from school directors were impeded the effectiveness of CRC schools program. In addition, in item 2 the respondents were asked if lack of adequate resource had hindered the effectiveness of CRC schools of program. Respondents that 2 (28.6%) supervisors were low, 2 (28.6%) were medium and 3 (42.8%) indicated that its hindrance was high. Regarding to principals 6 (30%) low, 4 (20%) medium and 10(50%) were reported high.

With respect to Teachers 20 (33.3%) low, 14 (23.3%) medium and 26 (43.3%) were reported high. concerning to Experts 2(25%) low, 3(37.5%) were medium and 3 (37.5%) were reported high. In item '3' the respondents were asked if lack of follow up and monitoring of officers hindered the effectiveness of CRC schools of program. The respondents replied that 2 (28.6%) supervisors were very low, 1 (14.3%) were low, 3 (42.8%) were medium and 1 (14.3%) were reported high. Regarding to principals 4 (20%) very low, 3(15%) low, 8(40%) medium and 5(25%) were reported high.

With respect to Teachers 5(8.3%) very low, 17 (28.3%) low, 13 (21.7%) were medium, 22(36.7%) were high and 3 (5%) were reported very high. Concerning to Experts 3(37.5%) very low, 3(37.5%) were low and 2 (25%) were reported medium. This shows the relationship monitoring of officers and cluster schools program not good interaction. Moreover, in item '4' the respondents were asked if lack of department head, clubs and other committee participation had hindered the effectiveness of CRC schools of program.

Respondents that 1(14%) supervisors were low, 2 (28.6%) were medium, 3 (42.8%) were high and 1 (14.3%) was indicated high. Regarding to principals 2(10%) very low, 3(15%) low, 8(40%) medium, 5 (25%) high and 2(10%) were reported very high. With respect to Teachers 10 (16.7%) very low, 7 (11.6%) low, 22(36.7%), 15 (25%) high and 6 (10%) were reported very high. concerning to Experts 1(12.5%) very low, 2 (25%) were low, 4 (50%) medium and 1(12.5%) were reported high.

According to this item the majority respondents were reported at medium level. The collaborative work resource use and monitoring system of department head, clubs and other committee participation had hindered the effectiveness of CRC schools of program was a medium level. The degree of hindrance concerning lack of Teachers (monitoring of lessons) the respondents were replied (refers item '5') of supervisors 2 (28.6%) were very low, 1 (14.3%) were low, 2(28.6%) were medium, 1(14.3%) was high and 1 (14.3%) was indicated very high.

Regarding to principals 3(15%) very low, 2 (10%) low, 4 (20%) medium, 9 (45%) high and 2(10%) were reported very high. With respect to Teachers 6 (10%) very low, 4 (6.7%) low, 22 (36.7%) medium, 24 (40%) high and 4 (6.7%) were reported very high. concerning to Experts 2 (25%) very low, 4 (50%) medium and 2(25%) were reported high. The majority respondents were selected high option.

This shows educational bureau of Jimma Ganati Wereda was given additional training of Teachers monitoring lessons decrease except NGO Hareto branch. NGO Hareto branch was given additional training of Teachers monitoring lessons and others. In item '6' the respondents were asked if lack of Schools (assessment -based comparisons hindered the effectiveness of CRC schools of program.

The respondents replied that 2 (28.6%) supervisors were very low, 1 (14.3%) were low, 2 (28.6%) were medium, 1 (14.3%) high and 1 (14.3%) were very reported high. Regarding to principals 4 (20%) very low, 10(50%) medium, 4 (20%) high and 2(20%) were reported very high. With respect to Teachers 8(13.3%) very low, 5 (8.3%) low, 23 (38.3%) were medium, 18(30%) were high and 6 (10%) were reported very high.

Concerning to Experts 4 (50%) were medium and 4 (50%) were reported high. This shows the majority respondents were replied at medium level. All clusters schools program comparing assessment effectiveness were a medium. Again the final item (refers table 10) the majority respondents were selected at medium level. That means the instructional style of leadership concerning about monitoring standards of teaching and learning was a medium effectiveness of CRC schools of program.

4.4.1.2. Challenges of ICT in education system

Table 11. Expectation of hindrance during collaborative work resource use and ICT in education system

No	Items	Options	Principals		Department heads		Students		Total	
			N=20		N=45		N=90		N= 155	
			N	%	N	%	N	%	N	%
A	Lack of Electricity	Very low	-	-	-	-	-	-	-	-
		Low	-	-	-	-	-	-	-	-
		Medium	-	-	10	22.2	20	22.2	30	19.3
		High	6	30	12	26.7	30	33.4	48	31
		Very high	14	70	23	51.3	40	44.4	77	49.7
B	Lack of Network infrastructure for easy information management and exchange for better decision making	Very low	-	-	8	17.8	-	-	8	5.1
		Low	6	30	12	26.7	20	22.2	38	24.6
		Medium	10	50	18	40	50	55.6	78	50.3
		High	4	20	7	15.5	20	22.2	31	20
		Very high	-	-	-	-	-	-	-	
C	Lack of Secretarial Services	Very low	-		-	-	-	-	-	-
		Low	2	10	4	8.9	15	16.7	21	13.6
		Medium	3	15	9	20	20	22.2	32	20.5
		High	5	25	12	26.7	24	26.7	41	26-5
		Very high	10	50	20	44.4	31	34.4	61	39.4
D	Lack of Electronics(printer, computer, lap top and photo copy	Very low	-	-	-	-	-	-	-	-
		Low	-	-	-	-	-	-	-	-
		Medium	3	15	8	17.8	10	11.1	21	13.6
		High	5	25	15	33.3	30	33.3	50	32.3
		Very high	12	60	22	48.9	50	55.6	84	54.1

N- Number of participants

In item 'a' in the above table, respondents were asked if absence electricity hindered during collaborative work resource use and ICT in education system cluster resource center from being effective. The majority of respondents, 77(49.7%) reported that the level of hindrance very high. This shows that the respondents there were no sufficient electric power supply to the cluster schools program.

In addition, in item 'b' the respondents were asked if Lack of Network infrastructure for easy information management and exchange for better decision making had hindered during collaborative work resource use and ICT in education system the effectiveness of CRC. Respondents that were 8 (5.1%) indicated that its hindrance was very low. Significant number of respondents that were 38 (24.6 %) answered low. Other majority respondents that were 78 (50.3 %) said that the hindrance was medium. Again respondents that were 31 (20%) said that the hindrance was high. This shows a system of trying to meet exchange for better decision making effectiveness cluster schools program was at medium level.

In item 'c' the respondents were requested if lack of secretarial services could be a hindrance for effectiveness of CRC. For this question 21(13.6%) respondents answered that its hindrance was Low and 32(20.5%) of them responded that the hindrance was medium. On the other hand 41 (26.5%) respondents reported that the hindrance of lacking secretarial services was high. Again majority respondents that were 61 (39.4 %) said that the hindrance was very high effectiveness of CRC. This shows no a great chance working for another person, dealing with letters and telephone calls , typing, keeping records, arranging meetings with people effectiveness of CRC.

The final item above table 11 Lack of electronics (printer, computer, lap top and photo copy) respondents that were 21 (13.6%) indicated that its hindrance medium. While number of respondents that were 50 (32.3 %) answered low. Other majority respondents that were 78 (50.3 %) said that the hindrance was high. Again respondents that were 84 (54.1%) said that the hindrance was very high. This shows the absence of electronics (printer, computer, lap top and photo copy) were had hindered during collaborative work resource use and ICT in education system the effectiveness of CRC in Jima Ganati Wereda was very high. That means the electronics of this Wereda not adequate effectiveness cluster school program teaching and learning.

4.4.1.3. Changes Because of Participation in Cluster Based Professional Development

4.4.1.3.1. Factors Cluster Primary School Improvement in the Teaching Learning Process

Table 12. Students Registered, Passed, Repeated and Dropout rate of Jima Ganati Woreda in 2007 E.C.

CRC Cluster schools in Jima Ganati Woreda	Registered			Passed			Repeated			Dropout		
	M	F	T	M	F	T	M	F	T	M	F	T
Hareto	3100	2000	5100	1546	989	2535	815	630	1445	739	381	1120
Gaba Robi	1905	1320	3225	939	658	1597	516	452	968	450	210	660
Bado	1631	1201	2832	813	596	1409	445	455	900	373	150	523
Genbo Selassie	1504	1222	2726	743	609	1352	495	500	995	266	113	379
Green lake	1400	1100	2500	699	547	1246	385	305	690	316	248	564
Adi L/T/Cali	1280	1090	2370	638	544	1182	403	268	671	239	278	517
Hunde Gudina	920	685	1605	456	341	797	277	205	482	187	139	326
Total	11740	8618	20358	5834	4284	10118	3336	2815	6151	2570	1519	4089

M= Male, F= Female, T= Total

As illustrated in the above table 12 of educational section about students data; registered, passed, repeated and dropout were reported. Then, the number of repeated and dropout of students is greater than that of passed from the classes. This shows that the percentage of repeated and dropout students number were high.

4.4.1.3.2. Challenges on learning activities in Cluster Resource Centers.

Table 13: Impact of CRC on learning activities

No	Items		Supervisor		Principal		Department head		Teacher		Vice principal		Total	
			N=7		N=20		N=45		N=60		N=14		N=146	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Dropout rates	Highly improved	-		-		-		-		-		-	
		Somewhat improved	4	57.1	8	40	19	42.2	22	36.7	9	64.3	62	42.5
		Not improved	3	42.8	12	60	26	57.8	38	63.3	5	35.7	84	57.5
2	Pass rate	Highly improved	-	-	-	-	-	-	-	-	-	-	-	-
		Somewhat improved	2	28.6	6	30	21	46.7	20	33.3	8	57.1	57	39
		Not improved	5	71.4	14	70	24	53.3	40	66.7	6	42.9	89	69
3	Students activity in the teaching and learning	Highly improved	1	14.3	3	15	9	20	10	16.6	1	7.1	24	16.4
		Somewhat improved	3	42.8	7	35	11	24.4	13	21.7	4	28.6	38	26
		Not improved	3	42.8	10	50	25	55.5	37	61.7	9	64.3	84	57.6
4	Teachers competence regarding the subject they teach	Highly improved	2	28.6	3	15	8	17.8	10	16.6	2	14.3	25	17.1
		Somewhat improved	2	28.6	5	25	12	26.7	20	33.3	5	35.7	44	30.1
		Not improved	3	42.8	12	60	25	55.5	30	50	7	50	77	52.8
5	Female's participation in the teaching learning process	Highly improved	-	-	-		2	4.4	8	13.3	2	14.3	12	8.2
		Somewhat improved	2	28.6	7	35	15	33.3	24	40	4	28.6	52	35.7
		Not improved	5	71.4	13	65	28	62.3	28	46.7	8	57.1	82	56.1

N- Number of participants.

According the above table in item ‘1’ respondents were requested the impact of CRC on learning activities about dropout rates. The total of respondents, 62(42.5%) reported that the level of impact somewhat improved. But the majority respondents were, 84 (57.5%) reported that the level of not improved. The response of the majority shows that dropouts and detainee's issue remained a problem.

In addition, in item ‘2’ the respondents were asked the rate pass of students. Respondents that were 57 (39%) reflected that somewhat improve. Significant number of respondents that were 89 (61 %) answered not improved. Then, the number of repeated and dropout of students is greater than that of passed from the classes. This shows that the percentage of repeated and dropout students number were high (refers table 12).

In item '3' the respondents were requested Students activity in the teaching and learning for effectiveness of CRC. For this question 24(16.4%) respondents of total answered that it’s highly improved, 38 (26%) somewhat improved and 84(61%) of them responded that not improved. This shows the involvement of students’ activity in the teaching and learning for effectiveness of CRC attention was very low.

Regarding teachers' competence in their respective subjects 25(17.1% of the total respondents said that it is highly improved. On the other hand significant number of respondents 44 (30.1%) reported that it is somewhat improved. The majority respondents were 77 (52.8%) indicated not improved. This shows that subject focused professional training should be strengthened in clustered schools were qualification education and competence itself was not adequate (refers table 6).

In item '5' respondents were asked to scale women's participation in the teaching learning process. The respondents were 12 (8.2%) of total reflected highly improved, 52 (35.7%) of total reported somewhat improved and 82 (56.1) of total reported not improved. This shows that, teachers' awareness on gender issue and attention paid for women's participation in the classroom is low. Hence, the study indicates that more emphasis should be given for women education and supported any directions.

4.4.1.4 Cognitive Operation Of Stakeholders

Table 14: Attitude of teachers on the activities of School Management

No	Items	Options	Students		Principals		Teachers		Total	
			N=90		N=20		N=60		N=170	
			N	%	N	%	N	%	N	%
A	Facilitate professional training in the school	Excellent	15	16.7	3	15	5	8.3	23	13.5
		Good	22	24.4	5	25	17	28.3	44	25.9
		Poor	53	58.9	12	60	38	63.4	103	60.6
B	Coordinate community participation in school improvement	Excellent	10	11.1	2	10	4	6.7	16	9.4
		Good	20	22.2	3	15	18	30	41	24.1
		Poor	60	66.7	15	75	38	63.3	113	66.5
C	Adjust Condition for mentoring Program	Excellent	8	8.9	3	15	6	10	17	10
		Good	30	33.3	5	25	18	30	53	31.1
		Poor	52	57.8	12	60	36	60	100	58.9
D	Supervise classroom instruction	Excellent	12	13.3	2	10	15	25	29	17.1
		Good	35	38.9	4	20	22	36.7	61	35.9
		Poor	43	47.8	14	70	23	38.3	80	47

N=Number of participants.

In the table 14, for the question item' A' the respondents were requested facilitate professional training in the school. The respondents 23 (13.5%) of total answered excellent, 44 (25.9%) indicated good and 103 (60.6%) of total reported poor. This shows that the management body was not strong enough to facilitate professional training in the cluster schools program.

According to the item 'B' in the above table, the respondents reflected that the activity of the Coordinate community participation in school improvement was poor. This is confirmed by total respondents 16 (9.4%) were indicated excellent, 41 (24.1%) were answered good and 113 (66.5%) were reported poor. Generally the given opinion shows that the community needs further agitation to participate in cluster schools program.

For question item number 'C' the majority of total respondents100 (58.9%) were suggested the performance of the management, concerning adjustment of mentoring program was poor. Then capacity adjusts condition for the mentoring program was low level. Again Concerning question item number 'D' the majority of total respondents 80(47%) were replied that the performance of management in supervising classroom instruction was poor. This shows that proper supervision is implemented in the teaching learning process by the management of the cluster school not high stage.

4.4.2. Qualitative Data Analysis

4.4.2.1. Analysis on Classroom Observation

The researcher observed seven classes at seven different places in different CRC

No	Schools	classes observed	Subject	Period	Time	Date
1	Hareto	8th D	Civic	4th	Morning	May 9,2011 E.C
2	Gaba –Robi	7th C	English	6th	Morning	May 7,2011 E.C
3	Genbo- Selassie	6th B	Afan oromo	5th	Morning	May 2,2011 E.C
4	Green –Lake	4th A	Maths	5th	Morning	May 1,2011E.C
5	Adi –Leqa Tulu Cali	5th B	Science	4th	Morning	May 8,2011E.C
6	Bado –Gidami	7th A	Geography	6th	Afternoon	May 6,2011E.C
7	Hunde –Gudina	7th B	English	5th	Afternoon	May 5,2011E.C

The researcher used classroom observation checklist for every observation session. The purpose of the checklist was to assess the performance of teachers at the result of training at (CRC). There were 6 items observed performance indicators in the checklist. The steps to be followed by the observer were listed on the checklist the following table. This table shows consisted items observed (Class room organization and management, Teachers ability to connect the lesson with students daily life, Student sitting arrangement, Attractive class regarding poster and necessary charts, Organization, allocation and managing time space and Teachers follow-up routine activities), options (excellent, very good, good, poor and very poor) and CRC program (Hareto, Gaba Robi, Bado, Genbo Selassie, Green lake, Adi L/T/Cali and Hunde Gudina).

4.4.2.2. Observation Classrooms

Table 15. Teaching performance observation

No	Items observed		CRC program						
			Hareto	Gaba Robi	Bado Gidami	Genbo Selassie	Green lake	Adi L/T/Cali	Hunde Gudina
1	Class room organization and management	Excellent	✓		-	-	-	-	-
		Very good	-	✓	-	-	-	-	-
		Good	-	-	✓	-	-	-	-
		Poor	-	-		✓	✓	✓	✓
		Very poor	-	-	-	-	-	-	-
2	Teachers ability to connect the lesson with students daily life	Excellent	-	-	-	-	-	-	-
		Very good	✓	-	-	-	-	-	-
		Good		✓	✓	✓	✓	✓	✓
		Poor	-	-	-	-	-	-	-
		Very poor	-	-	-	-	-	-	-
3	Student sitting arrangement	Excellent	✓	-	-	-	-	-	-
		Very good	-	✓	-	-	-	-	-
		Good	-	-	✓				
		Poor	-	-		✓	✓	✓	✓
		Very poor	-	-	-	-	-	-	-
4	Attractive class regarding poster and necessary charts	Excellent	-	-	-	-	-	-	-
		Very good	-	-	-	-	-	-	-
		Good	✓	-	-	-	-	-	-
		Poor	-	✓					
		Very poor	-	-	✓	✓	✓	✓	✓
5	Organization, allocation and managing time space	Excellent	-	-	-	-	-	-	-
		Very good	-	-	-	-	-	-	-
		Good	✓	✓	✓	✓	✓	✓	✓
		Poor	-	-	-	-	-	-	-
		Very poor	-	-	-	-	-	-	-
6	Teachers follow-up routine activities	Excellent	-	-	-	-	-	-	-
		Very good	✓	-	-	-	-	-	-
		Good	-	✓	✓	✓	✓	✓	✓
		Poor	-	-	-	-	-	-	-
		Very poor	-	-	-	-	-	-	-

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According to the above table observation Class room organization and management Hareto schools was excellent. But Genbo Selassie, Green lake, Adi L/T/Cali and Hunde Gudina were poor. On other hand Gaba Robi and Bado schools were very good and good respectively. In all the observed classes there was not adequate space for movement between desks except Hareto and Gaba Robi schools. However the desks and chairs were not easily moveable. The student classroom ratios of the observed clusters schools were 1:80. Then Class room organization and management was controlled very low.

All day teaching was practical in all the schools. Time fixed for each period was 45 minutes. The classrooms were not with enough light except Hareto schools. This shows that the classroom condition is not comfortable for the teaching learning process in the class at clustered schools. Regarding Teachers ability to connect the lesson with students' daily life Gaba Robi, Bado, Genbo Selassie, Green lake, Adi L/T/Cali and Hunde Gudina schools were observed good. But Hareto School was very good. In the 2nd cycle classes (5-8) of all schools teachers weekly lesson plan didn't match to their annual plan.

The topic that should have to be presented in the month of May was found to be taught in April. There was a difference of one month. It was observed that there was additional load on both the teachers and students because of the census which was made clear after the school year began. Hence teachers were running fast to finish portions of their respective subjects. However the teachers' weekly lesson plan matched to the contents of the subject they taught in the class. Teachers in their weekly lesson plan, formulated goals and objectives to the lesson. Again correspondence of content and learning activities was adequate. This shows that teachers are used to prepare lesson plan which matches the content of the lesson at clustered schools.

With respecting student sitting arrangement there were differences at Cluster Resource Center. Hareto, Gaba Robi and Bado schools were observed excellent, very good and good respectively. In Hareto, Gaba Robi and Bado Gidami Cluster Resource Center primary school the researcher had the chance to observe grade 8th 'D' (civic), grade 7th 'C' (English) and grade 7th 'A' (Geography) respectively. Thus Students were sitting in group. They were able to face each other. The teacher could easily move from one group to the other group.

The lesson presented about simple machine was supported with relevant teaching aid so that it created good teaching and learning environment for students to communicate among themselves and with their teacher. Female students were active participant. This shows the most of students were discussed by quality education circle program followed. But Genbo Selassie, Green Lake, Adi L/T/Cali and Hunde Gudina schools were observed poor. In Genbo Selassie, Green lake, Adi L/T/Cali and Hunde Gudina Cluster Resource Center primary school the researcher had the chance to observe grade 6th 'B' (Afan oromo), grade 4th 'A' (Maths), grade 5th 'B' (Science) and grade 7th 'A' (English) respectively.

The students were not sitting an arrangement. This indicated the students were not discussed by quality education circle program followed. So the quality of education is not high. In addition, attractive class regarding poster and necessary charts in Hareto cluster schools were observed good and Gaba Robi schools were poor. But the other clusters schools were observed very poor. This shows the oppose purpose of the school improvement plan. But the purpose of the school improvement plan is to improve the quality of teaching and learning in the school and ensure continuous progress of students learning.

On other hand organization, allocation and managing time space all clusters schools were observed good and Teachers follow-up routine activities were observed well except Hareto CRC. In general Gaba –Robi Cluster Resource Center primary school the researcher observed English class in grade 7th C. In this class students were found to do their assignment first individually and then in group. The group consisted of 6 to 10 students. The teacher let students to solve problems on the blackboard. Other students observed and commented on the activity of the student. Students communicated to each other and to their teacher.

Every student had his/her English textbook with him. Female students were taking part in the class activity. The other class in the same school which was observed was grade 7th A Geography. In this class the method the teacher used was question and answer. Few and the same students raised their hands to answer questions. The teacher tried to communicate with students by drawing picture of an eye ball on the blackboard. Participation of female students in the class was low. The teacher didn't use variety of methods to engage students in their work.

The class the researcher observed in Hareto Cluster Resource Center School was section 8th D, subject Mathematics. The topic of the lesson was "triangle angle". The teacher used lecture method. He explained the lesson while writing note on the blackboard. Students were passive listeners. They didn't participate in the teaching learning process. What the researcher observed in this class was binding rules hanged on the wall, which is indeed attractive for students to easily grasp the principles easily.

4.4.2.3. Interview Analysis

Structure and Activity of Cluster Resource Center at Cluster Primary School Level

In order to answer the basic question, how clustered schools organized Cluster Resource Center innovation, the researcher conducted interview with supervisors and principals (Refer to appendix- 2).

The respondents viewed the organization of Cluster Resource Center as follows.

Interview respondent of "A" principal mentioned about collaborative work and implementation improved teaching learning "*Satellite school teachers didn't come to the Cluster Resource Center for experience sharing. The only users of Cluster Resource Centers have become the teachers of CRC School".*

The response shows that satellite schools are not working cooperatively at the cluster resource center.

The view of the respondent "B" on CRC practices and training improved lead cluster school.

> *CRC activity needs collaboration. I could not say CRC would be effective unless and otherwise schools work collaboratively; unless different echelons of education centers pay attention, unless every professional is committed to the activities of CRC. The CRC had been center of excellence if teachers would have used the center as a workshop. This in turn would have paved a way for quality of education. Some teachers were found to evaluate textbooks and supplementary materials at the result of training at CRC. This was a good beginning.*

The respondent's reflection shows that evaluation of text books and supplementary materials have been started at cluster schools.

Interview respondent's "C" supervisor reflection shows that ICT system and supplementary materials have been started at cluster schools.

> *We get new information from CRC. The materials sent by NGO Hareto branch were essential and related to the teaching learning. The materials were sent to our CRC many dictionaries, desktop and printer. But we didn't use it. Our supporters have not fulfilled our CRC with the house library and professional ICT systems.*

The response shows that CRC's are equipped with the necessary materials but library house and professional ICT systems were lack.

Interview respondent Cluster Resource Center of "D" supervisor reflected the benefit and effectiveness of CRC. He said:

> *Schools benefit from CRC. CRC distributes learning materials, stationeries, books, supplementary materials etc. to member (satellite) schools. It is also a center of training. Clustered schools could share and utilize scarce materials like duplicating machine. There are also reference books in the CRC that could be used by the teachers of clustered schools.*

The answer given by the respondent shows materials are distributed from cluster resource center to satellite schools. The centers give service of not enough materials to member schools.

> *Resources of CRC are important to facilitate learning. CRC Hareto helped us to share duplicating and typing machines during exam period all cluster schools in Jima Ganati Wereda. The trainings which were given helped teachers to develop their professional capacity by NGO Hareto branch. Students have improved their participation in the class at the result of the teachers' professional development training at CRC.*

This shows that cluster schools innovation benefited the students and the school community at large.

Interview respondent of "E" supervisor reflected on the practice of CRC. He said:

> *CRC is effective in developing experience sharing. The training given at CRC is very good. Trainings such as continuous assessment, students centered approach; action research, teaching in a large classroom, etc. have helped teachers to improve their teaching method in the classroom. The training has become an input for better application in the teaching learning process. The improvement seen in students' activity and performance in the classroom is the result of teachers' professional development through training.*

The response shows that the training given at training centers has improved teachers professional capacity and the teaching learning process in the classroom.

Interview respondent "F" Principal elaborated about Cluster Resource Center organization, teachers' participation and scarcity of materials. The respondent in his words said:

> *There is different school type with different management in Cluster Resource Centers. The types of schools that are clustered are different. Government, private, public and religious schools are members of the Cluster Resource Centers. Since the schools are organized differently, management of the schools differs from each other.*

The reflection of the respondent shows different school types lack commitment work.

Interview respondent of "G" supervisor view on member schools practices "*The advantaged schools lack cooperation. Some schools didn't want to participate at Cluster Resource Centers. They taught, they had all the necessary learning materials. These schools considered their attendance in Cluster Resource Centers as wastage of time, labor and money."*

The report shows that some advantaged schools are not willing to work with disadvantaged schools. Concerning this idea educational bureau of Jima Ganati was passive. No one takes the risk.

Interview respondent of "H" supervisor expressed that schools lack material resources. She said:

> *Our school did use the materials sent by NGO Hareto branch as it is needed. The materials like duplicating machine serve only the cluster resource center school. The quantity of supplementary materials, modules, stationary materials that is dispatched from Cluster Resource Center to the member schools was not enough. We wish if we had more.*

The reflection of the respondent shows there were scarce materials at some school.

Interview respondent of "I" Principal explained problem of Working collaboratively in Cluster Resource Center. He said that,

> *Although we have knowledge about the importance of sharing experience, conditions didn't make our participation possible. Teachers didn't have interest. They were not voluntary to go to Cluster Resource Center in their spare time. They said that they should be paid for any engagement out of the school in their leisure time.*

The response shows that teachers were looking for payment for any engagement at Cluster Resource Center.

Interview respondent of "J" principal reflected that every school should be equipped with necessary materials.

> *Let every school be equipped with the necessary materials. Teachers of our school didn't practice preparing teaching aids (materials) in commitment with other member schools teachers. Without the provision of necessary materials there could not be collaborative work. NGO Hareto branch should support clustered schools, by recruiting a skilled person that could work at Cluster Resource Center. In my opinion, moving from satellite school to the center in search of learning materials or for action of collaborative work creates wastage of education. To avoid this, every school should be equipped with adequate learning materials and skilled person within its territory.*

The report shows that moving from one school to the other in search of materials has a negative influence in the teaching learning process.

Interview respondent of "K" principal pointed that CRC could not be a reality without control and follow up

> *A need for common understanding in Cluster Resource Center involvement is timely issue. Cluster Resource Center committee members differ in many aspects. They differ in educational background, belief, experience, etc. Hence we don't have common understanding how things should go. For example: the supported many dictionaries, desktop and printer from NGO Hareto branch were not used to enhance teaching learning. I think this action could take us the wrong way. Again, there is no control and follow up from the concerned officials. Hence effectiveness of Cluster Resource Center couldn't be a reality without control and follow up.*

The response of the respondent shows that lack of follow-up and monitoring by the concerned officials affect the effective practice of Cluster Resource Center.

Finally, the interview respondent "L" principal described that his school was not ready to work collaboratively with member schools

> *We are not ready. We didn't have the experience of working collaboratively with other schools. Evaluation of textbooks and supplementary materials is carried out in isolation. My school is not ready to work collaboratively with other schools. This didn't mean that we are not open for experience sharing.*

The response of the respondent shows that, some schools need to make use of the innovation at school basis.

4.4.2.4. Document observation

Table 16.Document Analysis

Items observed	options	CRC program						
		Hareto	Gaba Robi	Bado Gidami	Genbo Selassie	Green lake	Adi L/T/Cali	Hunde Gudina
Lesson plan quality	Excellent	✓	-	-	-	-	-	-
	Very good	-	✓	✓	✓	✓	✓	✓
	Good	-	-	-	-	-	-	-
	Poor	-	-		-	-	-	-
	Very poor	-	-	-	-	-	-	-
Written students portfolio	Excellent	-	-	-	-	-	-	-
	Very good	✓	-	-	-	-	-	-
	Good	-	✓	✓	✓	✓	✓	✓
	Poor	-	-	-	-	-	-	-
	Very poor	-	-	-	-	-	-	-
Timely using media material	Excellent	-	-	-	-	-	-	-
	Very good	-	-	-	-	-	-	-
	Good	✓	-	-	-	-	-	-
	Poor	-	✓	✓	✓	✓	✓	✓
	Very poor	-	-	-	-	-	-	-
Ways of lesson summary	Excellent	✓	-	-	-	-	-	-
	Very good	-	✓	✓	✓	✓	✓	✓
	Good	-	-	-	-	-	-	-
	Poor	-	-	-	-	-	-	-
	Very poor	-	-	✓	✓	✓	✓	✓
Portfolios and follow up of documents	Excellent	-	-	-	-	-	-	-
	Very good	-	-	-	-	-	-	-
	Good	✓	✓	✓	✓	✓	✓	✓
	Poor	-	-	-	-	-	-	-
	Very poor	-	-	-	-	-	-	-
Activities of record and report System	Excellent	-	-	-	-	-	-	-
	Very good	✓	-	-	-	-	-	-
	Good	-	-	-	-	-	-	-
	Poor	-	-	-	-	-	-	-
	Very poor	✓	✓	✓	✓	✓	✓	✓
Techniques of evaluation system	Excellent	-	-	-	-	-	-	-
	Very good	✓	✓	✓	✓	✓	✓	✓
	Good	-	-	-	-	-	-	-
	Poor	-	-	-	-	-	-	-
	Very poor	-	-	-	-	-	-	-
Feedback of continuous Assessments	Excellent	-	-	-	-	-	-	-
	Very good	✓	✓	✓	✓	✓	✓	✓
	Good	-	-	-	-	-	-	-
	Poor	-	-	-	-	-	-	-
	Very poor	-	-	-	-	-	-	-

Appendix-4

Regarding to the above table document analysis observation for Lesson plan quality Hareto Cluster Resource Center was excellent. But others were very good. This shows Lesson plan quality for teaching learning are the most acceptable in all Cluster Resource Centers. Concerning to observation written student portfolio all Cluster Resource Centers was good and except Hareto Cluster Resource Center. In Hareto Cluster Resource Center written students portfolio used for carrying documents and drawings very good example method. This shows the attention a collection of photographs, legal documents and drawings all Cluster Resource Centers not very high.

According to document analysis observation for timely using media material Hareto Cluster Resource Center was good and the others were poor. This indicated the relevant information material for teaching as follow very low. With respect to document analysis observation ways of lesson summary Hareto Cluster Resource Center was excellent and the others Cluster Resource Centers were very good. This shows adequate a short statement that gives the main points conclusions.

In addition, document analysis observation for portfolios and follow up of documents all Cluster Resource Centers were at good level. This shows the concentrate as follow document evidence and to record the details value not very high. Moreover, the document analysis observation for activities of record and report system Hareto Cluster Resource Center was very good and the others Cluster Resource Centers were very poor level. That means the written account for activities of record and report system used in future very low level. On other hand the document analysis about techniques of evaluation system observation all Cluster Resource Centers were very good, while feedback of continuous assessments were also very good level.

4.4.2.5. Material Observation

Table 17. Availability of supplementary materials in cluster schools

No	Type of materials	options	CRC program						
			Hareto	Gaba Robi	Bado Gidami	Genbo Selassie	Green lake	Adi L/T/ Cali	Hunde Gudina
1	Are there supplementary reading materials to enhance the learning teaching process?	Yes	✓	✓	-	-	-	-	-
		No	-	-	✓	✓	✓	✓	✓
2	Is there Games, kits, posters, charts?	Yes	✓	✓	✓	✓	✓	✓	✓
		No	-	-	-	-	-	-	-
3	Is there English book supplementary material?	Yes	✓	✓	✓	✓	-	-	-
		No	-	-	-	-	✓	✓	✓
4	Is there Teacher guide for all subjects?	Yes	✓	-	-	-	-	-	-
		No	-	✓	✓	✓	✓	✓	✓
5	Is there Health and physical education materials?	Yes	✓	✓	-	-	-	-	-
		No	-	-	✓	✓	✓	✓	✓
6	Is there environmental education book?	Yes	✓	✓	✓	✓	✓	✓	✓
		No	-	-	-	-	-	-	-
7	Is there HIV manual for teachers?	Yes	-	-	-	-	-	-	-
		No	✓	✓	✓	✓	✓	✓	✓
8	Is there poster example if you want to be a good instructional leader?	Yes	-	-	-	-	-	-	-
		No	✓	✓	✓	✓	✓	✓	✓

According to observation availability of supplementary materials in cluster schools (refers appendix -5) used for different type of materials for teaching and learning.

The researcher observed about supplementary reading materials to enhance the learning teaching in Hareto and Gaba Robi Cluster Resource Centers were they had and the others were lack of additional materials for reading in some Cluster Resource Centers. This shows supplementary materials and reference books all Cluster Resource Centers are not corresponding. No equivalent distribution from NGO Hareto branch and Wereda bureau office.

Concerning to availability of supplementary materials in cluster schools about games, kits, posters, charts in all Cluster Resource Centers were displayed sufficient. Regarding in Hareto, Gaba Robi, Bado Gidami and Genbo Selassie Cluster Resource Centers English book supplementary material were enough and the others clusters (Green lake, Adi L/T/Cali and Hunde Gudina) were not adequate. With respecting Teacher guide for all subjects in all Cluster Resource Centers were insufficient and except Hareto clusters. This indicated no equal distribution Teacher guide for all subjects' materials.

In additional, the researcher observed health and physical education materials in Hareto and Gaba Robi Cluster Resource Centers were used an adequate supply and the others Cluster Resource Centers (Green lake, Adi L/T/Cali and Hunde Gudina) were insufficient. Regarding the environmental education book all Cluster Resource Centers were supplied very high. Again the researcher observed HIV manual for teacher and poster example if you want to be a good instructional leader in all Cluster Resource Centers were no. This shows the concentration of all cluster programs HIV ADIS and leadership very low.

4.5. Interpretation

In this part of the study both quantitative and qualitative data are integrated and interpreted.

4.5.1. Effectiveness of Cluster School Innovation at Cluster Primary Level

The interview with principals and supervisors indicated that CRC's are organized and structured at the cluster school level. Although responsibility was shared among the members of the management committee who include all the satellite schools principals, they are not committed to doing cooperatively at their respective cluster resource center.

The CRC school principals who are the chair persons of the management committee could not bring the members to plan and implement innovative action of cluster primary school practices. Therefore, lack of commitment and devotion from the part of principals' influence the active participation of teachers in CRC. However the study shows that principals of the satellite schools who manage the CRC's are not acting to promote the practice of CRC innovation, so that teachers lacked to work collaboratively at their respective center. The absence of cooperation to working collaboratively in Cluster Resource Centers by management group affected the effective practices of cluster resource centers in implementing CRC innovation.

The researcher observed (Refer to table 17), about supplementary reading materials to enhance the learning teaching in Hareto and Gaba Robi Cluster Resource Centers were they had and the others were lack of additional materials for reading in some Cluster Resource Centers. This shows supplementary materials and reference books all Cluster Resource Centers are not corresponding. No equivalent distribution from NGO Hareto branch and Wereda bureau office.

4.5.2. Effectiveness of Cluster School Innovation at School Level

The majority respondents reflected (refer to table 9) their opinion that the items 'b', 'c', 'd', 'e' and 'f' hindrance were at medium level. But the majority respondents reported item 'a' hindrance was at very low level option. This shows that the innovation collaboration work involvement of schools, PTA and the community in schools activity reward for good performance was insufficient. According to document analysis observation for timely using media material Hareto Cluster Resource Center was good and the others were poor. This indicated the relevant information material for teaching as follow very low.

With respect to document analysis observation ways of lesson summary Hareto Cluster Resource Center was excellent and the others Cluster Resource Centers were very good. This shows adequate a short statement that gives the main points conclusions. In addition, document analysis observation for portfolios and follow up of documents all Cluster Resource Centers were at good level. This shows the concentrate as follow document evidence and to record the details value not very high.

Moreover, the document analysis observation for activities of record and report system Hareto Cluster Resource Center was very good and the others Cluster Resource Centers were very poor level. That means the written account for activities of record and report system used in future very low level. On other hand the document analysis about techniques of evaluation system observation all Cluster Resource Centers were very good, while feedback of continuous assessments were also very good level.

4.5.3. Effectiveness of Clustered School Management

From the interview made with Principal elaborated about Cluster Resource Center organization, teachers' participation and scarcity of materials. There is different school type with different management in Cluster Resource Centers. The types of schools that are clustered are different. Government, private, public and religious schools are members of the Cluster Resource Centers. Since the schools are organized differently, management of the schools differs from each other." The reflection of the interview shows different school types lack commitment work.

Again the researcher observed availability of supplementary materials in cluster schools about (refer to table 17) poster example if you want to be a good instructional leader in all Cluster Resource Centers were no. This shows the concentration of all cluster programs leadership management was very low.

4.5.4. Effectiveness of Training Experience towards Improving Classroom Instruction

According to the researcher observed Class room organization and management (refer to table 15) Hareto schools was excellent. But Genbo Selassie, Green lake, Adi L/T/Cali and Hunde Gudina were poor. On other hand Gaba Robi and Bado schools were very good and good respectively. In all the observed classes there was not adequate space for movement between desks except Hareto and Gaba Robi schools. However the desks and chairs were not easily moveable. The student classroom ratios of the observed clusters schools were 1:80. Then Class room organization and management was controlled very low.

All day teaching was practical in all the schools. Time fixed for each period was 45 minutes. The classrooms were not with enough light except Hareto schools. This shows that the classroom condition is not comfortable for the teaching learning process in the class at clustered schools. From researcher observed student sitting arrangement there were differences at Cluster Resource Center. Hareto, Gaba Robi and Bado schools were observed excellent, very good and good respectively. In Hareto, Gaba Robi and Bado Gidami Cluster Resource Center primary school the researcher had the chance to observe grade 8th 'D' (civic), grade 7th 'C' (English) and grade 7th 'A' (Geography) respectively. Thus Students were sitting in group. They were able to face each other.

The teacher could easily move from one group to the other group. The lesson presented about simple machine was supported with relevant teaching aid so that it created good teaching and learning environment for students to communicate among themselves and with their teacher. Female students were active participant. This shows the most of students were discussed by quality education circle program followed. But Genbo Selassie, Green Lake, Adi L/T/Cali and Hunde Gudina schools were observed poor. In Genbo Selassie, Green lake, Adi L/T/Cali and Hunde Gudina Cluster Resource Center primary school the researcher had the chance to observe grade 6th 'B' (Afan oromo), grade 4th 'A' (Maths), grade 5th 'B' (Science) and grade 7th 'A' (English) respectively. The students were not sitting an arrangement. This indicated the students were not discussed by quality education circle program followed. So the quality of education is not high.

4.5.5. Cluster Primary School Improvement in the Teaching Learning Process

As it is reflected by MOE (2002), participation of students' participation of women, repetition rate, dropouts' rates, results of students as compared to the previous year etc. were mentioned as indicators of follow up and evaluation in cluster schools in teaching and learning process.

- **Dropout and Pass Rate Students**. Students Registered, Passed, Repeated and Dropout rate of Jima Ganati Woreda in 2007 E.C (refer to table 12). This report shows the number of repeated and dropout of students is greater than that of passed from the classes. Then the percentage of repeated and dropout students number were high level.

In addition, (refer to table 13 in item '1') respondents were requested the impact of CRC on learning activities about dropout rates. The total of respondents, 62(42.5%) reported that the level of impact somewhat improved. But the majority respondents were, 84 (57.5%) reported that the level of not improved. The response of the majority shows that dropouts and detainee's issue remained a problem. On other hand, (refer to table 13 in item '2') the respondents were asked the rate pass of students. Respondents of total that were 57 (39%) reflected that somewhat improve. Significant number of respondents of total that were 89 (61 %) answered not improved. Then, the number of repeated and dropout of students is greater than that of passed from the classes. This shows the involvement schools, PTA, Teachers and others of community very low.

- **Students' activity in the teaching and learning**. According to (refer to table 13 item '3'), 24(16.4%) respondents of total answered that it's highly improved, 38 (26%) somewhat improved and 84(61%) of them responded that not improved. This shows the involvement of students' activity in the teaching and learning for effectiveness of CRC attention was very low.

- **Teachers' competence regarding the subject they taught**. Concerning to (refer to table 13 item '4'), 25(17.1% of the total respondents said that it is highly improved. On the other hand significant number of total respondents 44 (30.1%) reported that it is somewhat improved. The majority total respondents were 77 (52.8%) indicated not improved. This shows that subject focused professional training development should be strengthened in clustered schools were qualification education and competence itself was inadequate.

- **Female's participation in the teaching learning process.** According to the researcher observed English class in grade 7th C. In this class students were found to do their assignment first individually and then in group. The group consisted of 6 to 10 students. The teacher let students to solve problems on the blackboard. Other students observed and commented on the activity of the student. Students communicated to each other and to their teacher. Every student had his/her English textbook with him. Female students were taking part in the class activity. The other class in the same school which was observed was grade 7th A Geography.

In this class the method the teacher used was question and answer. Few and the same students raised their hands to answer questions. The teacher tried to communicate with students by drawing picture of an eye ball on the blackboard. Participation of female students in the class was low. The teacher didn't use variety of methods to engage students in their work. This shows all teachers to support female participation didn't equal attitude cluster resources centers.

- **Participation of Students in the Classroom Sitting**. With respecting student sitting arrangement there were differences at Cluster Resource Center. Hareto, Gaba Robi and Bado schools were observed excellent, very good and good respectively. In Hareto, Gaba Robi and Bado Gidami Cluster Resource Center primary school the researcher had the chance to observe grade 8th 'D' (civic), grade 7th 'C' (English) and grade 7th 'A' (Geography) respectively. Thus Students were sitting in group. They were able to face each other. The teacher could easily move from one group to the other group. The lesson presented about simple machine was supported with relevant teaching aid so that it created good teaching and learning environment for students to communicate among themselves and with their teacher.

  Female students were active participant. This shows the most of students were discussed by quality education circle program followed. But Genbo Selassie, Green Lake, Adi L/T/Cali and Hunde Gudina schools were observed poor. In Genbo Selassie, Green lake, Adi L/T/Cali and Hunde Gudina Cluster Resource Center primary school the researcher had the chance to observe grade 6th 'B' (Afan oromo), grade 4th 'A' (Maths), grade 5th 'B' (Science) and grade 7th 'A' (English) respectively. The students were not sitting an arrangement. This indicated the students were not discussed by quality education circle program followed. So the quality of education is not high. In general the researcher observed all cluster resource centers the participation of Students in the Classroom sitting were not corresponding.

4.5.6. Factors that Influence the Effectiveness of Cluster Primary Schools Innovation

Organizational arrangements that can influence innovations may be of various types. Delegation of responsibility and channels of communication could be noted Nicholas (I983:62). Responsibility without accountability would bring lack of impact on school based innovation.

Regarding this the respondents of the study reflected various factors that could hinder cluster school activities. According to (refer to table 10 in items 1-7), as quantitative result manifest, from the total respondents were reflected follow up and monitoring from school directors were impeded the effectiveness of CRC schools program, the lack of adequate resource were high, the relationship monitoring of officers and cluster schools program not good interaction, department head, clubs and other committee participation had hindered the effectiveness of CRC schools of program was a medium level, lack of Teachers (monitoring of lessons) were high, lack of Schools (assessment -based comparisons were medium and the instructional style of leadership concerning about monitoring standards of teaching and learning was a medium effectiveness of CRC schools of program.

Interview respondent of ″K″ principal pointed that CRC could not be a reality without control and follow up need for common understanding in Cluster Resource Center involvement is timely issue. Cluster Resource Center committee members differ in many aspects. They differ in educational background, belief, experience, etc. Hence we don't have common understanding how things should go. For example: the supported many dictionaries, desktop and printer from NGO Hareto branch were not used to enhance teaching learning. I think this action could take us the wrong way. Again, there is no control and follow up from the concerned officials. Hence effectiveness of Cluster Resource Center couldn't be a reality without control and follow up." The response of the respondent shows that lack of follow-up and monitoring by the concerned officials affect the effective practice of Cluster Resource Center

4.5.7. Challenges of ICT in education system

Concerning to (refer to table 11 in items a-d), as quantitative result manifest, from the total respondents were reflected absence electricity hindered during collaborative work resource use and ICT in education system cluster resource center from being effective. The majority of respondents, 77(49.7%) reported that the level of hindrance very high. This shows that the respondents there were insufficient electric power supply to the cluster schools program. In addition, respondents were asked if Lack of Network infrastructure for easy information management and exchange for better decision making a system effectiveness cluster schools program was at medium level. The electronics of this Wereda inadequate effectiveness cluster school program teaching and learning.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusions and recommendations. Primarily, brief summary of the study is presented. Secondly, conclusion for the fundamental findings is given. At last, possible recommendations are given based on the major findings of the study.

5.1 Summary

The main purpose of the study is to examine major problems the effectiveness of cluster school program in teaching learning process in Government primary schools: the case of Jima Ganati Woreda.

To gather data on the topic, the study was conducted in seven cluster resource centers primary schools at Jima Ganati Wereda. The CRC schools were Hareto, Gaba Robi, Bado Gidami, Genbo, Green lake, Adi LekaTulu Cali and Hunde Gudina. A total of 7 Supervisors, 20 School principals, 14 Vice principals, 45 Department heads, 60 Teachers, 90 Students and 8 Education office workers were the respondents from target schools.

Major Findings;

- **NGO Hareto Branch Has Organ Of Cluster Resource Centers And System Of Follow-Up And Monitoring**. According to interview every school should be equipped with necessary materials.

  Let every school be equipped with the necessary materials. Teachers of our school didn't practice preparing teaching aids (materials) in commitment with other member schools teachers. Without the provision of necessary materials there could not be collaborative work. NGO Hareto branch should support clustered schools, by recruiting a skilled person that could work at Cluster Resource Center. Moving from satellite school to the center in search of learning materials or for action of collaborative work creates wastage of education. To avoid this, every school should be equipped with adequate learning materials and skilled person within its territory.

In addition, the trainings which were given helped teachers to develop their professional capacity. Students have improved their participation in the class at the result of the teachers' professional development training at CRC. Finally, sent materials were essential and related to teaching learning. Examples materials were sent to many dictionaries, desktop, printer, ruler, map, alternative basic education books, football, student exercise, pen, water project for schools and improvement project schools were supported all cluster resource centers.

- **Effectiveness Of Innovative Action Lacks Collaborative Work At Cluster Resource Centers.** Interview respondent Teachers didn't have interest. “They were not voluntary to go to Cluster Resource Center in their spare time. They said that they should be paid for any engagement out of the school in their leisure time.” The response shows that teachers were looking for payment for any engagement at Cluster Resource Center.
- **Lack Of Space Influenced The Effectiveness Of Cluster Primary Schools**. Space in the cluster resource center is not set according to the standard. Most of the CRC's used one room for office, store and display room. The rooms observed did not fit for meeting (training center) and collaborative work. In addition, the researcher observed the student classroom ratios of the clusters schools were 1:80. This shows the most classrooms for teaching and learning in sufficient space.

- **Regular Follow-Up And Monitoring Affected The Effectiveness Of CRC Innovation.** Officials, representative of CRC, and principals agreed on lack of regular supervision around CRC. From interview researcher NGO Hareto branch was supported many dictionaries, desktop and printer used to enhance teaching learning. But Genbo Selassie didn’t use these materials. This shows no control and follows up from the concerned officials. Hence effectiveness of Cluster Resource Center couldn't be a reality without control and follow up.

- **Attitude Teachers School Management Effectiveness Of Cluster Primary School Innovation Coordinate Community.** According to (refer to table 14 in item 'B'), the respondents reflected that the activity of the Coordinate community participation in school improvement was poor.

- **Female's Participation in the Teaching Learning Process.** The researcher observed grade 8th 'D' (civic), grade 7th 'C' (English) and grade 7th 'A' (Geography) respectively. Female students were active participant. The other class in the same school which was observed was grade 7th 'A' Geography. In this class the method the teacher used was question and answer. Few and the same students raised their hands to answer questions. The teacher tried to communicate with students by drawing picture of an eye ball on the blackboard. Participation of female students in the class was low. This shows researcher observed all cluster resource centers the female's participation in the teaching learning process were not corresponding.

- **Increasing Dropout and Repetition Students**. Students Registered, Passed, Repeated and Dropout rate of Jima Ganati Woreda in 2007 E.C (refer to table 12). This report shows the number of repeated and dropout of students is greater than that of passed from the classes. Then the percentage of repeated and dropout students number were high level. The involvement schools, PTA, Teachers and others of community sharing knowledge very low.

- **ICT in Education Problem Effectiveness of Cluster Primary Schools.** Concerning to (refer to table 11 in items a-d), the respondents there were insufficient electric power supply to the cluster schools program, not a great chance working for another person, dealing with letters and telephone calls, typing, keeping records, arranging meetings with people effectiveness of CRC and the absence of electronics (printer, computer, lap top and photo copy) were had hindered during collaborative work resource effectiveness of CRC in Jima Ganati Wereda was very high.

- **Students Activity Teaching Learning**.The involvement of students' activity in the teaching and learning for effectiveness of CRC attention was very low.

5.2 Conclusion

From the above major findings the following conclusions were made:

- The findings of the study strongly expressed of innovative action lacks collaborative work at Cluster Resource Centers. Teachers didn't have interest. They were not voluntary to go to Cluster Resource Center in their spare time. They said that they should be paid for any engagement out of the school in their leisure time different school types had no the same concern on working collaboratively. Therefore lack of cooperation and communication among cluster schools affects the effectiveness of cluster schools activity.

- The implementation and innovation process of cluster training programs attractiveness, school clustering exam preparation were low level and implementation question and answer program effective was very low.

- Lack of space officer and class room, ICT in education, female's participation in the teaching learning process, increasing dropout and repetition Students, attention teachers with community relations were discussed participation in school improvement, regular follow-up and monitoring were influenced the effectiveness of cluster primary schools.

5.3 Recommendations

On the basis of the summary of findings and conclusions drawn, the following possible solutions are suggested to alleviate the problem**.** Recommendations were made to maintain major problems the effectiveness of cluster school program in teaching learning process in Government primary schools: the case of Jima Ganati Woreda.

A. Jima Ganati Education Bureau need to do regular follow-up and monitoring affected the Effectiveness of CRC innovation. Make schedule check list of activities.

B. Cluster primary school need build the problem of space officer and classrooms effectiveness in CRC. The stakeholders of cluster primary school and the community at large should consider the problem of space officer and classrooms in cluster resource centers. Since cluster centers are places where instructional problems are solved it is advisable if beneficiaries of CRC initiate project to make the Society and Non-Governmental Organization Hareto branch to take the initiative in feasibility.

C. Schools need to work innovative action and collaborative at Cluster Resource Centers. Then, Teachers need to be done full interest and voluntary to go to Cluster Resource Centers to avoid attitude spare time, should be paid for any engagement and leisure time.

D. The training strategy need to target the immediate agents at the school level. The training strategy designed by NGO Hareto branch project need to give priority to the training at the school level which could result in feasibility.

E. Cluster primary school program effectiveness which has marked a difference in classroom instruction needs to go ahead.

F. For affective implementation of cluster school based program innovation (training programs attractiveness, ICT in education, school clustering exam preparation and implementation question and answer program effective), willingness and positive reaction from responsible bodies are very important.

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Appendix 1

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Planning and Management

Program; MA in school leadership

Thesis Topic: - FACTORS AFFECTING THE EFFECTIVENESS OF CLUSTER SCHOOL PROGRAM IN TEACHING LEARNING PROCESS IN GOVERNMENT PRIMARY SCHOOLS: THE CASE OF JIMA GANATI WOREDA.

Questionnaires to be filled by supervisors, principal schools, vice principals, department heads, teachers, students and Education office workers.

The questionnaire which is part of the study, designed to collect relevant data about the factors affecting the effectiveness of cluster school program in teaching learning process in Government primary schools: the case of Jima Ganati Woreda. So your sincere cooperation in answering each question is highly important.

1. Please follow the specific instruction at the beginning of each section and read each part before answering.
2. No need of writing your name.
3. For any additional explanation of your opinion make it as briefly as possible in the space provided.
4. Mark your response in the space provided by putting "√"Mark.

Thank you in advance for your co-operation

Part One

A. Background information by supervisors, principal schools, vice principals, department heads, teachers, and Education office workers.

Direction:- Please indicate by marking "√" or by writing short answer on the space provided .

1. City administration _____ Woreda _____
2. Name of school _____ name of cluster school_____
3. Name of cluster school resource center _____
4. Your job position _____
5. Sex Male ( ) Female ( )
6. Work experience
   a) 1-5 ( ) d) 16-20 ( )
   b) 6-10 ( ) e) 21-25 ( )
   c) 11-15 ( ) f) 26 & above ( )

7. Your Service in this school
   a) 1- 5 ( )
   b) 6-10 ( )
   c) 11 and above ( )
8. Academic qualifications
   a) Certificate ( ) c) BA ( )
   b) Diploma ( ) d) MA ( )
9. Field of study
   a) EDPM b) Non-EDPM
10. Teaching load (period)
    a) 10-15 ( ) c) 21-25 ( )
    b) 16-20 ( ) d) 26-35 ( )
11. Subject taught _____
12. Grade you teach _____
    a) First cycle ( ) b) second cycle ( )

B. Background information by students

1. Sex: - Male ( ) Female ( )

2. Age a) 10-12 ( ) b) 13-14 ( ) c) 15 and above

3. Grade a) 4th ( ) b) 5th ( ) c) 6th ( )

d) 7th ( ) e) 8th ( )

4. Rank a) 1st ( ) b) 2nd ( ) c) 3rd ( )

Part Two

Main Research Question

Section One

1. Do you have the chance to share experience in the cluster school center?

Yes ( ) No ( )

2. If your response for question one is "Yes "write where?

A) At your school ( ) C) At town level ( )

B) At cluster center ( ) D) Woreda educational bureau ( )

3. If your answer is "No "for question one Why?

_____

_____

4. If your answers is "yes" for question one write the case, type, place, length of time, etc in short

_____

Main Research Question

Section Two

2. Implementation and Innovation Process of Training and Exam.

No_	Items	Options				
		Very low	Low	Average	High	Very high
2.1	How is a cluster training program attractiveness?					
2.2	How is school clustering exam preparation?					
2.3	How is Implementation question and answer program effective?					

Main Research Questions

Section Three

3. 1.Cluster Resource Center Planning and Facilitation

No_	Items	Options				
		strongly Disagree	Disagree	Neutral	Agree	strongly agree
3.1.1	The quality of long and short term plan is satisfactory					
3.1.2	Cluster lesson plan format is adequate					
3.1.3	The record and report documentation program is acceptable quality					
3.1.4	Cluster resource center activities are planed					

3.2. Expectation of hindrance during collaboration work and Cluster school program innovation

No_	Challenge	Very Low	Low	Medium	High	Very high
3.2.1	Reward for good performance					
3.2.2	Inculcating spirit of competition					
3.2.3	Ability of gender participation during the program					
3.2.4	Issues of gender participation during the club					
3.2.5	Absence of commitment to work collaboratively with colleagues					
3.2.6	Cluster school center program punctuality					

3.3. Factors which hinder the effectiveness of cluster school collaborative work resource use and monitoring system degree of expectation.

No_	Items	Very Low	low	Medium	High	Very high
3.3.1	Lack of follow up and monitoring from school directors					
3.3.2	Lack of adequate resource					
3.3.3	Lack of follow up and monitoring of officers					
3.3.4	Lack of Department head, clubs and other committee participation					
3.3.5	Lack of Teachers (monitoring of lessons)					
3.3.6	Lack of Schools (assessment -based comparisons)					
3.3.7	Lack of Instructional style(monitoring standards of teaching and learning)					

3.4. Expectation of hindrance during collaborative work resource use and ICT in education system

No_	Items	Very Low	Low	Medium	High	Very high
3.4.1	Electricity					
3.4.2	Network infrastructure for easy information management and exchange for better decision making					
3.4.3	Secretarial Services					
3.4.4	Electronics(printer, computer, lap top and photo copy					

Main Research Question

Section Four

4.1 Impact of CRC on learning activities

No_	Items	Highly improved	Somewhat improved	Not improved
4.1	Dropout rates			
4.2	Pass rate			
4.3	Students activity in the teaching and learning			
4.4	Teachers competence regarding the subject they teach			
4.5	Female's participation in the teaching learning Process			

4.2. Perception of teachers on the activities of School Management

No_	Items	Excellent	Good	Poor
4.2.1	Facilitate professional training in the school			
4.2.2	Coordinate community participation in school improvement			
4.2.3	Adjust Condition for mentoring program			
4.2.4	Supervise classroom instruction			

Appendix 2

Interview Guide for Supervisors and principals

1. How do cluster school organized in your
    i. Town administration?
    ii. Woreda bureau?
2. To what extent do you
    - ✓ Collaborative work in cluster school implementation improved the teacher learning?
    - ✓ School clustering linked with town administration /woreda/?
    - ✓ Cluster school linked to NGO (Non-Governmental Organization) Hareto branch?
3. Would you please explain the training items given to teachers to improve leading in your cluster School?
4. Would you please explain how the offices promote cluster review?
5. Was there any head person to monitoring the program?
6. What kinds of support do you get from Non-Governmental Organization Hareto branch?
7. How do you evaluate the activities of teachers in cluster school service?
8. What ways do you use to make students participate in competition during cluster questioning and other program? Why?

Appendix 3

Teaching performance observation checklist

No_	Items observed	Excellent	Very good	Good	poor	Very poor
1	Class room organization and management					
2	Teachers ability to connect the lesson with students daily life					
3	Teachers using of teaching methods					
4	Communication skills					
5	Usage of instructional material					
6	Student sitting arrangement					
7	Female student participation					
8	Attractive class regarding poster and necessary charts					
9	Organization, allocation and managing time space					
10	Teachers follow-up routine activities					
11	learners adequate opportunities for individual practice					

Appendix 4

Document Observation Checklist

No_	Items observed	Excellent	Very good	Good	poor	Very poor
1	Lesson plan quality					
2	Written students portfolio					
3	Timely using media material					
4	Ways of lesson summary					
5	Portfolios and follow up of documents					
6	Activities of record and report system					
7	Techniques of evaluation system					
8	Feedback of continuous Assessments					

Appendix 5

Material Observation Checklist

Cheek list for Availability of supplementary materials in cluster schools

No_	Type of material	Yes	No	Remark
1	Are there supplementary reading materials to enhance the learning teaching process?			
2	Is there Games, kits, posters, charts?			
3	Is there English book supplementary material?			
4	Is there Teacher guide for all subjects?			
5	Is there Health and physical education materials?			
6	Is there environmental education book?			
7	Is there HIV manual for teachers?			
8	Is there poster example if you want to be a good instructional leader?			

Appendix 6

Validity and Reliability checks

Gaafannoowwan Iddattoowwaniif Afaan-Oromiffaan Qophaa'e.

Kutaa Tokko

1) Wiirtuun gurmuu manneen barnootaa carraa muuxannoo waliif qooduu qabuu? Eyyee ( ) Lakki ( )
2) Yoo gaaffiin deebii keessanii "eeyyee" ta'e eessatti?
   A. Mana barumsaatti B.Wiirtuutti C.Sadarkaa magaalaatti D.Biiroo barnootaa aanaatti
3) Yoo gaaffiin deebii keessanii lakkoofsa 1ffaa "lakki" ta'e maaliif ?
   _____
4) Yoo gaaffiin deebii keessanii lakkoofsa 1ffaa "eeyyee" ta'e , sababa, akaakuu, bakka fi yeroo fudhachuu danda'u gabaabinaan barreessi_____

Kutaa lama

2) Adeemsa kalaqaa fi hojiirra oolmaa leenjii fi qormaataa

T.L	Waantoota	Filannoowwan				
		Baay'ee gadi bu'aa	Gadi bu'aa	Gidduu galeessa	Ol aanaa	Baay'ee olaanaa
2.1	Haalli sagantaa leenjii wiirtuu hawwatamummaadhaa?					
2.2	Qopheessummaan qormaata wiirtuu manneen barnootaa akkami					
2.3	Bu'aa qabeessummaan sagantaa hojiirra oolmaa gaaffii fi deebii akkami?					

Kutaa sadii

3.1 wiirtuu gurmuu manneen barnootaa karoorsuu fi haala mijeesuu

T.L	Waantoota	Filannoowwan				
		Ciminaan waliif hin gallu	Waliif hin gallu	bilisa	Walii galla	Ciminaan waliif galla
3.1.1	Gahumsa murtaawaa qulqullina karoora dheeraa fi gabaabaa					
3.1.2	Gahumsa wixinee karoora barannoo wiirtuu					
3.1.3	Qulqullinaan fudhatamuu sagantaan ragaa gabaasaa fi galmee					
3.1.4	Hojiiwwan wiirtuu gurmuu manneen barnootaatiin karoorfaman					

3.2 wiirtuun mana barnootaa sagantaa kalaqaa fi rakkoowwan jiran keessatti wal ta'anii hojjechuutti amanuu.

T.L	Waantoota	Filannoowwan				
		Baay'ee gadi bu'aa	Gadi bu'aa	Gidduu galeessa	Ol aanaa	Baay'ee olaanaa
3.2.1	Hojii gaariif badhaasa godhame					
3.2.2	Wal dorgomii yaada sammuu keessa kaa'uu					
3.2.3	Dandeettii hirmaannaa koorniyaa yeroo sagantaa					
3.2.4	Dhimma garee mata dureewwan marii irratti tibba hirmaannaa koorniyaa					
3.2.5	Hiriyyaa faana wal ta'anii hojjechuun dhibuu					
3.2.6	Wiirtuun gurmuu manneen barnootaa sagantaan argamuu					

3.3 Taateewwan wiirtuun mana barnootaa waliin hojjechuun qabeenyatti fayyadamuu fi sirnba hordoffii rakkoo jiran keessatti ni ta'a jedhanii bu'aa qabeessummaan amananii hojjechuu .

T.L	Waantoota	Filannoowwan				
		Baay'ee gadi bu'aa	Gadi bu'aa	Gidduu galeessa	Ol aanaa	Baay'ee olaanaa
3.3.1	Hanqina hordofii fi deeggarsaa qindeessaa mana barumsaa irraa					
3.3.2	Hanqina gahumsa qabeenyaa					
3.3.3	Hanqina hordofii fi deeggarsaa hojjettota biiroo					
3.3.4	Hanqina itti gaafatamaa muummee,garee,hirmaannaa koree fi kan biroo					
3.3.5	Hanqina barsiisotaa (hordoffii barannoowwanii)					
3.3.6	Hanqina manneen barnootaa (madaallii walitti fufaa waliin madaalchisuu)					
3.3.7	Haqina akkaataa baruu fi barsiisuu (hordoffii baruu fi barsiisuu guutuu					

3.4 Mala odeeffannoo ammayyaa barnoota keessatti rakkoo jiran keessatti itti fayyadama qabeenyaa waliin ta'anii hajjechuu fi ni ta'a jedhanii amananii fudhachuu

T.L	Waantoota	Filannoowwan				
		Baay'ee gadi bu'aa	Gadi bu'aa	Gidduu galeessa	Ol aanaa	Baay'ee olaanaa
3.4.1	Ibsaa					
3.4.2	Bu'uura misoomaa wal qabannaa odeeffannoo karaa salpaa hoogganuu fimurtoo fudhatama qabu wal jijjiiruu					
3.4.3	Tajaajila barreeffamaa					
3.4.4	Meeshaalee human ibsaan hojjetan printer,computer,lap top &photo copy					

Kutaa Afur

4.1 Gochaawwan barachuu irratti wiirtuu gurmuu manneen barnootaa miidhan

T.L	Waantoota	Filannoowwan		
		Baay'eetti fooyya'eera	Hanga tokko fooyya'eera	Hin fooyyofne
3.3.1	Reettii harcaatii			
3.3.2	Reettii darbinsaa			
3.3.3	Hirmaannaa baruu fi barsiisuu barattootaa			
3.3.4	Gahumsa barsiisonni gosa barnootaa barsiisan irratti qaban			
3.3.5	Adeemsa baruu fi barsiisuu keessatti hirmannaa dubartoonni qaban			

4.2 Ilaalcha barsiisonni hojii hooggansa mana barnootaaf qaban.

T.L	Waantoota	Filannoowwan		
		Baay'ee gaarii	Gaarii	Gadi aanaa
3.3.1	Mana barumsaa keessatti leenjii ogummaan haala mijeessuu			
3.3.2	Fooyya'insa mana barnootaaf hirmaannaa hawaasaa qindeessuu			
3.3.3	Namoota muuxannoo hin qabneef sagantaa gorsaa mijeessuu			
3.3.4	Baruu fi barsiisuu daree barnootaa to'achuu			