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MA THESIS

AN INVESTIGATION OF THE PRACTICES AND CHALLENGES OF SCHOOL CLUSTER RESOURCE CENTER MANAGEMENT OF PRIMARY SCHOOL IN GOBU SEYO WOREDA

BY

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APPROVAL SHEET

As members of the board of Examiners of Final MA thesis open defense,we certify that we have read and evaluated the thesis prepared by Kibret Tesfaye entitled "*An Investigation of The Practices and Challenges of School Cluster Resource Center Management of Primary School in Gobu Seyo Woreda*" and recommended that the thesis be accepted as fulfilling the thesis requirement for the Master of Arts degree in School Leadership.

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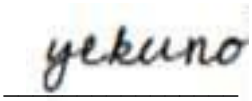
Dr. Yekunoamlak Alemu		October 28, 2020
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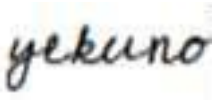
Signature: 

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ABBREVIATIONS AND ACRONYMS

BESO= Basic Education System Overhaul

CPD= Continuous Professional Development

CRC= Cluster Resource Centre

EETP= Ethiopian Education and Training Policy

EFA= Education for All

ESDP = Education Sector Development Program

EWZEO= East Wollega Zone Education Office

ITPD= In-service Teacher's Professional Development

KETB= Keble Education and Training Board

LE= Local Empowerment

MDG= Millennium Development Goal

MOE = Ministry of Education

OEB= Oromia Education Bureau

PD= Professional Development

PTA= Parent Teacher associations

SE= School Empowerment

UNESCO= United Nations Educational Scientific and Cultural Organization

UNICEF= United Nations International Children Education Fund

UPE= Universal Primary Education

WEO = Woreda Education Office

ZEO = Zonal Education Office

ABSTRACT

The general objective of this study was to assess an investigation of the practice and challenges of school cluster resource center management in the primary schools of Gobu Seyo Woreda, East Wollega Zone, Oromia National Regional State, Ethiopia. To meet the intended objective, the study employed descriptive survey design. The target population for the study comprised all 28 primary schools in Gobu Seyo Woreda. To select samples from the Woreda, multi-stage sampling was used. First, by using cluster sampling, all primary schools were grouped into four and cluster school centers. Secondly, from this four cluster school centers, eight primary schools (four primary satellite schools were selected using simple random sampling techniques and four cluster schools were selected purposively). In the selected sample of eight primary schools and cluster school centers, 175 teachers were taken using simple random sampling technique. Also 16 school principals and vice principals and 4 school supervisors' participants were selected by purposive sampling. Moreover, two Woreda supervision experts were selected using availability sampling technique. Data for the study were collected using questionnaires and interview. Descriptive statistics such as frequencies, percentages, mean and standard deviation were used to analyze the data collected through questionnaires. The result of the study indicated that the status of cluster resource centers in practicing appropriate activities for the implementation of school cluster model were doubtful. The result shows that, the respondents were rated all items with the grand mean value 2.77 and standard deviation 0.11.The overall mean response of teachers and school principals revealed that the extent to which the major managerial functions are being practiced in managing the cluster resource centers was very poor. Finally, the result the study disclosed that lack of adequate training, lack of experience to manage and mobilize the school community, lack of availability of educational resource, rules, regulations and policies problems; untimely teacher transfer and numerous reporting requirements were the major factors that affect the school cluster resource center management system. Thus, lack of financial and material support, unwise interference of higher officials in the functions of school leaders function and principals" heavy work load are the major impediments that hinder the school leaders to contribute to the teachers' effectiveness. Therefore, the study recommended that CRC coordinator/supervisor should build the capacity of school principals and teachers to be successful in what they are attempting to do by providing them with training, support and resources that lead to their success.

Key terms: Cluster Resource center, management, principals, supervisor and teacher

CHAPTER ONE: INTRODUCTION

1.1. Background of Study

Education systems play a key role in equipping individuals with the skills and Knowledge required responding to the demands of the labor market (Kirk and Gallagher, 1983:34). To do so, education systems need in addition to good quality of teaching, to be managed in an efficient, transparent and accountable way. It is to this point that the management of education system is focused in particular on the school cluster approach as a strategy to decentralize the management of schools and improve the efficient use and access to scarce human and financial resources of primary and lower secondary schools.

The discussion around the benefits of decentralized education systems started in the early 1990s and was spur from the evidence that standardized and centralized control of education systems did not have the flexibility required to shape education to local circumstances (Cummings, 1997). School clustering (school cluster approach) is one of the most widely adopted policies in the world to pursue the decentralization of education.

Primary education being the base of formal education system has often been viewed as the most crucial education level in the formal system because any problem at this level would automatically reflect at the secondary and tertiary levels. The issue of quality primary education depends on how efficiently and effectively the primary education system meets the goals of primary education and national objectives (Yalokwu, 2001:85). Taking into account the insufficiency of the opportunity of quality primary education to African children, different measures were taken. The Addis Ababa conference of African states on the development of education held in 1961, reached the resolution to attain Universal primary Education by 1980 (UNESCO, 1961 as cited in Forojalla 1993, p. 97). Moreover, the aim of extending basic of education to all children, young and adults around the world as an outcome of the world conference on Education for all (EFA), held in 1990 was rectified in a series of summits throughout the following decade, and later was re-specified as six major goals of the world Education forum, held in Dakar in April, 2000.

Two of these goals were adopted as Millennium Development Goals (MDGS) in the same year, and both of them were concerned with achieving Universal Primary Education (UPE) and ensuring gender equality and empowerment (UNESCO, 2002).

However, the implementation of the resolutions was not as effective as expected (Anderson, 1992). To overcome the major failures to achieve Universal primary Education by 2015 many countries of the world have made comprehensive attempts to undertake educational reforms and restructuring with the aim of improving school effectiveness by introducing efficient and effective ways of organizing and managing schools. One of such strategies has been the adoption of school cluster model.

The introduction of the term school cluster is traced back to 1960 in England where small rural and urban schools were in short of subject expertise. One way in which small schools have sought to enhance their educational provision and overcome these challenges have been to form collaborative group of schools, which are called clusters (Linda, 1995).

School clustering system is now being applied as an educational reform strategy in the developing world. Given the resource deficits facing many schools in the developing countries and the inability of national or regional governments to effectively reach those schools with the resources and professional developments that they desperately needed, many educational system turned to school clustering (Kahn, 1991).

There are about two perspectives about purposes of clusters: distinguished as Teacher Resource centers and cluster Resource center by Bray (1987). Bray (1987:9) proposed the following points as the purposes of school clustering categorizing them into four major areas economic, pedagogic, administrative and political purposes. Kahn (1991), on the other hand, suggested the following as the purposes of teacher resource centers (TRCs):

1. To provide professional development for teachers.
2. To provide support services for teachers and pedagogies
3. To acquire, produce and distribute teaching resources.
4. To provide social and recreational services for teachers.
5. To be a center for community involvement in education that is more closely organized around the interests and needs of teachers.

   Many authors have compiled the key characteristics of high quality in different way.

According to Knamiller (1999, p. 83), a cluster system of high quality is characterized by neutrality, relevance, flexibility, education (not training), problem-centered (rather than solution centered), professional atmosphere, small beginnings, locality, and democracy. Lackney, on the

other hand, identified about five principles of school clustering: responsibility, result-oriented, integrity, problem solving and flexibility (Lackney, 2003). McNeil, on his part, identified the following two principles of school clustering: participatory and unity (McNeil, 2004:13).

The introduction of the organization of schools into clusters in Ethiopia is traced back to 1995.Asnake (2003) cited in (Asfaw, 2007). This innovation was initiated by Basic Education System Overhaul (BESO) I project which was concerned with the provision of support to cluster resource centers (Asnake, 2007:3). Ministry of education (2005: 14-15) emphasized the importance of school cluster approach for school- based training system that focuses on teachers' effectiveness in classroom management skills such as self-contained classroom organization. Cluster resource centers take the responsibility to provide satellite schools with materials and fund. Other activities such as experience-sharing and in-service trainings are conducted mostly at cluster resource centers level.

In Oromia Regional state (one of the nine regions in Ethiopia), the school cluster system has been adopted with the aim of promoting quality and equity of education in an endeavor to alleviating the problems of efficiency, quality and equitable educational distribution. Gobu Sayo Woreda is located in Oromia Region East Wollega Zone and it is one of the 17 Woredas and one city administration council. As the part of the overall development vision of the Woreda administration, the government body is making an endeavor toward the achievement of universal primary education by 2015. To this end, different strategies are being adopted among which school cluster system is the one. By now 28 primary schools have been organized into 4 cluster (Gobbu Sayo Woreda education office, 2010 E.C). Accordingly, supervisors were assigned to facilitate the cluster center performances with duties of providing managerial and supervisory support for teachers and school under the cluster system. Moreover, acquainting one with modern teaching methodologies, supervisory skills, experiences and process; organize and co-ordinate cluster centered school based in-service teachers‟ trainings and experience sharing programs were some expected duties of supervisors (MoE, 2006). Similarly, school clustering has been identified as successful vehicle for access, equity and efficiency of education as well as for teachers continuous professional Development (CPD) and appropriate resource utilization in schools Gobu Seyo Woreda. Of course the Oromia regional Education Bureau further pointed that supervisors are assigned at cluster centers with responsibilities such as carrying out support

to the CPD program to be promoted effectively; working to enhance supervision in the cluster centers and member school and arranging a permanent training program for teachers and following up its implementation. Thus to exercise decentralized management in education and enhance teachers professional development at cluster level governmental organization, non-governmental organization and stake holders and schools are investing huge amount of money and large number of human and material resources. So as to realize the objectives of primary cluster schools, the CRCs coordinating committee has to perform competently and has to be committed to success unless, the goal achievement of CRCs will be in question. In line with this the practical application, very few primary cluster resource centers run effectively while the majority do not. The major factors for poor performance might be the management problem of CRCs coordinating committee. needs to be established through investigation into the current practices and problems of its implementation. That is why this study was under-taken.

1.2. Statement of the Problem

The comment in one of the Ethiopian policy documents (ESDP III, 2005) highlight that clusters are for supporting teaching and learning. Similarly, Oromia education bureau also has adopted the cluster school system and has implemented in its 17 Woredas and one administration city. Gobbu Seyo Woreda is one of the Woreda that utilize available resources (human, material and financial) for the ultimate improvement of quality and equity in education. Accordingly, in the Woreda the cluster school model has been adopted and implemented since 2003 (WEO, 2019). Available documents (WEO, 2019) show that by now all the primary schools in Gobu Sayo Woreda are organized in to four school clusters. The each cluster resource centers have one core school and six satellite schools organized under them. Firstly, to improve teaching by sharing, resources, experiences and expertise. Secondly, to facilitate administration tasks (Carron and Grauwel 1997). Thus school clusters have pedagogical and administrative function. These functions are assigned to school cluster coordinating committee chaired by CRC supervisors. According committee is managing all activities mainly: planning CRCs program, organizing and supporting teachers‟ professional development programs and supervising and monitoring members school However, CRCs committee is organized in each CRC, field visits ATEO inspectors' report and experience show that CRC management is not to the level of expectation. Studies at national level pointed out that some constraints directly or indirectly affect the

management of CRCs such as; lack of a formally adopted and clear structure, repeated reorganization of some clusters; long distance between CRCs and members school staff and lack of budget for CRCs (Ayalew Shibeshi;2004). In supplementing this idea TESO/Teacher Education System Overhaul/states that there is insufficient development of teaching material, and teacher expectation of per-diem to be paid for attending staff development sessions, and Administrative Town Education Office(ATEO) have limited vision and understanding of what school cluster could accomplish (MoE,2003). Similarly, Rago, Biru, Asnake and Sefelig Taye (2007).From the present researcher's practical observation, CRCs committee lack proper management of teacher's professional development programs and utilization of resources effectively. In line with this the practical observation of the research also shows that the problems of managing primary school CRC in Gobu Seyo Woreda. Besides, the researcher had been working for ten years as a head of school principal under the Worda education office. Hence the exposure made it possible to observe debate session among CRC committee principals, supervisors and teachers regarding the problem of managing primary school Cluster.

The cluster schools are organized in such a way that the satellite schools are connected to central resource schools and all activities are at this resource centers. This indicates that the vertical/hierarchical model of school clustering is being practiced in the Woreda education system. It is observed that the cluster resource center is selected by the Woreda education office using the level/potential of the school and its centrality as the criteria of selection. The cluster resource center coordinators are assigned or nominated by the Woreda education office by computing/comparing the candidates with each other in the core schools (usually at 1-8 levels) that are selected as cluster resource centers.

With respect to community involvement, the actual facts show that the practice does not accommodate the bodies that should have been involved. The current practice focuses on the principals of the satellite schools. Even the individuals to be selected for the member of the committee have not been specified in the guideline of the implementation of the organization and management of cluster resource centers in Gobu Sayo Woreda.

In-service training is totally conducted at the cluster resource center. It has been observed that the in-service trainings are most of the time arranged by the Woreda education office whenever an urgent issue emerged rather than as a regular activity of the cluster resource centers.

Particularly, teachers complain that the system of in-service training and teachers' professional development is not need-based, lack of continuity, lack relevance, lack depth and width with regard to the content of training. Experience sharing should be conducted at the center in terms of sport festivals and sometimes between the cluster resource centers heads on individual bases and monthly meetings.

With regard to supervision at cluster resource centers level, supervisors are assigned for each cluster resource center. The supervisory services are also given by the Woreda education office level supervisors and it is obvious that some basic measures have been taken by the Woreda education offices and other stakeholder to realize and achieve the objectives of the introduction of school cluster model by implementing in the Woreda. However there are many problems observed through the observation and from some implementation reports and comments from teachers at different occasions.

In the first place, there is a general evaluative suggestion that despite the efforts made to alleviate the problem of quality of education through the implementation of school cluster model the achievement has been found to be unsatisfactory. Some of the indicators of educational quality such as teacher's qualification, students-teacher ratio, and student-section ratio confirm this fact.

The other problem in the management of cluster resource centers in Gobu Sayo Woreda has never been a practice of budget allocation of the implementation of the cluster resource centers program. The cluster resource centers themselves have no sufficient resources let alone to support the satellite schools under them which are organized based on the hierarchical model of organizational. Indeed, these circumstances initiated the researcher to launch a study on the issue.

Therefore, the main purpose of the study will to assess problems of managing primary school cluster resource center in Gobu Seyo Woreda. In promoting the effectiveness of school cluster coordinating committee to these effects, this study attempts to answer the following basic question

1.3. Basic Research Questions

1. To examine the status of cluster resource centers in practicing appropriate activities for the implementation of school cluster model?
2. To what extent are the major managerial functions being practiced by the cluster centers management systems?
3. What are the major difficulties that have been hindering the effectiveness of the cluster resource centers management system?

1.4. Objectives

The study is conducted to attain the following general and specific objectives.

1.4.1. General Objective

The main objective of this study was to assess practices and challenges of school cluster resource center management in Gobu Sayo Wereda.

1.4.2. Specific Objectives

1) To examine the status of cluster resource centers in practicing appropriate activities for the implementation of school cluster model
2) To investigate the extent to which the major managerial functions are being practiced in managing the cluster resource centers.
3) To identify the major problems that has been hindering the effectiveness of the school cluster resource center management system.

1.5. Significance of the Study

The study may be significant for the following reasons: It is important that all the stakeholders that are involved in the management and implementation of the school cluster model are knowledgeable about the theory, practice, objectives and strategies of the management of cluster resource centers so that they were capable of implementing the model efficiently and effectively. Thus, the study may help these bodies as the source of both theoretical and empirical evidences.

In the course of the study, the current actual practices and the prevalent problems have identified and the gaps to be bridged will be pointed out as well. Hence, the findings may be useful for the

responsible bodies like head teachers, teachers and education officials to be aware of strengths and weaknesses of the management system and design an appropriate strategy to improve and make adjustments with regards to the organization and management of the cluster model in the future. In the study both theoretically and practically appropriate strategies have been pointed out. Thus, the implementers at the cluster resource centers can adopt these strategies for effective and efficient implementation of the model.

The study attempts to uncover the current status of the cluster resource centers management in primary schools. The findings may help the responsible bodies to take consecutive measures to make the system more effective. Other prospective researchers can use the research findings as a step-stone for the replication they were conduct in this area. For example, it may be used as a source of secondary data in conducting a related study.

1.6. Delimitation of the Study

The research was delimited content wise as well as geographically. This research is delimited only assessing the of management CRC in terms of such variables as developing planning process, Duties and responsibilities, professional development, school supervision, managerial capacity of supervisor and competent CRC supervisor. Geographically the scope of this study was delimited to four sampled cluster resource center (Anno primary school, Kejo primary school, Seyo primary school and Goda Hara primary school).

1.7. Limitations

It is obvious that research work cannot be totally free of limitations. Some limitations were also observed in this study. The first limitation was shortage of books or lack of updated related literature in the area. Secondly, the limitation was that the funding support that Addis Abba University provided though contributing, it was not sufficient to employ assistant data collectors and statisticians. And lastly, the limitation was the lack of adequate time. That is the time when the research was conducted, the situations were boring.

1.8. Definition of Terms

Cluster resource center – a school selected as a center of training, experience sharing and instructional resources and the satellite schools organized under it.

School cluster model – a structural design employed to group school that are located near one another in to a cluster under a center school in such a way that one will benefit from the other in sharing experiences and resources.

School cluster – a group of schools, for administrative and educational purposes.

CRC principal _ the executive head of the school cluster with core school as his administrative center (supervisor).

CRCs Stakeholders _ organizations and individuals concerned directly and indirectly with the overall implementation of cluster resource center programs. These include education bureau, zonal education office, Woreda Education Office, cluster resource center principals, satellite school principals, supervisors, teachers and students (OEB, 2007)

Professional Development _ the profession growth a teacher achieves as a result of gaining increased experience to examine his or her teaching systematically.

Strategy-A plan of action designed to achieve a long term or overall aim.

1.9. Organization of the Study

This thesis is organized in to five chapters. The first chapter holds the introductory part of the study, which consists of background of the research, statement of the problem, significance, scope and limitation of the study. The second chapter deals with review of literature pertinent to the research. The third chapter discussed about research methodology. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research and forward conclusion and recommendation on the findings of the study. Reference and appendix which include questionnaire, interview format, and other related materials are part of the document.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review related literatures and to explore previous studies related history, conceptualizations and present practice and problems in the management of primary school cluster resource centers taking in to both theoretical and practical evidences from available variety of literature.

2.1. Overview of School Clustering

Under this sub-section, definition of the concepts of school cluster, history of school cluster, school cluster experiences and the current situations of school clustering in Ethiopia and in Oromia are treated.

2.1.1. Definition of School Cluster

Based on their relevant perspectives different scholars defined school cluster in different contexts in different ways. Bray (1987:9) defined school clusters as "a grouping of schools for administrative and educational purposes". In its part defined school clusters as an organization of schools (6-9 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 all schools within the cluster are improved.

The other definition by Leu (2004:29) is read as "school clustering is a localized in-service teachers training forum." Oromia regional state education bureau translated from Afaan Oromo version defined it as School cluster is a group of schools (3-5 in number) that are neighbor to one another and are organized under a center school chosen by them (OEB, 2007).For Samaranayke (1983:7), "a school cluster is a group of 10-15 schools identified as one organizational unit for the purposes of both education and management." The other definition of school cluster is the one that was given by Linda (1995:8) as follows: "School clustering is a system for networking of school within defined geographical area to facilitate the implementation of teaching-learning process."

The final analysis of the different definitions of school cluster indicates that there is a common element for all the definitions. This common element is that school cluster is a group of schools

which are nearby to one another and grouped/organized for the purpose of education and management.

2.1.2. History of School Cluster Model

Available evidences from literatures indicate that the introduction and adoption of the school cluster model occurred in different countries mainly at the early 1960s. According to Linda (1995:8), school cluster was pioneered in England in 1960 as a response to the shortage of subject expertise encountered small rural and urban schools. It was introduced to enable the small schools to enhance their educational provision and overcome the challenges by forming collaborative group of schools which are called clusters.

The first official documentation on school clustering practice in United Kingdom that was based on the findings of the fish committee was published in 1985. The committee purpose was to look in the benefit and possibilities for clusters in meeting the nation's school education network. The committee looks the view that secondary schools and their feeder primary schools in a locality should form themselves in to clusters and collaborate in meeting their pupils' school network by sharing resources, ordinary schools could take joint responsibility for meeting greater levels of school education network among their pupils (Gibson, 2000:4).

Samaranyke (1983:22) pointed out that the tradition in countries that expected school to be self-sufficient with little contact communication occurring between teachers and pupils beyond competitive games resulted in:- duplication, overlapping and wastage of resources that arise from uneconomic organization of schools as separate individuals; imbalances between the large schools and the poor sub-urban and rural schools in the allocation of education resources; irrational location of schools on irrelevant grounds; inefficient utilization of resources; inefficient and inconsistent use of supervisory service in the schools and inefficient administration and management of schools.

2.2. Cluster Models

There are several different organizational structures for cluster. The most basic and common one is Bray's (1987) model which shows a simple connection between the coordinating linkage and

this appears in many contexts. The relationship between the core school and satellite schools are much more established than those between the satellite schools and each other.

On the other hand, Mihretu *et al.* (2001:9) argued that there are three basic cluster models. These models are vertical/hierarchical, horizontal and mixture model: (1) Vertical/Hierarchical model is the model in which a number of satellites are connected to central resource school. The problem with the model, however, is that all the activities are at the resource center and no experience sharing among satellites. (2) Horizontal model is the model in which all the schools are equal and there is a pooling and sharing of resources among the schools in the cluster. The advantage of such model is that it promotes equally and sharing of ideas among the schools. However, the problem with this model is that some schools may not have adequate resources as a result of which it become harder to coordinate them, and also there are transportation difficulties that would exist in connecting satellite schools with each other. (3) Hybrid model is the model where a core school cluster resource center (CRC) serves the cluster system as a center, but still independent interaction of satellite schools is encouraged.

2.3. Purposes of School Cluster Model

School clusters are more closely aligned with the purpose of educational system, for quality improvement. According to Bray (1987:9), purposes of school clusters are focuses over economic, pedagogic, administrative and political. Bray described each of these as follows: school clustering model has economic and pedagogic purposes which include sharing of facilities, sharing of staff, bulk ordering materials and fostering community financial support. The model is also concerned with allowing schools to get extra resources, encouraging teacher professional development, promoting curriculum development, providing an environment for innovation, encouraging cooperation, encouraging pupil competition, integration of different levels of schooling and integration of schools with non-formal education. As its administrative purposes, school cluster model emphasizes acting as focal point to which instruction can be sent, local decision making on teacher posting and leave arrangements, improved planning, providing a better framework for teacher inspections.

The political purposes of this model are raising consciousness about the cause of underdevelopment and the action that can be taken and increased community participation.

2.4. Organization and Management of School Clusters

Efficient and effective organization and management of any organization is crucial for the attainment of its objectives. School cluster model also should be organized and managed in an appropriate manner so that the scarce resources are efficiently utilized for the ultimate success of the school activities.

School clusters are organized in such a way that the focus is change from individual school as the unit of planning and development of education infra-structure to a group of schools in a specific geographical area and improve the teaching learning environment and teaching methodology by cooperative efforts within the cluster to enable exchange of experiences creating an atmosphere where teachers could help each other in the different schools and circular uniformity in standards.

Clusters have been organized in a variety of ways in different contexts. Some scholars argue that school clusters are organized taking in to account the optimum number of schools. For example, according to Bray (1987) the numbers of schools in a cluster range from 5 - 40. On the other hand, recent practices in a variety of contexts suggests that most cluster systems organized for teacher professional development have between 5 and 10 schools included in a single cluster (Carron et al., 1998). Some systems use the number of teachers as guideline, with not more than 50 teachers in a cluster.

2.5. Benefits of School Clusters

Based on the variety of purposes, countries have implementing the cluster school model in their respective schools. Brunswick and Valerian (2004:58) identified different benefits. In its administrative benefit it helps to reduce number of contact with higher educational authorities and enables principals to assume more responsibilities. School cluster also has economic benefits in that it improves the allocation of human and material resources and optimizes their use. The other advantage of school cluster is its educational benefits in the improvement of a professional supervision of teachers and training of those without match training. The other benefits of school clusters are that they help schools integrate in to their environment and mobilize community around the school, promote monitoring and support of teachers and performance evaluation, allow for better management training of principals for teachers and teaching, can simplify data

collection for statistical purposes and are helpful in the provision of support to poorer schools. Another main advantage of the school cluster system is in the area of professional development and for addressing access issues; for example, when a teacher in one school is sick, a cluster provides a framework for identifying teachers who can fill in a part or full time basis through rotation from a member school.

2.6. Factors Adversely Affecting the Implementation of School Cluster System

Regardless of the abovementioned benefits of school cluster model, there are some factors that hinder its effective implementation. Samaranayke (1983:63-64) pointed out that the following factors adversely affect the implementation of school cluster system. Firstly, nomination and position of principals particularly that is related to their qualifications, the grades and size of schools as well as the seniority and efficiency of the principals have often been ignored in the appointment of the principals as a result of which principals suffer from an inferiority complex which adversely affects the progress of clusters. Secondly, luck of clear instructions defining duties of clusters and satellite principals which jeopardize their effectiveness of in discharging their roles and responsibilities. Thirdly, resistance to change particularly to adopt and implement the cluster model in the part of some principals, teachers, parents and officials will create difficulties to cluster principal to assert his or her position. Fourthly, administrative and planning difficulties as a result of in adequacy of supervisors and administrative officials at different levels and turn-over of cluster school and satellite school principals.

2.7. Some major activities of school cluster resource centers management

It has been mentioned somewhere in this research paper that the major purpose of school clustering model are of four major categories; economic purpose, pedagogic purpose, administrative purpose and political purpose. For the practicality of this purposes, activities such as in service teacher professional development, cluster based supervision, inter satellite schools experience sharing and action research need to be practiced in CRCs.

2.7.1. Cluster based in-service teacher professional development

A changing world requires a changing style of education. To cope with the fast change in educational trends there is also an observation of general trends of change in the role of teachers. Thus, for such a role a professionally qualified human resource is needed (Gamage, 2006:159).

It is generally argued that in service professional development such as cluster based in service teacher professional development is a cost effective one and hence useful. The World Bank as reported that in service training can have a positive impact on educational quality if it is appropriate, well organized and completely delivered. According to Craig *et al.,* (1998) In-service teacher's professional development is characterized by:

- Continuity - teachers' learning must be life-long and even experienced master teachers should continue to develop.
- Closeness – quality professional development does not take place away from the class room. Long term pedagogical change is best supported by ITPD close to classrooms.
- Student-centered and use of active learning – students and teachers, construct, create knowledge actively rather than receiving knowledge from external sources. Teachers must be actively involved in their learning and PD should include active learning strategies in its curriculum and delivery.
- Support for reflection and collaboration – collaboration supports teachers learning-likewise, the ability of teachers to be reflective practitioners that constantly re-evaluate their practices in order to improve them is a foundation of quality In-service teachers professional development (ITPD), Schon, 1983.

Depending on the above definitions in Gobu Seyo Woreda CRC's there were a problem, challenges in practicing, working in collaboration, support school societies and work closely in together and again the number of students in a class room were afford for the practices and challenges of school resource center management.

2.7.2. Cluster Based Supervision

Scholars generally agree that there is no one accepted definition of the term supervision. To quote one of the several definitions of supervision, it is the first level of management in the organization and is concerned with encouraging the members of the work unit to contribute

positively towards accomplishing the organizations goals and objectives (Byers, 1989). This means that the supervision does not do the operative work but sees that it is accomplished through the efforts of others.

2.7.3. School Clusters and Action Research

One of the major purposes of the school clustering model is the cost-effective implementation of in-service teacher professional development. On the other hand action research is one component of the ITPD. This is because, as Mc Niff and Whitehead (2002) state action research involves learning in through action and reflection. Action research is always to do with learning and learning is to do with education and growth. That is why many people regard it as a form of educational research. This implies that if educational quality is to be improved as a result of the professional development of teachers through the mechanism of school clustering system, the practice of action research should be incorporated in to the cluster based in-service teacher's professional development programs.

2.8. School Clusters and Decentralization

The current educational trends of the world indicate that restructuring in the educational system is being undertaken emphasizing teacher empowerment, student and community participation, decentralization and localization (Alkin, 1992). Decentralization efforts and cluster systems are symbiotically related in their operation. The Cambodian MOEYS (2000) signifies this suggestion. It is argued that some of the major impacts of clusters have been improved localization of resources, improved planning and resource allocation and collaborative training between impact on wastage rate(which have declined),an increased in the participation of local actors in meetings and decision making and school construction projects taken up by local communities (Dykstra et al., 2002).

A decentralized education system lenders itself to building effective clustered schools such as system encourages teachers and local education officials to actively participate in managing schools, developing learning materials and in making decisions regarding curriculum and pedagogical methods. It also fosters independent learning and development of decision making skills in teachers and local administrators (Thomas and Shaw, 1992:23).

2.9. Monitoring and evaluation of school cluster activities

In order to take corrective actions and take some necessary adjustment, the implementation process and the outcomes of the cluster system management need to be monitored and evaluated. Such a system is important to judge whether the objectives are being attained as expected or not so that the necessary decisions are made about what should be done next.

In a decentralized education system where schools are empowered and autonomous in decision making and implementation of school activities, the system of self-evaluation is beneficial. A self-evaluation approach can be used to enable school communities to come to grips with some of the key issues that concern the following questions: How good is our school? How can we make it better? Are teaches' skills being put to good use? How good is teaching and learning in our school? And how do we know? (Riley & Mac Beath, 2000).

The success of school activities are measured based on the pre-specified that the criteria for measuring success may differ from one type of organization to another. It becomes more complex in the case of public organizations particularly educational institutions.

2.10. The current situation of school cluster model in Ethiopia

The introduction of the organization of school in to clusters in Ethiopia is traced back to 1995. This innovation was initiated by BESO I project which was concerned with the provision of support to CRCs (Asnake, 2007:3). This initiation has now been inseminated to other regions in the country. One of the purposes of the adoption of the model, according to ESDP III, 2005:36, is that the school cluster resource centers are expected to function as an agent of change in terms of school curriculum and pedagogy. Particularly, in this ESDP III, CRC system has been adopted as one of the strategies to enhance quality of education. Schools are organized in to clusters with roughly 4-7 first cycle primary schools (1-4) and a complete primary school (1-8).

Oromia regional state education bureau defined the school clusters, in its guide line in 1999 E.C for implementing the school cluster system, as "a group of schools (3-5 in number) which are found in neighborhood to each other and organized under a core school which they select." Even though there is no written evidence about the time when the cluster system was introduced in the region, it may be possible to deduce that its introduction is traced back to 1999 as it was introduced in Ethiopia (Asnake, 2007).

The major objectives of the introduction of the system in the region (as indicated in the guide line) are: educational quality improvement; efficient utilization of the available resources and acquisition of new ones; and teachers' professional development through cost-effective in-service training, supervision, experience-sharing and action research.

Available evidence shows that all elementary schools in the region have been organized in to clusters. While the guide line specifies that clusters are organized with 3-5 school, the actual practices show that clusters are being organized with 2-7 schools. As seen from the structure of the model adopted, seems to be hierarchical structure with no indication of the up-ward and horizontal interaction. The other shortcoming is that the zonal education is by passed in the structure.

The major problems observed from the current situation of the cluster model in the region are: the working guideline was not in place until 2007 E.C. almost 16 years after the adoption of the system; cluster based supervisors were not assigned until 2002 E.C; most of the CRC coordinators are not elected by the satellite school principals, but nominated by Woreda officials, the cluster committees are organized with the membership of the principals of the satellites and core schools without involving other community representatives, and the organizational structure so far being used is hierarchical type.

Summary

The chapter addressed the concept of school cluster resource center management in improving teaching-learning process in worldwide, Ethiopian context and roles and responsibilities of principals, teachers and supervisors in improving teaching-learning process. To this end the review related literature give direction and clarifications about the findings and basic question items raised under; school cluster resource center management in improving teaching-learning process such as: professional development of teacher, allocation of resources, decision making and supervisor capacity and management of school cluster. The problem of management of cluster resource center in improving teaching-learning process like: lack of in-service training, lack of cooperation and commitment with stakeholder, lack of planning skill, lack of resources, lack of adequate knowledge about school leadership, lack of organizing the school community and unwillingness to devote more time in improving teaching-learning. Thus, the reviewed literature helped the researcher to get the insight about the issues in detail.

CHAPTER THREE: RESEARCH METHODOLOGY

The purpose of this study was to assess the current practices and problems of cluster resource centers management in primary schools of Gobbu Seyo Woreda. To this effect, this section elaborates the research design, source of data, samples of population and sampling techniques, instruments and procedure of data collection and method of data analysis.

3.1. Research Approach and Design

The study employed a descriptive survey design. Because it used to obtain information concerning the current status of the phenomena to describe what exist with respect to variables in the situation. Both qualitative and quantitative data were followed.

Descriptive survey often used to organize and monitor the implementation of specific decision or new procedure and to evaluate the result of that procedure (Sarantakos 2005). Descriptive survey is relevant to show current situation and also important to gather data from large number of respondents at a particular time**.** Kuol (1996) stated that, descriptive survey design enables to have general understanding of the problem by studying the current status, nature of prevailing conditions, practices and trends through relevant and precise information. Strengthening this, Sham (2000) states, descriptive research helps to make objective description of status of phenomena at a particular time without value judgment and with no effort to describe what underlies to happen the way. All these justification made the descriptive survey design more appropriate for this study.

3.1.1. Sources of Data

To collect relevant data for the accomplishment of the study and to answer research questions, data were gathered from primary and secondary sources.

3.1.1.1.Primary Sources

Experts and officials of the Woreda education office, cluster resource centers supervisors, principals and teachers were considered as primary sources of data.

3.1.1.2.Secondary sources

To further support primary source of data and to be check its triangulations the researcher observed documents at school levels and supervision guidelines at offices.

3.2. Sample population and sampling technique

There are four CRCS in Woreda. Thus, for the purpose of this study, All CRCs were considered. The satellite School of four CRCS (Anno primary school, Kejo primary school, Seyo primary school and Goda Hara primary school) were selected by using lottery method or simple random sampling technique as it provides equal chance of being included into the sample. In this regard, McMillan (1996, p. 27), mentions that in simple random sampling, every member of the population has an equal and independent chance of being selected for the sample.

There were 28 governmental primary schools in 4 cluster resource centers. Of these, eight primary schools (four cluster schools were selected purposively and four satellite schools were selected using lottery method) involved in sample studies. This sampling technique was used to give an equal chance for all primary schools of the Woreda and also four Cluster supervisors works at school cluster centers and they were selected using targeted (purposive) techniques. In these four Clusters, there are 310 teachers that the researcher used as total population of the study. In order to determine the sample size of teachers, the researcher employed Yemane (1968) formula. Then sample size formula (Eqn. 1):

$$n=N/1+N(e^2)\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots.(1)$$

Where, n= sample size, N= the total population of teachers and e^2*= precision error*

$$n=310/1+310(0.05^2)=174.6\sim 175$$

Therefore, from the total population of teachers (310); out of this, 175 (56%) of teachers were selected using lottery method. In addition to this, all eight principals, eight vice principals and two Woreda education experts were included purposively.

Table 1: Sample size, sample respondents and their proportion

Sample Area	Respondents																	
	Officials/Expert			CRC supervisors			Teachers			Principal and vice principal						Total		
										Principal			vice principal					
	Popn	Sample		Popn	Sample		Popn	Sample		Popn	Sample		Popn	Sample		Popn.	Sample	
		N	%		N	%		N	%		N	%		N	%		N	%
CRC/school	-	-	-	4	4	100	310	175	56	8	8	100	8	8	100	330	195	59
WEO	2	2	100	-	-	-	-	-	-	-	-	-	-	-	-	2	2	100
Total	2	2	100	4	4	100	310	175	56	8	8	100	8	8	100	332	197	59.3

Table 2: Sample size of teachers from each selected schools.

Cluster school and satellites school		Respondent teachers	
		Popn	Sample of each school
			n_i(i= selected school)
1.	Ano primary cluster school	88	$n_A = \frac{88\times175}{310} = 50$
	1.1. Ago Sombo Satellite school	16	$n_{ag} = \frac{16\times175}{310} = 9$
2.	Kejo primary Cluster school	48	$n_k = \frac{48\times175}{310} = 27$
	2.1. Bafeno satellite school	8	$n_b = \frac{8\times175}{310} = 5$
3.	Seyo primary cluster school	80	$n_s = \frac{80\times175}{310} = 45$
	3.1. Adere satellite school	10	$n_{ad} = \frac{10\times175}{310} = 6$
4.	Goda Hara primary satellite school	54	$n_g = \frac{54\times175}{310} = 30$
	4.1. Metikora satellite school	6	$n_m = \frac{6\times175}{310} = 3$
	Total	310	$n_{it} = \frac{310\times175}{310} = 175$ (56%)

3.3. Data Collecting Instruments

In order to achieve the objectives of the study; questionnaire, interviews and document analysis were used as data gathering instruments.

3.3.1. Questionnaire

Questionnaire helps to obtain adequate primary data from relatively large or small numbers of people in any topic within a given time limit (Abyiy et al, 2009). The researcher employed both open and close ended questions which was developed on the bases of the objectives of the study. The questionnaires were translated to Afaan Oromo if necessary to avoid language communication barriers. The structured questionnaires were distributed to 191 respondents. All 191 respondents filled out questionnaires.

Before actual study was conducted the pilot test was employed to cheek the appropriateness of the items in the questionnaire. The pilot test was conducted at Cheka Karu primary schools so that the reliability of the items was measured and discussed. Face validity of the questionnaire was ascertained from Supervisor, principal and teachers restructured to make clear and ready for final study. The five (1-5) point likert scale items (≥4.50= strongly agree, 3.50-4.49=Agree, 2.50-3.49= I don't know/uncertainty/, 1.50-2.49= Disagree and ≤1.49= strongly disagree) were distributed for the respondents (Zoltan Dornyei, 2007:94).

3.3.2. Interview

Interview is a type of survey where questions are delivered in face to face encounter by an interviewer to obtain information relevant to particular topic. Today, interview is more popular as a means of gathering information widely in qualitative research (Robson, 2002). Therefore, the researcher conducted a series of open ended and semi structured interview with selected Woreda education experts and school supervisors by asking them face to face in July 2020 at their office.

3.3.3. Document Analysis

To collect relevant data from documents in WEO and at CRC's, checklist was prepared and used to gather data from various cluster resource center documents and manuals that indicate the economic, pedagogic, administrative and political practiced in CRC.

3.4. Instrument Validity and Reliability

3.4.1. Validity

Content validity refers to the extent to which an instrument represents the objectives under study. This was sure by discussions with one supervisors, two principals and 13 teachers.

3.4.2. Reliability

The reliability of the instrument was measured by using Cronbach alpha test. A reliability test was performed to check consistency and accuracy of the measurement scales. To establish reliability of the questionnaire, the filled questionnaires (pilot test) was collected back from 16 non sampled respondents (13 teachers, one supervisor and two principals).

The entire questionnaire was refined and improved to determine the validity of the instruments; a pilot test where carried out. After the study, some items which seemed ambiguous were either eliminate or altered. The instrument was also validated by the advisor. An internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The result of the pilot testing was statistically computed by the SPSS computer program. As explained by Drost (2004), if the result of Cronbach's coefficient alpha is 0.7 and above it is considered to be satisfactory, indicating questions in each construct were measuring a similar concept.

Table 3: Reliability Coefficients of practice and challenges of school CRCs management

no	Problem of management of CRC Major categories of	Number of items	Cronbach Alpha.
1.	Implementation of School Cluster Model	9	0.932
2.	The planning of CRCS	7	0.902
3.	Organization and Staffing of CRCs	6	0.949
4.	The Monitoring and Evaluation CRCs	7	0.956
5.	Factors affects the effectiveness of CRCs	12	0.964
	Sum	41	0.943

To this end, the reliability coefficient obtained was 0.943 showing that the instrument was reliable.

3.5. Data collection procedures

Before distribution of questionnaire, a pilot test was conducted at Cheka Karu primary School which is out of the selected site. The questionnaire was given for three English and Afaan Oromo teachers and one supervisor to assess the content, logical follow and clarity of the questions and reliability of the questionnaire. After improvement was made on the questionnaire developed on the basis of the objective, it was distributed for the respondents to assess the practices and problems of cluster resource center management in Gobu Seyo Woreda. Then, the questionnaire, interview and the document analyzed were collected, analyzed and interpreted.

Following the data collection, the information from the respondents, the obtained data were tabulated according to the features of the response given. Then, from the interferences of the data put in different tables, description of tables, summarization, conclusion and recommendations were made.

3.6. Methods of Data Analysis

The data collected from primary and secondary sources were first organized using tables. Then data were analyzed using both quantitative and qualitative methods of data analysis. Data collected through questionnaire were presented and analyzed using quantitative methods such as mean, frequency, standard deviation and t- statistics(Df = Degree of freedom, Tv = T- value). On the other hand, the data gathered through interview and documents analysis were analyzed qualitatively.

3.7. Ethical Consideration

The researcher obtained a formal letter of permission from Addis Ababa University. Then, permission was given from Woreda educational office in order to let the researcher to collect the data. The researcher assured the respondents that their identity was treated confidentially. This ensued that their rights were not violated and that the information is only to be used for study purpose.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the data gathered through questionnaire, interview and document observation were presented, analyzed and interpreted. After the instruments were checked for their validity and reliability, the structured questionnaires were distributed to 197 respondents. All 197 respondents filled out questionnaires. Since this is 100% of the total respondents, it is assumed to be sufficient to draw the conclusion for the study. This chapter consists of the following nine sections:

4.1. Characteristics of Respondents

The general information about the respondents by, sex, age, educational qualification and years of work experiences were presented for better understanding of their back ground. The data collected on the characteristics of the respondents are presented in Table 3 below.

Table 4.1:Sex, educational qualification and years of teaching experiences

Item	Item levels	Study participants							
		Principals		Vic principal		Teachers		Total	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Sex	Male	7	87.5	8	100	112	64	133	67.51
	Female	1	12.5	0	0.0	63	36	64	32.48
	Total	8	-	8	100	175	100	197	100
Age	20-25	0	0.0	0	0.0	26	14.85	26	13.19
	26-30	0	0.0	0	0.0	40	22.85	40	20.30
	31 -35	6	75	5	62.5	74	42.28	84	42.63
	36&above	2	25	3	37.5	35	20	41	20.81
	Total	8	100	8	100	175	100	197	100
Education level	Diploma	0	0.0	0	0.0	15	8.57	15	7.61
	Degree	7	87.5	8	100	160	91.43	171	86.80
	Masters	1	12.5	0	0.0	0	0.0	1	0.50
	Total	8	100	8	100	175	100	197	100
Year of experience	1-2	0	0.0	0	0.0	17	9.71	17	8.63
	3-5	0	0.0	0	0.0	28	16	28	14.21
	6-8	0	0.0	0	0.0	42	24	42	21.32
	9-11	0	0.0	0	0.0	36	20.57	36	18.27
	12-14	3	37.5	6	75	34	19.43	43	21.83
	≥15	5	62.5	2	25	18	10.28	31	15.74
	Total	8	100	8	100	175	100	197	100

With regards to the distribution of teachers by sex, a majority of them 112 (64.0%) were male, while 63 (36.0%) of teachers were females. This indicated that the participation of both sex found to be not proportional. This implies that the participation of female teachers in the sample primary school is low. Concerning the sex distribution of principals and vice principals respondents, seven (87.5%) of them were male and only one (12.5%) of principal was female. However, all of the vice principals were males. This indicates that the participation of females in the leadership position of school was very low in the study area .Hence, female teachers should be encouraged to be a leader and be a model for female students.

When coming to the educational level of school principals, the majority of principals (87.5), and all vice principals and 160 (91.43%) teachers were degree holders. Whereas only one of the principals was MSc/MA degree holder and 15 (8.57%) of teachers were diploma holders. This is helpful in getting diversified viewpoints on the issue under research. Hence all the principals are supposed to be highly experienced in leadership work. Regarding the area of specialization of principals; a blue print of teacher's development program (MoE, 2007) has stated that the school principals need to have adequate knowledge, skills and attitude in the area of educational management.

Regarding age of experts, all had 31-35 years of experiences. About 14.85%of teachers were within experience bracket of 20-25 while 22.85% of them were between 26-30 years. The majority (42.28%) of teachers was between 31-35, about 20% of them were above 36 years. On the other hand, (75%) of principals and supervisors age lies between 31-35 and (25%) of principals and supervisors age were 36 and above. The remaining (62.5%) of vice principals age were between 31-35 and (37.5%) of them were 36 and above. Thus it is possible to say they have experienced in teaching.

Concerning experience, all of the experts and supervisors were 15 years and above. 37.5 %, 75 % of principals and vice principals had years of experience between 12 to 14 years. About, 62.5% and (25%) of them had 15 and above years of experiences. Regarding experience of teachers, 9.71% of them had experience between 1-2 years while 16%of teachers had an experience between 3-5 years. About24%of teachers had an experience between 6-9years and 20.57%of them had an experience between 9-11 years. The remaining, 19.43%of teachers had an experience between 12-14 years and 10.28% of them had 15 and above years of experiences. As

mentioned earlier in the literature part assigning supervision committee members at school level is a recent trend. Hence all the supervisors are supposed to be less experienced in supervision work.

In terms of qualification, all of the experts, supervisors and principals were Bachelor Degree holders and (87.5%) and (91.43 %) principals and teachers were Bachelor Degree holders respectively while 12.5% of principals were Masters Degree holders. and about (8.57%)of teachers were diploma holders.

4.2. The Activities that are being Practiced in Implementation of School Cluster Model

School cluster as one strategy for the decentralization of responsibilities to lower echelons of the educational organization and management system, is expected to allow some rights to decision making. However, to investigate the status of activities in the implementation of School Cluster Model, nine question items were presented to be answered by the respondents. In this section, the questions were mainly concerned with issues such as Decentralizing responsibility to cluster level, the status of community involvement in cluster management, Community material support, Community financial support and mutual sharing of experience among teacher and schools.

Table 4.2: Perception towards the activities of implementation of school Cluster model

No	Activity practiced	Group	Mean	SD	t-statistics		
					TV	Df	Sig.
1	Practice of decentralizing responsibility to cluster level	I	2.94	1.43	2.65	189	.006
		II	2.25	.94			
		WM	2.59	1.18			
2	Enhancing community involvement in cluster management	I	2.31	1.30	0.64	189	.521
		II	2.49	1.01			
		WM	2.40	1.15			
3	Enhancing community in material support	I	2.44	1.21	1.47	189	.145
		II	2.07	.603			
		WM	2.25	.90			
4	Enhancing community in financial support	I	2.81	1.05	.045	189	.966
		II	2.80	1.13			
		WM	2.80	1.09			
5	Programmed mutual sharing practice of experience among teacher	I	3.82	.89	1.90	189	.059
		II	2.14	.94			
		WM	2.98	.91			
6	Enhance capacity of CRC committee at cluster center level	I	3.56	1.09	2.75	189	.006
		II	2.73	1.09			
		WM	3.14	1.09			
7	Increase teacher's competence through in-service teachers professional development	I	3.38	1.02	3.83	189	.000
		II	2.35	1.03			
		WM	2.86	1.025			
8	Promote flexibility &responsiveness in cluster management	I	3.19	.911	2.78	189	.006
		II	2.45	1.03			
		WM	2.82	.97			
9	Allocate budget and basic material to practice implementation of cluster programs	I	3.69	1.08	4.71	189	.000
		II	2.45	1.00			
		WM	3.07	1.04			
Sum			**2.77**	**0.11**			

Key: Group I =principals (N=16), Group II = Teachers (N=175) total (191). Scale: Mean value ≥4.50= strongly agree, 3.50-4.49=Agree, 2.50-3.49= I don't know/uncertainty/, 1.50-2.49= Disagree and ≤1.49= strongly disagree at p>0.05, tcr= 1.96.Df = Degree of freedom, Tv = T- value

As it can be seen from table 4.1, the activities that are being practiced in implementation of school cluster model found to be doubtful. The result shows that, the respondents were rated all items with the grand mean value 2.77 and standard deviation 0.11. The dispersion of the responses about their grand mean value 2.77 was measured by SD of 0.11.

Item1 of Table4.1 asked participants if the activities being practiced of decentralizing responsibility to cluster level. The principals rated this item at a scale of uncertainty with the

mean value of 2.94whereas, teachers disagreed scales of implementation with the mean value of 2.25.This implied that decentralization was exercised at a low level in CRC. According to Dykstra and Kucita (2003), the cluster school model "implies a degree of decentralization and also permits strong local participation indecision making". So "clusters wore best when they are accompanied by much decentralized and participatory decision making as possible (Ditty mar, Mendelsold and Ward, 2002).

An independent sample t-test was conducted to compare means of teachers' and principals' rating of the extent to which the activities being of decentralizing responsibility to cluster level. Accordingly, there was significant difference in the means scores for principals (M= 2.94, SD= 1.43) and teachers (M= 2.25, SD= 0.94; t(189)= 2.65, p = .006. It shows that activities being practiced of decentralizing responsibility to cluster level were practiced at a low level in CRC.

Item 2 of Table 4 asked participants if the activities being practiced were enhancing community involvement in cluster management. Thus, principals rated this item at disagree scales with the mean value of 2.31and teachers also rated at disagree scales of mean value 2.49. Independent sample t-test was conducted to compare means of teachers' and principals rating of the extent to which the activities being practiced enhancing community involvement in cluster management. Accordingly, there was no significant difference in the means scores for principals (M= 2.31, SD= 1.30) and teachers (M = 2.49, SD = 1.01); t(189)= 0.643, p = 0.521 showing similarity of responses between the two groups .

Item 3 of Table 4 aims to know whether the existing activities being practiced enhancing community in material support. Accordingly, principals rated this item at a disagree scales with the mean value of 2.44 and teachers were rated at disagree scale of mean value 2.07. Independent sample t-test was conducted to compare means of participants' from the teachers and principals rating the extent to which the existing activities being practiced enhancing community in material support. Accordingly, there was no significant difference in the means scores for principals (M= 2.44, SD= 1.21) and teachers (M = 2.07, SD =0.603);t(189)= 1.47, p = 0.145. This similarity might be due to the fact that all participant groups were not recognized the existing activities being practiced in enhancing community in material support.

With respect to Item 4 of Table 4, the activities being practiced that enhancing community in financial support was neither agreed nor disagreed by respondents. Independent sample t-test was conducted to compare, the activities being practiced that enhancing community in financial support scores of participants from the two positions. Accordingly, there was no significant difference in the means scores for principals (M= 2.81, SD= 1.05) and teachers (M= 2.80, SD= 1.13); t(189)= 0.045, p = 0.966. So, the activities being practiced at CRC level that enhancing community in financial support was not clearly known by respondents.

Item 5 of Table 4 shows the extent to which programmed experience sharing practice among teacher in implementing school cluster model found to be on agreement scales by principals but teachers disagreed on the issue. Independent sample t-test was conducted to compare, the mean response rate of principals and teachers. Accordingly, there was statistically not significant difference in the means scores for principals (M= 3.82, SD= 0.89), and teachers (M= 2.14, SD= 0.94); t(189)= 1.90, p = 0.059. So, principals believed that CRC supervisors had a better leadership performance in implementation of school cluster model through programmed mutual sharing practice of experience among teacher, while teachers believed that CRC supervisors had not good scales of leadership performances in this item.

As we can see the result in the Table 4 of Item 6, the study participants were asked whether CRC supervisors and supervision coordinator practiced the activities that enhance capacity of CRC committee at cluster center level. Thus, principals rated this item at agree scales with the mean value of 3.56 and teachers were rated at neither agree nor disagree scales of mean value 2.73.Independent sample t-test was employed to check whether there is significant difference or not between the response of the two participant groups. Thus, there was significant difference in the means scores for principals (M= 3.56, SD= 1.09), and teachers (M= 2.73, SD= 1.09); f(189)= 2.75, p = 0.006.So, principals were believed that CRC supervisors had a better leadership performance in implementation of school cluster model through Enhance capacity of CRC committee at cluster center level, while teachers believed that CRC supervisors had not good scales of leadership performances in this item.

Item 7 of Table 4 present the progress of teacher's competence through in-service teachers' professional development. Accordingly, principals were found to be doubtful on teacher's competence. On the other hand, teachers rated disagree on the same issue. Independent sample t-

test was employed to check whether there is significant different or not between the response of the two participant groups. Thus, there was significant difference in the means scores for principals (M= 3.38, SD= 1.02), and teachers (M= 2.35, SD= 1.03); t(189)= 2.78, p = 0.000.So, principals believes that the in-service teachers professional development in CRC were increase teachers competence in the study area ,while teachers were disagreed on the same issue.

Item number 8 deals with promoting flexibility and responsiveness in cluster management. Accordingly, principals displayed neither agree nor disagree (3.19) on the activities but teachers showed their disagreement (2.45) on the same issue. Since, the result of independent t-test is significant as the p-value is less than 0.05 ($p < .05$), $t(189) = 2.78$, $p=.000$.This implies that there is a statistically significant difference between the two groups of respondents' response.

Item 9 of Table 4 shows the study participants were asked whether CRC allocate budget and basic material to practice implementation of cluster programs. Thus, principals rated this item at agree scale with the mean value of 3.69and teachers rated at disagree scale of mean value 2.73. Independent sample t-test was employed to check whether there is significant difference or not between the response of the two participant groups. Thus, there was significant difference in the means scores for principals (M= 3.69, SD= 1.08), and teachers (M= 2.45, SD= 1.00); t(189)= 4.71, p = 0.000.

So, principals were believed that CRC allocate budget and basic material to practice implementation of cluster programs, while teachers believed that CRC supervisors had not good scales of leadership performances in this item. The researcher interviewed the $R_1$and R_2 about the activities that are practiced to made CRC model in the Woreda.

> *As you know, the major agreed upon purposes of the school cluster model implementation in the Woreda were to: 1) enhance professional experience of teachers through arranged experience-sharing programs 2) to develop a healthy competition among member schools of each CRC 3) to create a better framework for teacher supervisory services/professional assistance. Nevertheless, the purposes of the cluster model adopted in the sample CRCs were not comprehensive enough to encompass pedagogic, administrative, economic and political purposes. Additionally, the activities that make CRC model were not practiced in the study area. This implies that the clusters officially receive no budget from the government (Woreda education office) for travel, meeting costs, supplies, furniture, and other necessary expenditures. This has contributed to*

notice the implementation of the school cluster practice and many sustainability challenges (July, 2020).

For this, as Hallinger and Heck (2011) stated especially school leaders should ensure that their schools are adequately equipped with the desired resources so that the learners acquire maximum knowledge, skills, attitudes and values. However, from the observation of the preceding findings in Table 4, it may be concluded that all activities were note practiced in the Woreda to made school cluster model as shown from aggregate mean value {waited mean value). Thus, competition and integration of different levels of schooling and the provision of better framework for teachers' inspection, allocate budget and basic materials of the purposes of school clustering were poorly practiced in the CRCs. Thus, it can be concluded that the CRC management systems have not been effective in realizing the purposes of the school cluster model.

4.3. Practice Related to the Planning Aspects of CRC Management

Planning is a process that helps institution set objectives for the coming time and map out the activities and means to achieve those objectives (Mejila, Balkin and curdy 2005:197).It is believed that planning is a crucial managerial function for the CRC management because without plan, managers and their followers have little chance of knowing what to do and how to do, what they are supposed to do in achieving their organizational goals. There is an expectation that school cluster resource centers plan for both long and short term activities. Formal need assessment is also needed to be made before planning. The planning process should be participatory. Particularly, teachers, PTAs, KETBs with the coordination of CRC supervisors' involvement were crucial. Based on this, to find out the status of planning of the CRCs, seven questions were presented to be rated by the respondents based on the extent to which they were being practiced in concrete reality in the CRC system. In this section of the questionnaire, issues such as the extent to which the school cluster resource centers have given due attention to planning for both long as well as short-term activities, formal need assessment before planning; teachers' PTA members; KETB members' and CRC committee members' representatives involvement in CRCs.

As shown in Table 5, respondents were asked to rate their perception towards the planning aspects of CRC Management. Thus, the mean score value is 2.42 with the standard deviation

0.82 shows that the perception of the majority of the respondents on the planning aspects of CRC Management was poorly practiced.

Table 4.3: Responses on the planning aspects of CRC management

No	Item		Mean	SD	T-statistics		
					TV	Df	Sig.
1	The school cluster plans for long term activity	I	3.62	.885	5.63	189	.000
		II	2.42	.818			
		WM	2.52	.89			
2	The school cluster plans for short-term activity	I	3.69	.793	8.72	189	.000
		II	2.03	.723			
		WM	2.17	.86			
3	Formal need assessment before planning	I	4.06	.680	10.77	189	.000
		II	2.10	.700			
		WM	2.26	.89			
4	Teachers' involve in planning	I	3.81	.750	7.11	189	.000
		II	2.11	.931			
		WM	2.25	1.03			
5	PTA members involve in planning	I	1.81	.750	1.22	189	.224
		II	2.06	.789			
		WM	2.04	.79			
6	KETB members' involve in planning.	I	1.62	.619	2.07	189	.040
		II	1.96	.619			
		WM	1.93	.63			
7	CRC committee members involve in planning	I	2.31	1.250	1.09	189	276
		II	2.05	.879			
		WM	2.07	.92			
	Sum		**2.42**	**0.82**			

Key: Group I =principals (N=16), Group II = Teachers (N=175) total (191).

Scale: Mean value ≥4.50= strongly agree, 3.50-4.49=Agree, 2.50-3.49= I don't know/uncertainty/, 1.50-2.49= Disagree and ≤1.49= strongly disagree at p>0.05, tcr= 1.96.Df = Degree of freedom, Tv = T-value

The first Item of table 5 was concerned with the extent to which the CRCs planned for long term activities. Accordingly, teachers rated this item at disagreed scales of practice with the mean value of 2.42 whereas, principals rated at agreed scales of implementation with the mean value of 3.89 with weighted mean of 2.52. Therefore, teachers perceived that the CRC supervisors and supervision expert were not planned for long term activities. However, principals agreed that CRC supervisors and supervision coordinator were practiced and provided with plans of long

term activity respectively. The result of Independent sample t-test showed that there was a statistically significance difference between the mean score values of the two groups of participants (M = 3.62, SD = 0.885) and teachers (M = 2.42, SD = 0.818); t (189) = 5.613, p = .000.

This indicates that the awareness of the respondents about the practice of planning for long term activities was not similar. This means that there was no consensus among the respondent groups about the status of this planning aspect. Therefore, on aggregate, the two groups of respondents mean value (M= 2.52) indicated that planning for long-term activities was doubtful.

Item 2 of Table 5 was concerned with the extent to which the CRC systems plan for short term activities. Accordingly, teachers were rated this item at disagreed scales with the mean value of 2.03, while principals were rated as agree scale of practices with the mean value of 3.69. The responses of significant proportion of principals indicated that the CRC systems planned for short-term activities of the center. Unlike these groups, the teacher respondents confirmed that the short-term planning was poorly practiced.

Independent sample t-test was conducted to compare the mean scores of principals and teachers on the extent to which the school cluster plans for short-term activity. Accordingly, there was a statistically significant difference in the means scores for principals (M= 3.69, SD= 0.79) and teachers (M= 2.03, SD= 0.72); t(189)= 8.72, p = 0.000. This difference implies that there was no a common understanding or consensus between the two group of respondents.

Item 3 of Table 5, concerned with the status of need assessment before planning. For stance, teachers rated the status of need assessment before planning had low emphasis with the mean value of 2.10. However, principals were rated this item as it had great emphasis with the mean value 4.06. The overall mean score value(2.26) and standard deviation(0.89) is proved that the extent to which need assessment was made before planning was at low level in the study area.

An independent sample t-test was conducted to compare the difference in response between principals and teachers in relation to the status of need assessment before planning. The obtained t-value is greater than t-critical (1.96) when tested at alpha level 0.05. As a result, there was statistically significant difference in response between teacher respondents and principals on the issue. Thus, from these responses it can be deducted that CRC supervisors were not adequately

practiced formal need assessment. These variations may be attributed to lack of communication or participation of every actor in the process of need assessment as the result of which the information possessed by them may vary as the Table 5 above shows.

Item 4 of Table 5 aims to know teachers involvement in planning. Accordingly, principals rated this item at agree scales with the mean value of 3.81and teachers were rated at disagree scales of mean value 2.11. Independent sample t-test was conducted to compare means of participants' from the teachers and principals rating the extent to which CRC supervisors practice related to the planning aspects of CRC management in the area of teachers' involve in planning. Accordingly, there was significant difference in the means scores for principals (M= 3.81, SD= .75) and teachers (M = 2.11, SD =0.931); t(189)= 7.11, p = 0.00. This shows that all participant groups were not recognized the teachers' involvement in planning. This indicates that the response of the respondents affected by their respective work positions in the system. This lack of consensus may also be attributed to the fact that there is no coordination between the managing bodies and implementers (teachers).

Item 5 of Table 5 asked participants to what extent PTA members involves in planning. Thus, principals rated this item at disagree scale with the mean value of 1.81 and teachers also showed disagreement with mean value 2.06. Independent sample t-test was conducted to compare means of teachers' and principals rating. Accordingly, there was no significant difference in the means scores for principals (M= 1.81, SD= .75) and teachers (M = 2.06, SD =7.89); t(189)= 1.22, p = 0.224 showing similarity of responses between the two groups .From this it can be conclude that the two groups of respondents rated Item 5 at disagree scales. This indicates that the cluster management were not given due attention to make the planning process participatory. The PTA is excluded from the planning process means that the total performances of the cluster systems are handicapped. In line with this finding, PTA member participation in schools, not only in construction but they should involve also in many aspects school management and learning (Dyksta and Kusita, 2003).

So, school board members participation in CRCs have many advantages for the reason that through community participation in CRCs management, the schools can generate funds, receiving land from resources center as well as un skilled labor and local materials free of cost (Khaniya, 1997). Thus, item 6 of Table 5 present the progress of KETB members' involve in

planning. Accordingly, both groups of respondents disagreed on KETB members' involvement in planning. Independent sample t-test was employed to check whether there is significant different or not between the response of the two participant groups. Thus, there was significant difference in the means scores for principals (M= 1.62, SD= .619), and teachers (M= 1.96, SD= .619); t(189)= 2.07, p = 0.04although the mean scores of the two groups fall in similar category. The KETB are excluded from the planning process means that the total performances of the cluster systems are under problem.

Item 7 of Table 5 was concerned with the participation of the CRC management in planning. The mean score value of principals (M = 2.31, SD = 1.25) and teachers (M = 2.05, SD = 0.88) for this item which was inclined to disagree rating scale. Thus, from these responses it can be deducted that the participation of the CRC management in planning was not adequately practiced in the two groups. An independent sample t-test was employed to check whether there is significant different or not between the response of the teachers and principals. The result obtained from the t-test was not significantly different as the p-value is greater than 0.05 (p>.05), t(189) = 1.09, p=.0.276.

> *Teachers (with the largest proportion), PTA and KETB confirmed that they were not involved in the planning process at all. Since relatively, it is sound to consider the information that come from the primary source it may be safe to infer that teachers' involvement in planning was not practiced well. This situation adversely affects the moral, Commitment and performance of the teachers and the major stakeholders in the implementation process because of lack of belongingness and sense of ownership in the planning process (July, 2020).*

From the findings observed in Table 5, it may be safe to conclude that the planning process has never been participatory in that it has not incorporated the key actors of the CRCs (PTAs, KETBs and representative of teachers).

The CRCs focused only on the short-term planning and long-term plans have not given adequate attention. Thus, the planning aspects of the CRCs have not been adequately practiced in the CRCs. In the decentralized education system teachers and parents have great role in managing schools, but in Oromia region primary school cluster organization management guide line (OREB, 2005) the role of school board parent teachers association (PTA) is not clearly indicated. This could be the major sources of the problem for the low participation of school community in CRC planning.

4.4. Issues Related to the Organization and Staffing of CRCs

The way an organization is organized and staffed affects (positively or negatively) the ultimate success in achieving the established objectives. Bearing this in mind the researcher designed a questionnaire of six items to find out the status of organization and staffing of the CRCs. In this section issues such as the availability, utilization and clarity of CRC guidelines, awareness of the respondents of the criteria of selection of CRCs, involvement of the respondents in selection of CRCs, assignment of key teachers to the CRCs. Provision of additional staff for the CRCs, and selection of CRC coordinators were incorporated to assess status of organizing and staffing of the CRCs.

Table 4.4:The status of organization and staffing of CRCs

					T-test		
No	Item	Groups	Mean	SD	TV	Df	Sig.
1	CRC guidelines in the schools available	I	2.56	1.209	8.36	189	.000
		II	1.82	.704			
		WM	1.88	.782			
2	CRC guidelines in CRCs available	I	3.88	.619	7.97	189	.000
		II	2.19	.821			
		III	2.34	.93			
3	Guidelines are clear	I	3.94	.854	7.45	189	.000
		II	2.22	.879			
		III	2.37	0.99			
4	Teachers and principals have knowledge about the selection criteria of CRCs	I	3.56	.727	7.12	189	.000
		II	1.94	.885			
		III	2.19	1.00			
5	Teachers and principals involve in the selection of CRC	I	4.00	.632	9.00	189	.000
		II	2.03	.854			
		III	2.23	1.00			
6	Key teacher(s) is/are assigned for the CRCs (professional educational background to lead)	I	4.12	.619	9.65	189	.000
		II	2.06	.835			
		III	2.56	1.209			
	Sum of factors		**2.26**	**1.00**			

Key: Group I =principals (N=16), Group II = Teachers (N=175) total (191). Scale: Mean value ≥4.50= strongly agree, 3.50-4.49=Agree, 2.50-3.49= I don't know/uncertainty/, 1.50-2.49= Disagree and ≤1.49= strongly disagree at p>0.05, tcr= 1.96.Df = Degree of freedom, Tv = T- value

As it can be seen from Table 4.4, the CRC supervisors' practical status in organization and staffing of CRCs found to be on disagree scale. The result shows that, the respondents rated all items with the grand mean and standard deviation (SD) of 2.26 and 1.00 respectively. The dispersion of the responses about their grand mean value 2.26 was measured by SD of 1.00.The two groups have rated the status of this dimension at disagree scale this implies that the organization and staffing of CRCs had poorly level of status in the study district primary schools.

For stance, teachers rated the status of organization and staffing of CRCs had lower emphasis in the area of availability of CRC guidelines in the schools with the mean value of 1.82, CRC guidelines in CRCs available with mean value of 2.19, guidelines are clear with mean value of 2.22, respondents have knowledge about the selection criteria of CRCs with mean value of 1.94, Respondents involve in the selection of CRC with mean value of 2.03 and Key teacher(s) is/are assigned for the CRCs (professional educational background to lead) with mean value of 2.06.

However, principals and rated the status of organization and staffing of CRCs in the area of CRC guidelines available in school disagreed with mean value of 2.56 and CRC guidelines available in CRCs agreed with mean value of 3.88, guidelines are clear with mean value of 3.94, respondents have knowledge about the selection criteria of CRCs with mean value of 3.56, respondents involve in the selection of CRC with mean value of 4.00 and Key teacher(s) is/are assigned for the CRCs (professional educational background to lead) with mean value of 4.12.

Independent sample t-test was conducted to compare the difference in response between principals and teachers in relation to the status of organization and staffing of CRCs.

All obtained t-values were less than t-critical (1.96) when tested at alpha level 0.05. As a result, there is a statistically significant difference in response between teacher and principal respondents.

Lack/shortage of budget, basic materials, cluster guidelines and skilled manpower as very serious problems. This information shows that the CRCs are not organized and staffed to the level required, and this in turn jeopardizes the achievement of the objectives of the cluster systems in bringing about improvements in the teaching-learning performances of the cluster systems(July, 2020).

The researcher was observing the document under this issue; there were no enough CRC guidelines and manuals in all schools and CRCs. Hence, the available materials were not public to the concerning bodies to be read. Even though some files of check-lists and letters are present in some CRC schools

Generally, the CRC status of organization and staff in relation to the availability and clarities of gridline in schools and CRCs, knowledge and involvement to select CRC supervisor and cluster school were not considered by the respondents. Also key teachers were not assigned for CRC coordinator. However, as reported in different sources (MoE, 2012; and Rai & Singh, 2013) cluster supervisors are assigned to perform three distinct but interrelated activities which are

summarized as: providing support, controlling the teaching learning process in the clustered schools and acting as liaison. Moreover, both group of respondents similarly forwarded that clustered school activities were not considered in the regular performance evaluation format of the teachers and this shows there is no controlling mechanism about the engagement and contribution of teachers in the established cluster resource center.

As shown in Table 4.5, respondents were asked to rate their perception towards the monitoring and evaluation of CRC management. Thus, the mean score value is 2.14 with the standard deviation 0.977 shows that the perception of the majority of the respondents on the monitoring and evaluation aspects of CRC Management was poorly practiced.

Table 4.5: The monitoring and evaluation aspects of CRC management

NO	Item	Groups	Mean	SD	T-test		
					TV	DF	Sig.
1	The CRC committee has plan for monitoring the cluster program	I	3.81	1.16	7.73	189	.000
		II	2.02	.861			
		WM	2.17	1.02			
2	The CRC committee has a plan for evaluating the cluster program	I	4.00	.816	6.18	189	.000
		II	2.18	.856			
		WM	2.33	0.99			
3	The Evaluation system is participatory	I	3.81	.834	8.60	189	.000
		II	2.11	.749			
		WM	2.26	0.89			
4	The Evaluation system is based on objective results	I	3.88	.619	11.27	189	.000
		II	1.79	.716			
		WM	1.96	0.91			
5	The Evaluation results are reported to higher bodies	I	3.69	.873	9.34	189	.000
		II	1.89	.723			
		WM	2.04	0.89			
6	The Evaluation system is transparent	I	4.06	.574	9.81	189	.000
		II	1.90	.862			
		WM	2.08	1.03			
7	Feedback about the Evaluation results is provided timely	I	3.94	.574	7.81	189	.000
		II	1.97	.994			
		WM	2.13	1.11			
	Sum of the factor		**2.14**	**0.977**			

Key: Group I =principals (N=16), Group II = Teachers (N=175) total (191). Scale: Mean value ≥4.50= strongly agree, 3.50-4.49=Agree, 2.50-3.49= I don't know/uncertainty/, 1.50-2.49= Disagree and ≤1.49= strongly disagree at p>0.05, tcr= 1.96.Df = Degree of freedom, Tv = T- value

The first Item of table 4.5 was concerned with the extent to which the CRC committee has plan for monitoring the cluster program. Accordingly, teachers rated this item at disagreed scales of practice with the mean value of 2.02 whereas, principals rated at agreed scales of implementation with the mean value of 3.81 with weighted mean of 2.17. Therefore, teachers perceived that the CRC committees were not planned for monitoring the cluster program. However, principals

agreed that CRC supervisors and supervision coordinator practiced to plan for monitoring the cluster program. The result of independent sample t-test showed that there was a statistically significance difference between the mean score values of the two groups, principal participants (M = 3.81, SD = 1.16) and teachers (M = 2.02, SD = 0.861); t(189) = 7.73, p = .000. This means that there was no consensus among the respondent groups about the status of plan for monitoring the cluster program. Therefore, on aggregate, the two groups of respondents mean value (M= 2.17) indicated that plan for monitoring the cluster program was doubtful.

Item 2 of Table 4.5 was concerned with the extent to which the CRC committee has a plan for evaluating the cluster program. Accordingly, teachers were rated this item at disagreed scales with the mean value of 2.18, while principals were rated as agree scale of practices with the mean value of 4.00. The mean score value indicates that the opinions of the respondent groups about the extent to which the CRC committee has a plan for evaluating the cluster program. The responses of significant proportion of principals indicated that the CRC committee has a plan for evaluating the cluster program. Unlike these groups, the teacher respondents confirmed that the CRC committee has a plan for evaluating the cluster program was poorly practiced.

Independent sample t-test was conducted to compare the mean scores of principals, and teachers on the extent to which the school CRC committee has a plan for evaluating the cluster program. Accordingly, there was a statistically significant difference in the means scores for principals (M= 4.00, SD= 0.816) and teachers (M= 2.18, SD= 0.858); t(189)= 6.18, p = 0.000. This difference implies that there was no a common understanding or consensus between the two group of respondents.

Item 3 of Table 4.5, respondents were asked to what extent evaluation system is participatory. Accordingly, teachers rated the issue at disagree level of scale with the mean value of 2.11. However, principals were rated this item as it had great emphasis with the mean value 3.81. This shows that all respondents were not equally participate in the evaluation system by collaborating CRC management.

An independent sample t-test was conducted to compare the difference in response between principals and teachers in relation to the status of valuation system are participatory. The obtained t-value is greater than t-critical (1.96); t(189)=8.60 and p=0.000 was less than alpha level 0.05. As a result, there was statistically significant difference in response between teacher

respondents and principals on Item 3 of Table 7.These variations may be attribute to lack of communication or participation of every actor in the process of evaluation.

The intention of Item 4 of Table 4.5 was to determine the status of evaluation system is based on objective results. Accordingly, teacher respondents disagreed with the mean value of 1.89 while principals were agree with the mean valueof3.88.An independent sample t-test was conducted to compare the difference in response between principals and teachers. So, it shows that there was statistically significant difference between two respondents, because the obtained t-values are greater than t-critical (11.27) when tested at alpha level 0.00.This lack of consensus may also be attributed to the status of evaluation system is based on objective results.

Item 5 and 7 were concerned with the evaluation results are reported to higher bodies. . Accordingly, teacher respondents were disagreeing with the mean value of 1.89 while principals were agree with the mean value of 3.69.From this it can be conclude that the two groups of respondents had no enough or equal information about the issue. An independent sample t-test was conducted to compare the difference in response between principals and teachers in relation to the evaluation results are reported to higher bodies. Thus, there was significant difference in the means scores for principals (M= 3.69, SD= .873), and teachers (M= 1.89, SD= .723); t(189)= 9.34, p = 0.000.This indicates that the cluster management were not inform all staff as evaluation results were reported to higher bodies then the CRC lack of transparency.

Item 6 of Table 4.5 asked participants to what extent valuation system is transparent in monitoring and evaluation aspects of CRC management**.** The principals rated this item at a scales of agree with the mean value of 4.06whereas, teachers disagreed scales with the mean value of 1.90. Independent sample t-test was conducted to compare means of teachers' and principals' rating of the extent to that evaluation system is transparent in monitoring and evaluation aspects of CRC management. Accordingly, there was significant difference in the means scores for principals (M= 4.06, SD= .574) and teachers (M= 1.90, SD= 0.862; t(189)= 9.81, p = .000.This, indicates the process of monitoring and evaluation by CRC were under lack of transparency.

Item 7 of Table 4.5 asked respondents to what extent feedback about the evaluation results is provided timely. Thus, principals rated this item at agree scales with the mean value of 3.94 and

teachers were rated at disagree scales of mean value 1.97. Independent sample t-test was conducted to compare means of teachers' and principals rating of the extent to which the feedback about the evaluation results is provided timely. Accordingly, there was significant difference in the means scores for principals (M= 3.94, SD= .574) and teachers (M = 1.97, SD = .994); t(189)= 7.81, p = 0.000 showing the difference of responses between the two groups .

> *CRC committee had a plan for monitoring and evaluation but its implementation was not participatory, timely performed, transparent to staff members and timely reported for the higher bodies. WoE expert confirmed that teachers were not involved in the monitoring and evaluation process at all. Since relatively, it is sound to consider the information that come from the "horse's mouth" (primary source) it may be safe to infer that teachers' involvement in monitoring and evaluation were not practiced well (July, 2020).*

4.6. Major Difficulties of School Cluster Resource Center Management Effectiveness

In the preceding sections of chapter four, several responses of the respondents indicated that most of the requirements objectives and strategies of the school cluster model were not successfully achieved as expected. From these one may suspect that there may be sum possible factors that are likely to affect the success. Based on this, so as to find out the extent to which these factors contributed to less achievement of the cluster programs. Twelve questions were prepared and presented to the respondents in Table 8 below in this section, questions related to the extent of work loads of CRC coordinators, key teachers and supervisors, lack of budget, skilled man power awareness, guidelines, community support and facilities, turnover of CRC coordinators and supervisors in affecting the implementation of the CRCs were incorporated.

As indicated in Table 4.6, respondents were asked to rate their perception towards the factors that negatively affect the effectiveness of school cluster management. Thus, the respondent's perception over all mean value is 3.85 with the standard deviation of 0.97. This show that majority of the respondents agreed on the very serious difficulty towards factors that negatively affect the effectiveness of school cluster management.

Item 1 of Table 4.6 was concerned with the extent to which work load of CRC coordinators was seriously affecting their responsibility of coordinating the cluster center activities. Thus, the response from teacher with mean value of (M=3.64, SD=0.92) and the response from principals with mean value of (M=4.00, SD=0.97) with (M=3.67, SD=0.93) weighted mean. Both

principals and teachers agreed that work load of CRC coordinators was found to be the factor that affects effectiveness of cluster management.

Table 4.6: Factors that negatively affect the effectiveness of school cluster management

No	Item	Groups	Mean	SD	T-test		
					TV	Df	Sig.
1	Work load of cluster center coordinator is reasonable	I	4.00	.966	1.497	189	.136
		II	3.64	.917			
		WM	3.67	0.93			
2	Work load of key teachers is reasonable	I	3.75	1.238	.306	189	.76
		II	3.82	.796			
		WM	3,81	0.84			
3	Work load of cluster center supervisors is reasonable	I	3.94	.998	.281	189	.779
		II	4.00	.837			
		WM	3.99	.85			
4	Lack of budget	I	3.94	.998	1.21	189	.228
		II	3.61	1.055			
		WM	3.63	1.05			
5	Lack of skilled man power	I	4.00	.966	1.65	189	.100
		II	3.60	.922			
		WM	3.63	.93			
6	Lack of awareness about the purpose of school cluster model	I	3.88	1.025	1.11	189	.269
		II	3.61	.922			
		WM	3.77	.88			
7	Lack of awareness about the implementation strategies of school cluster model	I	4.00	1.033	1.10	189	.273
		II	3.75	.861			
		WM	3.89	1.0			
8	Lack of clear school cluster guidelines	I	3.94	.998	.179	189	.844
		II	3.89	1.005			
		WM	3.71	.96			
9	Turnover of coordinators of CRC exist	I	4.13	.619	1.81	189	.072
		II	3.67	.978			
		WM	3.53	.99			
10	Turnover of CRC supervisors exist	I	4.00	.966	1.84	189	.067
		II	3.53	.987			
		WM	3.68	1.01			
11	Lack of community participation/support	I	3.88	1.025	.84	189	.422
		II	3.66	1.009			
		WM	3.77	1.017			
12	Lack of facilities	I	3.94	.998	.497	189	.620
		II	4.05	.866			
		WM	4.00	.93			
	Sum of the factor		**3.85**	**0.97**			

Key: Group I =principals (N=16), Group II = Teachers (N=175) total (191). Scale: Mean value ≥4.50= strongly agree, 3.50-4.49=Agree, 2.50-3.49= I don't know/uncertainty/, 1.50-2.49= Disagree and ≤1.49= strongly disagree at p>0.05, tcr= 1.96.Df = Degree of freedom, Tv = T- value

Independent sample t-test was conducted to compare response rate difference between the two groups of respondents regarding to Item 1.The computed t value (1.497) is less than the table value (1.96) and the p-value (0.136) is greater than that of t-critics (0.05) with degree of freedom 189.Thus, there was no statistically significant mean difference between the response rate of principals and teachers on the degree to which work load of CRC coordinators affect school

cluster management. It can be deduced that there is relationship between the respondents opinion on the status of cluster center coordinators work load effect on school cluster management. This in fact has a negative implication on the effectiveness of CRC programs. That is to say, since they carry double responsibilities, they may find it difficult to efficiently and effectively coordinate the programs of the CRC because they, as experiences show, will incline more toward giving priority to their own particular school activities than to that of the CRCs.

The concern of Item 2 was to find out how much the work-burden of the key teachers was serious in affecting their performance in discharging their responsibilities. The response from teacher with mean value of (M=3.82, SD=0.796) and principals (M=3.75, SD=1.24) with (M=3.81, SD=0.84) weighted mean is rated at agreed scale. Thus, work-burden of the key teachers was highly affecting the effectiveness of school cluster management. This implied that both principals and teachers confirmed that the key teachers were seriously burdened with double responsibility they had held with-teaching responsibilities and working for the CRC in arranging training and experience-sharing programs. From this evidence it may be deduced that the CRC programs that related with the key teachers' roles and responsibility were not adequately performed. This implies that the effectiveness of the CRC programs is being jeopardized as a result of the work-burden of the key teachers that hinder them from effectively discharging their roles and responsibilities. This may have a negative effect on the provision of experience-sharing and training for teachers in that the key teachers will not have enough time to accomplish their roles in this regard.

Independent sample t-test was conducted to compare the difference in response between principals and teachers in relation to work load of key teachers' impact on school cluster management effectiveness. The result obtained from the independent t-test (0.306) is less than the table value (1.96) at $p<0.05$ which denotes that there was no statistically significant difference between the mean values of the two group of respondents.

Concerning the Item 3 which says work load of cluster center supervisors is reasonable factor in school cluster management efficiency. This was supported from teachers and principals mean response rate, teachers (M = 4.00, SD = 0.84) and principals (M = 3.94, SD = 0.998). Thus, the response rate of both principals and teachers were inclined to agreed scale. This implied that work load of cluster center supervisors was a reasonable factor hinder effectiveness of school

cluster management. The result obtained from the independent t-test (.281) is less than the table value (1.96) at $p<0.05$ which denotes that there was no statistically significant difference between the mean values of the two group of respondents. This means that work load of cluster center supervisors was factor that hinder effectiveness of school cluster management in the study primary schools.

With regard to Item 4 which focuses on the extent to which lack of budget contributed to the ineffectiveness of the CRCs. Hence, the response rate of the two groups using the mean score value of teachers and school principals were ($M = 3.61$, $SD = 1.06$) and ($M = 3.94$, $SD = 1.00$) respectively. Therefore, the response rate of both principals and teachers were motivated to agreed scale. This showed that lack of budget was a factor that contributed to the ineffectiveness of school cluster management. The t-test result 1.21 is less than the t- critic (1.96) at ($p < 0.05$) which denotes that there was no statistically significant difference in mean scores between teachers and principals respondents $t(189) = 1.21$, $p = 0.228$. From this evidence it may be deduced that school cluster management ineffectiveness was related with the budget.

The fifth question item dealt with the degree of the problem observed with regard to shortage of skilled manpower for the CRC management. Hence, the response rate of the two groups using the mean score value of teachers were ($M = 3.60$, $SD = 0.92$) and that of school principals were ($M = 4.00$, $SD = 0.97$). An independent t-test between groups was conducted to explore the degree of the problem observed with regard to shortage of skilled manpower for the CRC management. Thus, there was no a statistically significant difference between the two groups on Item 5 to at $t (189) = 1.65$, $p = 0.10$.Despite reaching statistical insignificance, the actual difference in mean scores between groups was relatively high.

Regarding item 6 of Table 4.6, was concerned with the degree of the problem of lack of awareness about the purpose of school cluster model. Hence, the mean value $M=3.88$, $SD=1.03$ and $M=3.61$, $SD=0.92$ were obtained from both teachers and principals' responses respectively. This finding revealed that the problem of lack of awareness about the purpose of school cluster model was rated at agreed scale both by teachers and principals.

Independent sample t-test was conducted to employed to check whether there is significant different or not between the response of the two participant groups. Accordingly, there was no

significant difference in the means scores of principals (f(189)= 1.11, p = 0.269). This showed that the majority (the largest proportion) of teachers and principals confirmed that the problems had serious impact on school cluster resource management in the study area.

The intentions of Items 7 were to determine the extent to lack of awareness of cluster model purposes and implementing strategies among the community. As shown by the data, mean value of the groups of respondents were 4.0 and 3.75 including a 3.89weighted mean value. From this, one can infer that lack of courage and commitment from principals and heavy work load on principals, lack of awareness about the implementation strategies of school cluster model are the most important factors that hinders effectiveness of school cluster management.

Independent sample t-test was conducted to employed to check whether there is significant different or not between the response of the two participant groups. Accordingly, there was no significant difference in the means scores principals (M= 4.0, SD= 1.03) and teachers (M = 3.75, SD = 0.81); f(189)= 1.10, p = 0.273. This showed that the majority (the largest proportion) of teachers and principals agreed that the lack of awareness had serious impact on school cluster management effectiveness.

This indicates that the cluster community was not acquainted with the necessary awareness of the purposes and implementing strategies of the school cluster model. This may imply that the management bodies at different levels of the CRCs, WEOs, EWZEOs and OEB have not given due attention to build awareness of the CRC community by arranging adequate training and workshops at different levels of the CRCs systems. This in turn may negatively affect the capacity, commitment and devotion the CRC actors can have to implement the cluster programs because they will not have an opportunity to know what advantages it will have in the teaching-learning process and how they can maximize their contribution in this regard. And also they may be in short of the knowledge of what mechanisms and methods to employ to attain the objective of the cluster centers.

Item 8 of Table 8, shows the impact level of lack of clear school cluster guidelines on school cluster resource management. Thus, it was rated at agreed scale from the two groups of respondents with the weighted mean (M=3.71, SD=0.96that calculated from mean of principals' response (M= 3.94; SD=0.998) and teachers' response (M=3.89; SD=1.01). An independent

sample t-test was employed to check whether there is significant different or not between the response of the two participant groups. Accordingly, there was no significant difference in the means scores of principals and teachers f(189)= 0.179, p = 0.844. This showed that there is consensus among the respondents about the seriousness of the lack of the guidelines.

As observed from the data in the Item 9 of Table 8 the largest proportion of each of the respondent groups indicated that the problem in this respect was serious/very serious. This indicates that the school clusters resource centers management systems and the cluster community have been in a great difficulty with regard to the knowledge of the What, Why, How and by whom to accomplish school cluster tasks which in turn might have lead them to a haphazard ways of doing things which may be the result of the fact that the WEOs and OEB did not provide adequate guidelines to the CRC and school. The implication of this may be that the development, distribution, and fair and optimum utilization of the guidelines have not been given due attention by the higher bodies in the education/cluster system.

Concerning Item 10, from the same Table 8 respondents were asked whether or not turnover of coordinators of CRC exist in the study area. Then the result indicated that the mean of teachers is M=3.67, S=0.98) and mean of principal is (M=4.13, SD=0.62) with a weighted mean of (M= 3.53,SD=0.99). This was rated at agreed scale by both participant groups. Therefore, turnover of coordinators of CRC were important factors that hinder effectiveness of school cluster management. An independent sample t-test was conducted to check whether there is significant different or not between the response of the two participant groups. Accordingly, there was no significant difference in the means scores of principals (M= 4.13, SD= .64) and teachers (M = 3.53, SD = 0.99); t(189)= 1.81, p = 0.072. This indicates that the respondents' opinions were in consensus about the seriousness of the turner over of coordinators of CRC on school cluster management.

Principals and teachers confirmed that the problem in the cases was serious/ very serious. In particular, the experts indicated the problem as very serious one. This implies that there is no stability in the assignment/posting of CRC coordinators and supervisors in the CRC management system. This may have a negative effect on the effectiveness of the management and provision of supervisory services in the CRCs because coordinators and supervisors who have developed some experiences in the position will not have adequate opportunity to stay there and the newly

assigned ones take some time to develop necessary experiences to manage the system efficiently and effectively.

This implies that the CRC systems have not been effective in stabilizing the assignment and efficient utilization of individuals in these positions. This will have a negative impact in that: (i) the experienced person leaves the position when he/she is expected to contribute to better performance and (ii) the fresh recruit takes some time to develop experience. In relation to this, one of the problems with the supervision of clusters as Carron, (1998, p. 71) states, many supervisors are fresh recruits and are unable to manage the resource centers.

Response from Item 11 of Table 8, that lack of community participation/support was rated mean scores (M=3.53, SD=0.99)by teachers and (M=4.0, SD=0.97) by principals' respondents with weighted mean values of 3.68±1.0. There was no statistically significant difference between groups as determined by independent Sample t-test (t (189) = 1.84, p = 0.067. The reason for this similarity may be due to the fact that there is agreed upon standard and requirements among the respondents about the community support that the CRCs are expected to get.

The last item of this particular section was concerned with the degree to which lack of facilities was serious in affecting the effectiveness of the cluster programs. The result found 4.05 teachers and 3.94principals' respondents with mean values of 4.00 weighted mean values was inclined to scale of agree.

As a result of this, both groups of participants were in consensus about the impact of lack of facilities on school resource management effectiveness.

There was no a statistically significant difference between the response of the two groups as determined by an independent t-test t(189) = 0.497, p = 0.620). The large proportion of the teachers and principals, confirmed that the problem encountered with regard to this particular issue was very serious. Lack of facilities such as pedagogical centers, training rooms/halls, separate CRC offices, libraries and the like may negatively affect the capacity of the CRCs to enhance professional development of teachers, improve quality of education, and efficiently manage the systems programs.

> *Shortage of budget, basic materials, cluster guidelines and skilled manpower as very serious problems. This information shows that there was factors that affects the*

> *effectiveness of CRCs management and this in turn jeopardizes the achievement of the objectives of the cluster systems in bringing about improvements in the teaching-learning performances of the cluster systems. Finally, the respondents suggested the need to: 1) give incentives to CRC supervisors at remote areas 2) allocate financial budget and basic materials 3) provide continuous and relevant training for the cluster communities as policy solutions to alleviate the problems(July, 2020).*

From the so far observed findings, it can be concluded that workload of coordinators, supervisors and key teachers; lack of budget, skilled manpower, awareness, guidelines/instructions, community participation and facilities; and turn-over of coordinators and supervisors were serious problems that hinder the effectiveness of the CRC management systems in the study districts' CRC. Similar to these findings, in his review of the status and performances of school clusters in Ethiopia, (Ayalew, 2004:38-39) points out the drawbacks facing the school clusters program. Similarly, Asnake (2007:81), Sefelig (2007:86-87) and Tewodros (2006:85) have also identified common difficulties that challenge school clusters program in their studies including inadequate financial and material support, lack of qualified human power, lack of awareness of Woreda cluster management committee, lack of teacher motivation to participate in clusters activities, and poor follow up and evaluation system of school clusters.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of three sections: Section 5.1 presents summary of the major findings of the study, Section 5.2 deals with the conclusion drawn from the findings of the study and section 5.3 presents recommendations of the possible measures forwarded.

5.1. Summary of the Findings

School cluster model is adopted and implemented to ensure the economic, pedagogic, administrative and political purposes of education systems. The ultimate intention of cluster model is also to realize access, efficiency and quality of education. Accordingly, school clustering has been implemented in Gobu Seyo Woreda education system for the same purpose.

Cognizant of this, the purpose of this study is to assess the practices and challenges of the management of primary school cluster resource centers in Gobu Seyo Woreda. More specifically the following specific objectives were designed for the study:

- To examine the status of CRCs in practicing activities for the implementation of school cluster model.
- To investigate the extent to which the major managerial functions are being practiced in managing the CRCs.
- To identify the major problems that has been hindering the effectiveness of the school cluster resource center management system.

To attain the intended purposes, the following guiding research questions were formulated.

1. What activities being practiced in the CRCs?
2. To what extents are the major managerial functions are being practiced by the cluster centers management systems?
3. What are the major difficulties that have been hindering the effectiveness of the CRC management system?

A descriptive survey design was employed for the study. Accordingly, four CRCs were purposively selected and four satellite schools were selected randomly selected. A total of 197

respondents (with representatives from WEO experts, CRC supervisors, and clusters school center and satellite schools teachers) were involved in the study.

Questionnaire and interview were employed for the study as data gathering tools. Percentage, mean and standard deviation and one way ANOVA were used as statistical tools for data analysis and interpretation. Accordingly, the following major findings were identified from the study.

5.1.1 Characteristics of the Respondents

The majority of the respondents were males indicating that females have had less opportunity for both responsibilities and other positions. Concerning the educational levels of the respondents, it ranges from diploma to first degree. However, the majority were degree holders. This indicates that there is an encouraging trend in this regard. It was also observed that the majority of the respondents were teachers. This is so because their population was relatively larger than that of others and they were the ultimate beneficiaries of the CRC management services. With regard to years of service, the respondents have relatively adequate experience in both the current and other positions.

5.1.2. Status of the Practices of Cluster Model Purposes

It is generally agreed that the implementation of school cluster model is to achieve economic, pedagogic, administrative and political purposes that ultimately aimed at the improvement of education quality. As the findings of the study indicated:

- Mutual and fair sharing of resources among member school is not adequately practiced.
- Community involvement in management and support of the CRCs is almost insignificant.
- The responses of the majority of the respondents revealed that the system has brought about a better framework for teacher inspection.

5.1.3. Activities practiced of Cluster Model

Appropriate and feasible activities should be employed if the school cluster purposes are to be achieved. The gathered data indicates that:

- Allocation of financial budget and basic materials for the running of cluster tasks is not given attention and this implies that the cluster programs are probably handicapped by this situation.
- No attention was given to the development of cluster committee capacity to improve their managerial competency. This makes the coordinating capacity of the committee questionable.
- Community involvement in managerial, financial, labor and material support is not practiced as one strategy of implementing the cluster model.
- Experience-sharing among schools and teachers is encouraging.

5.1.4. Planning of School Cluster Activities

- Even though the cluster systems have plans for short-term activities, they have not adopted the system of planning for long terms activities.
- The findings of the study indicated that the culture of involving the major stakeholders (teachers, PTA members and KETB members) in the planning process has been very weak.

5.1.5. Organization and Staffing of School Cluster Resource Centers

The extent to which the CRCs are organized and staffed determines the ultimate effectiveness of the system's objectives. The evidence from the respondents, however, showed that CRC were organized and stuffed (CRC supervisor and one principals); Thus these were not facilitated for the CRC cluster community with regard to the provision of cluster guidelines that would have been used as a reference to be guided with in an effort to be aware of one's responsibility, and accountability in the cluster management system.

5.1.6. Monitoring and Evaluation of School Cluster Activities

To take timely corrective measures the programs of CRCs need to be monitored and evaluated. However, as the responses of the majority of the respondents indicates:

- The CRC has no adequate and regular plan for monitoring and evaluation of the cluster programs and the process did not adequately involve the major stakeholders (teachers, PTA and KETB members).

- The finding indicated that the evaluation process was not transparent enough and the results were not reported to higher bodies regularly.

5.1.7. Factors that have been Hindering Effective Implementation of CRCs

The preceding sections have showed that the CRC management system was not effective in bringing about the expected results and realizing the objectives of school cluster model. This problem is attributed to different factors. The findings with regard to this are summarized as follows:

- Work load of CRC supervisors, lack of financial, budget, lack of community support, and shortage of facilities were very serious in hindering the effective accomplishment of the cluster activities. Other difficulties such as shortage of skilled man-power, lack of awareness about the purposes and implementing strategies of the school cluster model, lack of important school cluster guidelines and turn-over of the CRC coordinators and supervisors were also indicated as serious problems.

5.1.8. Solutions Suggested by the Respondents

- Allocating financial budget to run the CRC management activities.
- Providing continuous and relevant training for the cluster community to build their capacities.
- Giving incentives to CRC supervisors who work at remote areas.
- Providing basic materials for the CRC management activities.

5.2. Conclusion

In Ethiopia, school clustering has been employed as a means to decentralize educational organization and management to ultimately improve quality and efficiency of education. To achieve this purpose, the fulfillment of economic, pedagogic, administrative and political requirements is crucial. To this end, the development of vision to proceed fast enough in setting up a pro-active and efficient management and to build the financial, material and staff capacities needs to be given due attention.

The implementation of school cluster model in primary schools of Gobu Seyo Woreda was in doubtful. The findings of this study show that, in the first place, there is no adequate over all awareness about the purposes and implementing strategies of the cluster model on the part of both the management bodies and the implementers of the system. The majority of the purposes of CRC management system are not properly materialized in cluster systems. This implies that the cluster systems did not have comprehensive vision in managing CRCs.

This lack of community support may be attributed to the lack of awareness and mobilization about the role and responsibility they would have in managing and implementing the cluster activities. It is obvious from observation that the community actively participate in the support of its respective individual school in separation. Here, the problem seems to be the fact that the community had not yet developed the culture of seeing the school cluster system as an organizational unit and demand their support. This implies that one of the causes for less effectiveness of the cluster center in their performance do the lack of community participation in the management and implementation of the cluster programs.

The key managerial functions are not well practiced and the main stakeholders/CRC community did not participate in the management system. The cluster management system could not ensure the proper organization and staffing of the system. The CRCs were found below their expected capacity with regard to financial budget, facilities, basic materials and skilled manpower without which the system will be handicapped in an effort to discharge its responsibilities efficiently and effectively. It is not enough to decentralize responsibilities to the cluster center level. It requires material, financial and technical assistance at least to start with.

The cluster centers' management system has not been participatory in its processes of planning, organizing and implementing. The most important stakeholders of the system PTA, KETB and teachers have not been incorporated in the CRC management committee. It should be reorganized that the CRCs cannot go ahead even a step in isolation from the participation of the local community.

5.3. Recommendations

In the preceding sections various difficulties that have been hindering the efficiency and effectiveness of the CRCs management systems have been witnessed. In this section some possible policy measures are recommended:

5.3.1. Awareness and Consensus Building

- School cluster model is a recently introduced strategy in Ethiopia. In order to be acquainted with the why and how of the implementation of this strategy, each of the actors of the CRCs need to build adequate awareness so that they will be able to contribute what is expected of them. Thus, the OEB, ZEO, WEO and CRCs should arrange workshops and short-term trainings to build awareness and reach consensus among the cluster communities about the purpose, requirements and strategies to be followed in the implementation process.
- Consensus should be built among the managing bodies and implementers at different levels of the cluster systems by providing training, seminars and meetings about what standards, criteria and requirements are to be considered to determine the extent to which the systems have been achieving their objectives and to identify the gaps to be bridged and proceed with the promising performance.
- To mobilize all the actors of the cluster systems, clear instructions and guidelines play important roles. Thus, OEB should provide clear and sufficient guidelines to clearly define the roles, responsibilities, authority and accountability of each segment of the cluster systems and training manuals to provide adequate in-service trainings. WEOs also should distribute the already arrived guidelines and manuals to each CRC and the neighboring member schools.

5.3.2. Providing Technical Assistance

- Currently, the CRCs have focused only on the short-term plans. However, if they had intended to achieve the expected results of educational quality, the cluster systems would have also established clear vision, mission, value, long-term plans and activities. The bodies at higher hierarchal levels (OEB, ZEO and WEO) should also provide necessary

technical assistance such as imparting skills on how to establish clear vision, mission, value, long-term plans, and how to organize teachers in to study groups.

5.3.3. Organizing and Staffing the CRCs Adequately and Properly

- It is believed that the absence of proper organization and staffing is one of the causes for the ineffectiveness of the CRC management. Hence, the CRCs, WEOs and OEB should design a system of activities practiced to coordinate the efforts and contributions of both government bodies and NGOs to secure a pool of financial, material and human resources. This may include allocating annual budget, designing project proposals and presenting it to NGOs for fund requisition.
- To solve the problems of organizing the CRCs with necessary manpower
  - WEOs should assign additional support staffs such as students' record officer, pedagogical center facilitators/coordinators to each CRC.
  - WEOs and CRCs should revise the organization of the CRC committees to ensure that representatives of PTA, KETB and teachers are included, in addition to the CRC supervisors and satellite schools so that participation of the community in the management and decision-making of the systems is realized.

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APPENDICES

APPENDIX B

ADDIS ABABA UNIVERSITY

INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by teachers and principals

General direction

The ultimate purpose of this study is to access **practices and challenges of school cluster resource center management of primary school in Gobu Seyo Woreda**.

The information collected through this questionnaire will be used only for academic purpose your response will be kept confidentiality and you are kindly requested to complete the questionnaire carefully.

Please read the instruction in each items in the questionnaire carefully before you give your response .If you want to change any of your response ,please make sure that you have cancelled the undesired ones.

N.B. No needs to write your name and there is no need of consulting others to fill the questionnaires. Thank you very much for your patient and dedication to respond to entire question.

Thank you in advance for your cooperation!

PART - I: Background information of the respondents

Direction .Please put a mark (√) in your choice among the following alternatives with respect to back ground information in the space provided in the box for each item below.

1.1. School/woreda education office/school cluster resource centers_____

1.2. Sex A) male ☐ B) female ☐

1.3. Age A) 18-22 ☐ B) 23-27 ☐ C) 28-32 ☐ D) 33-37 ☐

E) 38-42 ☐ F) 43& above ☐

1.4. Work experience A) 1-5yr ☐ B) 6-10yr ☐ C) 11-15yr ☐

D) 16-20yr ☐ E). 21-25yr ☐ F) 26-30yr ☐ G) 31& above ☐

1.5. Academic qualification A) 12^{+TTI} ☐ B) 10^{+TTI} ☐ C) $10^{+diploma}$ ☐

D) $12^{+diploma}$ ☐ E) Degree ☐ F) Others ☐

1.6. Your present position A) teacher ☐ B) Unite lead ☐

C) Department head ☐ D) principal /v ice principal ☐

I. The activities and implementation of school cluster model

Key: 1.Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Activity practiced	Response of the respondents				
		1	2	3	4	5
1.	Practice of decentralizing responsibility to cluster level					
2.	Enhancing community involvement in cluster management					
3.	Enhancing community in material support					
4.	Enhancing community in financial support					
5.	Programmed mutual sharing practice of experience among teacher					
6.	Enhance capacity of CRC committee at cluster center level					
7.	Increase teacher's competence through in-service teachers professional development					
8.	Promote flexibility &responsiveness in cluster management					
9.	Allocate budget and basic material to practice implementation of cluster programs					

10. Discus that the activities perform in your school to make the school cluster model!

_____

_____

_____

11. Discus that activities of school Cluster center to gives in-service training in your school?

_____

_____

_____

II. Practice related to the planning aspects of CRC management

Key: 1.Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	**Items**	Response of the respondents				
		1	**2**	**3**	**4**	**5**
1.	The school cluster plans for long term activity					
2.	The school cluster plans for short-term activity					
3.	Formal need assessment before planning					
4.	Teachers' involve in planning					
5.	PTA members involve in planning					
6.	KETB members' involve in planning.					
7.	CRC committee members involve in planning					

Is there participatory planning and implementation between staff from the schools?

_____

_____

Is there all short and long term activities has a plan?

_____

III. The status of organization and staffing of CRC's

Key: 1.Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Items	Response of the respondents				
		1	2	3	4	5
1.	CRC guidelines in the schools available					
2.	CRC guidelines in CRCs available					
3.	Guidelines are clear					
4.	Respondents have knowledge about the selection criteria of CRCs					
5.	Respondents involvement in the selection of CRC					
6.	Key teacher(s) is/are assigned for the CRCs (professional educational background to lead)					

Is all your school community use CRC guideline?

_____

_____

How you participate in CRC committee selection?

_____

_____

IV. The monitoring and evaluation aspects of CRC management

Key: 1.Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	**Items**	**Response of respondents**				
		1	**2**	**3**	**4**	**5**
1.	The CRC committee has plan for monitoring the cluster program					
2.	The CRC committee has a plan for evaluating the cluster program					
3.	The Evaluation system is participatory					
4.	The Evaluation system is based on objective results					
5.	The Evaluation results are reported to higher bodies					
6.	The Evaluation system is transparent					
7.	Feedback about the Evaluation results is provided timely					

8. How often do you observe CRC committee has a plan to monitoring and evaluating the cluster program?

_____

_____

7. How often do you observe the evaluation system is transparent?_____

_____

_____

V. Factors that negatively affect the effectiveness of school cluster management

Key: 1.Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Items	Response of respondent				
		1	2	3	4	5
1.	Work load of cluster center coordinator is reasonable					
2.	Work load of key teachers is reasonable					
3.	Work load of cluster center supervisors is reasonable					
4.	Lack of budget					
5.	Lack of skilled man power					
6.	Lack of awareness about the purpose of school cluster model					
7.	Lack of awareness about the implementation strategies of school cluster model					
8.	Lack of clear school cluster guidelines					
9.	Turnover of coordinators of CRC exist					
8.	Turnover of CRC supervisors exist					
9.	Lack of community participation/support					
10.	Lack of facilities					

11. What factors negatively affect the effectiveness of school cluster management in your school?_____
_____
_____

12. What possible activities are under taken in your school to solve the factors?

_____
_____
_____

APPENDIX B

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INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview questionnaire to be answered by woreda education office officials and School supervisors

Dear respondents,

This interview will be part of the study, designed for the collection relevant data about the topic "Practices and Challenges Of School Cluster Resource Center Management Of Primary School In Gobu Seyo Woreda**".** So your sincere cooperation in answering each question is highly important and you responses to all parts of the directions would be kept confidential. Writing your name will not important.

Thank you in advance for your cooperation!

Direction I: Background information of the respondents.

1.1. School_____

1.2. Sex A) male ☐ B) female ☐

1.3. Age A) 18-22 ☐ B) 23-27 ☐ C) 28-32 ☐ D) 33-40 ☐

E) Above 40 ☐

1.4. Work experience A) 1-5yr ☐ B) 6-10yr ☐ C) 11-15yr ☐

D) 16-20yr ☐ E). 21-25yr ☐ F) 26-30yr ☐ G) 31& above ☐

1.5. Academic qualification A) 12^{+TTi} ☐ B) 10^{+TTI} ☐ C) $10^{+diploma}$ ☐

D) $12^{+diploma}$ ☐ E) Degree ☐ F) Others ☐

1.6. Your present position A) teacher ☐ B) Unite leader ☐

C) Department head ☐ D) principal /v ice principal ☐

II. An interview guides for woreda education office officials and School supervisors with regard to general information in CRCs

1. What is the importance of school cluster system in your context?
2. What are the actual achievements in implementing the school cluster model?
3. How do you evaluate the capacity of CRCs with regard to:
    a. Financial
    b. Material
    c. Management
    d. Professional capacities?
4. What major problems do you observe in implementing the system?
5. What measures do you suggest?

APPENDIX C

I. Background of the information

The purpose of this checklist is to collect relevant data on the study titled **"**Practices And Challenges Of School Cluster Resource Center Management Of Primary School In Gobu Seyo Woreda**"**. Since the data which the researcher is going to collect using this instrument are vital for the success of the study, the concerned school personnel are kindly requested to show all the documents which the data collector asks them to do so. Be sure that the data will be used for academic purpose only and information will be strictly confidential and kept only with the researcher.

I. The Profiles of the School

Name of the Woreda……

Name of the School ……

III. Guidelines for document Analysis

1. The presence of CRC guidelines
2. If present its publicity to the concerning bodies /stake holders
3. The potential of the manuals/guidelines to show the expected objective of the CRC
4. The availability of files which contain check-lists and letters to follow the activities of the CRCs
5. The monitoring and evaluation conducted by higher hierarchical level
6. Feedbacks given by higher hierarchical level
7. The presence of strengths and weaknesses of each activities identified and documented
8. Regarding documents which show the provision of need based trainings
9. Documents which show PTA and community involvement in school activities