THE CONTRIBUTION OF CIVIL SERVICE REFORM PROGRAM TO IMPROVE EDUCATIONAL QUALITY IN SOME SELECTED SECONDARY SCHOOLS OF ADDIS ABABA

BY

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ACRONYMS

AAEB- Addis Ababa Education Bureau

BSC- Balanced Score Card

BPR- Business Process Reengineering

CBS- Capacity Building Strategy

CSRP- Civil Service Reform Program

CSRPS- Civil Service Reform Programs

EDPM- Educational Planning and Management

EFA- Education for All

EPRDF- Ethiopian People Revolutionary Democratic Front

ESDP- Education Sector Development Program

FDRGE- Federal Democratic Government of Ethiopia

GEQIP- General Education Quality Improvement Program

GTP- Growth and Development Program

HROD- Human Resource and Organizational Development

HR- Human Resource

IIE- Institute for International Education

ICT- Information Communication Technology

MDG- Millennium Development Goals

MoCS- Ministry of Civil Service

MoCB- Ministry of Capacity Building
MoE- Ministry of Education
MoFED-Ministry of Finance and Economic Development
MoPSHRD- Ministry of Public Service and Human Resource Development
NCBP-National Capacity Building Program
PBM-Performance Based Management
PSCBP-Public Sector Capacity Building Program
PSTA-Parent Student Teacher Association
SAP-Structural Adjustment Program
SDG-Sustainable Development Goals
SIP-School Improvement Program
STV- Satellite Television
UNICEF-United Nations International Children’s Emergency Fund
Abstract

The purpose of this study was to analyze the contribution of civil service reform program implemented in secondary schools of Addis Ababa in improving educational quality. The civil service reform program was started in Ethiopia in 1990s aimed in restructuring and reforming public institutions in response of the nation’s needs and expectations. In 1990, the FDRGE launched the Structural Adjustment program (SAP) which was financially supported by some international financial Institutions such as IMF and World Bank. In 2004 National Capacity Building program was designed under the umbrella of SAP with having 14 sub-projects. In the same time the PSCBP emerged comprising six sub-programs and one of these sub-programs was the CSRP aimed to improve the service delivery across the country in all public organizations.

In order to look at the impacts of the implementation of CSRP in secondary schools of Addis Ababa City administration, data was collected from various levels which are working on the implementation of the reform program. The descriptive survey method was used in order to obtain data from respondents. In order to accomplish the purpose, data was collected from both primary and secondary data sources. Primary data was obtained from schools, woredas, sub-cities and regional Bureaus. Secondary data was collected from government’s policy documents, annual abstracts, reports and related documents. Purposive sampling technique was used to select three sub-cities among ten in the city administration. As schools are operating in its objectives directly related with the learning achievement of students, the reform taking place in schools should contribute for the improvement of teaching and learning. In this regard, information collected from teachers, school principals, parents and educational officials at different levels showed that there was hardly a few contribution of CSRP for the betterment of school teaching and learning achievements. The findings showed that schools are working under poor facilities and more focus was given to the preparation of paper work rather than measuring the actual impacts of the CSRP. The research findings further identified that there were larger numbers of plans which school leadership and management are expected to work on. According to the finding, some of these plans have no any contribution in solving the problems of the schools. Indeed, the agenda of assuring educational quality become under question. Therefore, appropriate measurement would be needed in relation to the various reform programs implementing in schools. The schools actual problem and working conditions would be examined carefully before designing and implementation of reform in schools. Hence, this study comes up with some recommendations to be considered by concerned bodies such as staffs orientation and training, resource allocation and coordination of all stockholders toward the achievements of students’ learning objectives.
CHAPTER ONE
INTRODUCTION

This chapter consists of the background of the study, statement of the problem, objectives, significance, delimitation, limitation and definition of the key terms. In the background of the study both the history and current status of the Civil service reform activities in Ethiopia with focus on secondary schools has been discussed. The significance of the study was also seen in order to identify the actual performance of the civil service reform program and its impact in school setting.

1.1. Background of the Study

Civil service program was started in Ethiopia during Emperor Menelik in 1907. The Emperor tried to follow the European way to practice modern civil service and formed cabinet names. But the actual essence of the system was not shifted from the traditional Feudalistic nature. The aim of civil service was mainly ensuring efficient arrangements for the tasks of the government. The Emperor Menelik’s attempt to bring the western oriented administrative system to move Ethiopia to have modern civil service was prohibited by his death in 1913 (Getachew and Common 2006). Even though many historians believed that modern Civil service was started function during Emperor Hailessilasse era in 1960, Emperor Menelik’s attempt to build modern Civil service in the country had great value in history of establishing modern Civil service in Ethiopia.

During the period of Emperor Hailesilassie in 1960, civil service legal frameworks had introduced with a uniform nature across the country. However, because of the factors emanated from the very nature of the regime, Civil service was not capable enough to carry out the progressive aspiration of the nations. In this regard, high concern was given to political loyalty in assigning civil service posts and the degree of political interference affected standard operating procedures. So, Civil service repeatedly failed to deliver the intended service to the public (MoCB 2007).

During the Dergue regime, the Ethiopian civil service was adjusted mainly in line with the idea of capitalizing socialism in the country. The Dergue assigned military leaders in various civil
service positions across the country. The subsequent years of the Dergue regime were classified by the centralization of administration in addition to the inefficient service delivery and negligence of the public concern (Hewet 1975).

As many Authors argue that civil service in the Dergue regime was not organized in purpose of serving the nations, but for the enhancement of the idea of socialism in the country. Most of the civil service rules and regulations were geared with how to stimulate the system through the civil service rather than gave rooms for how to serve the nations and overcome the poverty and other vicious problems of the country.

As of 1991’s the EPRDF led government has taken a major steps on a paradigm shift with ultimately to eradicate poverty and achieve MDG’s and SDG’s in restructuring its civil service. With some pre-requisite forms of loan conditionality from the international financial Institutions contributed to SAPs, the government introduced the civil service reform program (CSRP) in 1996. The CSRP was part of a wider attempt to effect policy of transition from the old practices of civil service function to new and customer oriented civil service forms (Pawlos 2001).

In order to fight the poverty as a prior issue, the government planned building the capacity of the country through established fourteen National Capacity Building program (NCBP) to be implemented at different levels of the country. One of those capacity building programs was the Public Sector Capacity Building Program (PSCBP) which in turn included the civil service reform program (CSRP) aimed on addressing the bottleneck of the nation in relation to improve the service delivery activities in public sectors throughout the country. In addition to that, the CSRP is desired to build a fair, transparent, efficient, effective and ethical civil servant by creating enabling legislation, developing good operating systems and training staffs (Getachew and Common 2006).

Ministry of Capacity Building stated in its policy document (MoCB: 2002) five interrelated and inter-wined sub-programs of CSRP, named top-management systems program, human resources management program, expenditure control and management program and service delivery improvement program and ethics program which were aimed to create the logical framework for the implementation strategy.
It was further explained by the MoCB that these mentioned five key sub-programs of the CSRP have to be implemented in all public organizations and sectors structured from Federal to District (woreda) levels. Among these public sectors schools are considered as the key practicing area aimed in improving the outcome of the teaching and learning activities. It was also described in MoE (1995) that the achievement of Education Sector development program (ESDP) and General Education quality improvement package (GEQIP) at school level must be evaluated by using CSRP as a tool. Improving the quality of education was one of the major priority areas that the CSRP was expected to achieve at the school level.

In support of the above statement, UNICEF (2000) states that improving civil service aspects in schools has benefit more in acquiring the targets of educational quality. The implication here is that re-structuring the civil service organizations in accordance with the current needs and plans of the education society, facilitates the base for improving educational quality. Even though the quality of education can be affected by numbers of factors, Civil service reform program undertaken by schools has its own impact on improving educational quality. For this rationale, the Ethiopian government has given due attention to restructuring the civil service reform program in various levels of the Educational Organizations with special focus on schools.

For instance, (MOE 2016) when the new Education and training policy has been set at the country level in 1994, one of the focus areas was reforming the civil service structures in the schools. Among the development of the new education and training policy in the country, detailed process of re-structuring and re-adjusting the civil service parts in the school compound considered as a main task for the state government.

With regard to the process and implementation of CSRP, the former MoCB was responsible across the country. After designing the respective CSRP for sectors and Ministries, the program was implemented by their respective sectors under the direct supervision and coordination of the MoCB. Later on MoCB changed its name to Ministry of Civil Service (MoCS) holding the same responsibilities and accountabilities.

The newly readjusted MoCS was changed to Ministry of Public service and Human Resource Development (MoPSHRD) in 2015 with no change in its roles and responsibilities in regard to evaluation and supervision of CSRPs across the country (MoCS 2015). As mentioned by the
policy document of the MoPSHRD, the main responsibility on supervision and evaluation of CSRP in education sector including schools was left to MoE. In addition to the earlier mentioned basic reasons that forced the government to reform the civil service of the country, lack of good governance, increased public grievance in regarding to service provisions and, poor capacity of civil servants in order to serve the nations as per the set standard were also considered as potential sources of problem areas for implementing CSRP.

The government also introduced additional reform tools in 2005 which were practiced in successive and aligned ways with implementation of CSRP including Business Process Reengineering (BPR), Performance Based Management (PBM), Balanced Score Card (BSC) Citizen’s Charter, automation technique and Civil Service Change Army (World Bank, 2008).

The experience over the past years with the introduction of performance based management related systems – BPR, BSC and PBM implies to the need for a coherent and consistent plan and implementation to avoid confusion and conflicting priorities of CSRP in various organizations. One of the measures taken by the government as to tackle the mentioned problem as stated by the document of GTP I was putting all the reform agendas under the nutshell of the capacity building and good governance (MoFED, 2012).

The government also took various means in order to solve the ambiguity and confusion of the CSRPs at schools. There have been trainings for educational experts, supervisors, midlevel officials, school principals and teachers on the conceptual and practical sets of CSRPs including all the tools which were introduced later to the reforms. But as described by Getachew and Common, still the conceptual challenges and confusion with the implementation of the reform tools have been observed in schools (Getachew and Common, 2006).

There are also various other plans which would be used in together with CSRPs at school level. For instance, in all schools, there were School Strategic plan, School Development Plan, School Improvement Plan, BSC plan, Change Army plan, Citizen’s Charter document, Self development plan, PSTA plan and School Annual Plan which were considered as part of the CSRPs. All schools across the country without considering the conditions of their internal working environment have to use these mentioned plans, programs and tools.
In looking in to the mentioned background of the study areas, there might be seen lots of confusion in almost all schools in overall process and implementation of CSRPs. Schools have different and sometimes unique working environments but they are obliged to implement the centrally prepared and top-down programs, plans and tools in order to improve the quality of learning outcomes. And also the number and types of plans confused teachers, school principals, administrative staffs and even sometimes parents and students. Government report confirms that school leaders use most their time in paper work in order to get good ranks in annual supervision and evaluations regarding the implementation of reform programs and tools rather than giving priority for academic achievement of specific learning goals.

This study therefore, attempts to assess the impacts of CSRP specifically addressing the five elements of CSRPs, BSC, BPR and the citizen charter on improving educational quality in some selected secondary schools of Addis Ababa City Administration.

1.2. Statement of the Problem

The implementation status of the CSRPs at schools as evaluated in 2001 (in the CBS paper) by the government was below the expectation. The report showed that more focus was given to technical aspects and paper works rather than changing the attitude of school clients. In addition to that, lack of commitment from various stakeholders also considered as a major problem for poor performance of CSRPs at school levels. The evidences showed (CGAA, 2014) that there were no such clear achievements in improving the quality of education at schools by the implementation of CSRP. There were also no clear demarcations to outweigh the better performance either from CSRPs or GEQIPs (AACBB, 2016).

Having evaluated the status of CSRP implementations during 1996-2001 at schools, the Federal government of Ethiopia (MoCB, 2002) designed for accelerated implementation of the program as part of the capacity building strategy for schools. Indeed, in 2002, MoCB in collaboration with MoE established centralized leadership and directives to take care of CSRPs that took place in fragmented ways at schools. As mentioned in various reports (MoE, 2003, MoCB, 2004), even though numerous attitudinal, structural and systemic changes have been resulted, there are still challenges in schools to address the goals of CSRPs. Lack of interest on stakeholders to change
the rules, regulations and practices inherited from the past in accordance to the needs and interests of the actual working environments of the schools has play great roles for poor performance of the program (MoE, 2016).

In addition, staffs of the schools are under-rewarded and hence the system does not attract and retain skilled manpower who works in order to improve the educational quality through the tools of CSRPs. Because of the above stated challenges of the design, implementation and evaluation of the CSRPs at schools, the impact of CSRPs at school levels is not clearly known. Since the majority of tasks related to the process of teaching and learning are done at school level, the ongoing implementations of CSRPs would have shown the impact in improvement of educational qualities. Though there are other factories that might affect the quality of education at school level, the implementation of CSRP have to show its share in improving the quality of education.

In fact, the government claims that there are progressive changes in aspects of good governance and service delivery procedures since the implementation periods of the CSRPs in the country, some of the reports and supervision documents showed that the CSRP had not achieved its goal in most of the schools. The government periodically revised and introduced numbers of tools which would be the solution for the poor performance of CSRPs but it was not easy for educational sectors to overcome as stated by the annual report of MoE (2016). The main difficulties for schools were that the overlapping in implementation of both CSRPs and GEQIPs. In addition to the above stated problems, Yosef (2011) agreed that systems like BPR, BSC, Citizens’ Charter and PBM initiatives were not included in both PSCBP and CSRP as sub-programs during the reform program formulation. Hence, the introduction of these tools newly to the already existing CSRPs created confusion on the part of implementers and the confusion became high for schools.

Some of the experts in the public sectors argue that CSRP failed to address the intended objectives due to many reasons. The sustainability of the tools, the specific objectives that the tool intended to achieve and the organizations’ internal culture either suitable for the centrally designed reforms are questions to be answered. Above all, the CSRPs and its accessory tools in improving the process of teaching and learning at school level would be seen boldly in comparing to the implementation of GEQIP. Some Authors also argue that from the very outset
there were misunderstanding of the reforms for schools which have completely different settings and working environments compared to other civil service Institutions. For instance, by the evidence found at AAEB in implementing BSC at various secondary schools, among the 18 higher level objectives set centrally, all schools took 17 common objectives and only one unique objective was left to their mandates. These phenomena resulted in cascading difficulty as well as measuring performances of each school which shared 17 common objectives that were not relevant to all schools which were working under varied working environments and their own targeted learning attainments (AAEB 2016). The other well noted problem in school setting was related to using technology for automation. The aim of automation was to have corporate sector performance on daily, weekly, monthly, quarterly and annual basis. It would be difficult to report the cumulative performance that shows the improvement of the educational quality undertaken on the daily or weekly basis by using automation.

There were also ambiguities in using numerous items of plans tools at school bases. Both teachers and officials at various levels were not clear on how to follow and use these various documents which held the same contents. There has been also lack of skills and experiences by school heads to carry out these programs at the grassroots levels of schools. There have been two versions of planning and reporting (the physical plan and report and the BSC plan and report) each school should expected to present to the respective hierarchies (MoE 2016).

In addition to the above mentioned problems, the grievance on Education quality issues become to its peak in recent times. The City government’s Annual and Quarter reports clearly mentioned that the inefficiency; ineffectiveness, unethical practices and lack of integrity and inconsistency among the CSRP were resulted poor performance of goals set at schools.

Therefore, this research is intended to assess the impacts of civil service reform programs in improving educational quality at some selected secondary schools in Addis Ababa aimed to answer the following basic questions:

1. To what extent the working environment of secondary schools facilitated for implementation of CSRP?
2. What are the major challenges faced in implementing CSRP at secondary Schools?
3. In which activities of the school was the contribution of CSRP found?
1.3. **Objectives of the Study**

The general objective of the study is to analyze the impact of CSRPs in improving educational quality in some selected secondary schools of Addis Ababa. In line with this general objective, the specific objectives of the study are to explore the working environment of secondary schools, to identify the challenges that the secondary schools are facing during the implementation of CSRP and to find the impact of the CSRP in relation to those sub-programs which are implementing at secondary schools. Suggestion will be also provided for the concerned bodies of the government based on the major findings of the problem study.

1.4. **Significance of the Study**

The significance of the study can be seen in three ways. First, the study is expected to identify the status of the working environment of selected secondary schools of Addis Ababa City government and this may help the concerned bodies to take timely measures to minimize the problems. Second, the study also may give directions to extract the challenges of the secondary schools in implementing the CSRP and help re-think the alternative ways to tackle those challenges at school settings. Third, the study may serve for the subsequent researchers as a reference to conduct further study in similar problem areas and also may show an alternative solutions in issues related to the implementation process of CSRPs at secondary schools.

1.5. **Delimitation of the Study**

Though CSRPs are carried out at all levels of schools, the study is delimited to identify its impact on improving educational quality at some selected secondary schools of Addis Ababa. Addis Ababa is selected for the reason that many of the CSRPs were practiced since the beginning of the implementation of the programs. And also the AAEB is implementing CSRPs at various levels of schools in which some of them are highly facilitated and others are poorly managed and organized. Hence, such complexity forced the researcher to select Addis Ababa as the sample region in order to see the study problem from various angles. Taking in to account time and resources required for the data collection process, the study focused only on three sub-cities among the total of ten sub-cities.
1.6. Definition of key Terms

Civil service: branch of public service concerned with all governmental administrative functions outside the armed services (Hammer, M and Champy J (1993)).

Civil service reform programs: is a deliberate action to improve the efficiency, effectiveness, professionalism, representativeness and democratic character of civil service with a view to promoting better delivery of public goods and services with increased accountability (http://www.Wikipedia.com).

Impact: The action of one object coming forcibly in to contact with another, a marked or strong effect or influence on someone or something (MacMillan Dictionary, 2006).

Improving: to bring in to a more desirable or excellent conditions, to enhance value or quality, make better, to increase the value of something (MacMillan Dictionary, 2006).

Quality Education: is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual’s well-being (UNICEF, 2000)

Sub-City: one of an administrative level next to Regional levels in City government of Addis Ababa (AAC, Charter 2008)

Woreda: Local administrative unit which is responsible for managing and supervising public affairs (MoCB, 1994)

1.7. Organization of the Study

The study thesis contains five chapters. The first chapter contained the general background of the study problem from its historical and current status perspectives. The second chapter contained the reviewing of the source documents for the study problem. In this regard, literatures from various sources, government annual and quarter reports, policy documents, current research works and internet sources were reviewed and analysed. The third chapter explains about the methodology of the research problem. The fourth and fifth chapters addressed the data presentation and analysis and conclusion and recommendation respectively
CHAPTER TWO

Review of Related Literature

This chapter deals with reviews of the concept of reform in civil service, the rationale for the civil service reform program in Ethiopia, concept of quality in education, educational quality indicators and standards in Ethiopian secondary schools, and the relevance of using CSRP to improve Educational Quality in Ethiopian Secondary Schools.

2.1. Concept of Reform in Civil Service

Global Phenomena result accelerated changes in terms of technology, market and information regardless of the boundaries of the States. These dynamic changes emanated from various sources such as technological innovation, public pressure, and demand in quality services push the governments and their Institutions to re-define their role in accordance to the need and demand of their societies. The process of these changes is considered by the government in the status of increasing desire for improving services through effective service delivery, transparency, accountability and rules of law. The World Bank explained that public sector reform has “great potential to reduce poverty” and that “good … government institutions are associated with higher income growth, national wealth, and social achievements” (World Bank, 2000).

Many literatures state that the public sector reform programs have great advantages for enhancing development in at least two measure ways. On one hand, it will lead to better delivery of the basic public services that affect living standards of the poor, and on other hand, it creates conducive environment for private sectors to achieve their development goals. In this regard, many countries plan to reform their public services with the evolving and changing roles of the states in order to face the challenge of adapting to these dynamic factors (Miller, 2005). Atkilt expressed (Atkilt 1996) that civil Service is the operational arm of the state government that could be used for the implementation and administration of public policy. It must keep pace with the changing environments in order to meet the demands of the people.
The purpose of “reform” is to re-orient the Civil Servants into a dynamic, efficient and accountable apparatus for public service delivery built on the ethics and values of integrity, impartiality and neutrality.

Thus, the purpose of Civil Service reform is to increase the quality of public services to be delivered to the citizens and enhance the capacity to carry out core government functions, thereby, leading to sustainable development. When the program derived to school system, it directly relates with the process of teaching and learning that would be considered as the primary purpose of the school system. The Federal Ministry of Education in its education Sector Development program v (ESDP V, 2015/16) mentioned the problem of quality of education in Ethiopian secondary schools and interventions would be practiced in order to tackle the problem. As stated by the document (ESDP V, 2015/16) the low quality of outcomes and persistent high dropout and repetition rates identified in the schools and the result reflects low quality of educational inputs –skilled teachers, relevant teaching and learning materials and poor practices of leadership and management.

Hence, the government of Ethiopia through its Public Service reform Program continues to improve and modernize its systems to support the development of the country and provide timely and high quality services to all customers. To this effect, Ethiopian Government has taken the initiative to build the capacity in all the regional states of the country. Based on this initiative, the Addis Ababa city Administration adopted reform programs to promote transparency, accountability & good governance across all institutions in the City. The former CBB and now PSHRDB is the responsible organ for supervising, coordinating and guiding the implementation of CSRP initiatives of the City Administration.

As mentioned by the policy document of the Bureau of CB (AACBB, 2002), the PSHRDB gives due emphasis to the following major activities:

- Create, build and strengthen capacity building programs in collaboration with the City Administration organs, and design efficient urban management guidelines for the City Government and organs of the municipality,
- Improve service delivery by adopting appropriate strategies, coordinate the execution of civil service improvement program and offer necessary technical and professional support, improve & strengthen the Civil Service Program in a consistent manner,
- Provide professional support to executive offices under the City Administration on human resource and organizational structure upon request,
- Monitor, evaluate and provide feedback to execute the Civil Service Programs at all levels and check performance in relation to the expected outcome and impact.

As briefly expressed in the above policy document, more focus was given to capacity building programs. There was a hardly mentioned statement about the role of CSRP in improving the quality of teaching and learning at various levels of school systems. The guideline for CSRP for education sectors which was developed by both MoE and MoCB (MoE, 2002) also stated that by building the capacity of teachers and educational professionals, the poor quality of education might be improved on timely basis. But the question ‘how’ has not been answered successfully in the document. The school inspection report of the city government (AAEB, 2011) identified that the failure of education system to ensure students academic achievement and the acquisition of basic skills was emanated from poor school infrastructure, weak relationship of school community and local government and poor support from the political leadership. Even though the city Government committed to fill all levels of schools by academically qualified, motivated and ethically fit teachers, the academic achievement of students show that there would be urgent solutions for schools to improve the quality of education across the city (Ibid).

2.1.1. Meaning of Civil Service Reform

The definition and meaning of CSRP has not reached on the same agreed ideas in many researchers. The MoCB in its policy document (MoE, 2002) stated that even though there were different kinds of interpretations and definitions given by different researchers, the more relevant definition chosen for the plan and design of CSRP to be implemented in Ethiopia was taken from the definition of Michael Hammer (2006) which stated as:
Civil service reform is a deliberate action to improve the efficiency, effectiveness, professionalism, representatives and democratic character of a civil service, with a view to promoting better delivery of public goods and services, with increased accountability which is primarily implementing in public institutions aimed at maximizing the intended productivity or output.

We can see from this definition that CSRP include activities like data gathering and analysis, organizational restructuring, improving human resource management and training, enhancing pay and benefits while assuring sustainability under overall fiscal constraints, and strengthening measures for public participation, transparency, and combating corruption.

The major motives for the emergence of CSRP at the beginning 1990s in Ethiopia (MoCB, 2010) were:

- The ineffectiveness of policies, rules and regulations on civil service,
- Lack of experience on planning and implementation by the civil service in order to ensure structural set up for monitoring and control,
- Lack of managerial know-how, absence of standard job classification and low service delivery systems (CSR report, 1994)
- Poor motivational systems of employees and high-turnover,
- Lack of accountability, responsibility and a means to attract the citizen to participate actively on the public issues.

The statement above showed that organizational effectiveness and efficiency would be maximized by reforming and restructuring overall working procedures in the public organizations. But the debate was putting all organizations and institutions in to one box could not be reasonable for changing deep-rooted old age systemic problems across the country. The challenge becomes high when it goes to educational organizations and schools. Even though schools are working under the general rules of the Federal Democratic Republic of Ethiopia’s civil service proclamation, both the working environment and also the problems of schools are different from other public organizations and Institutions.

In this regard, MoE (2015/16) designed and reformulated the ESDP in giving emphasis to improve the academic achievement of students at different levels. One of the major issues indicated to solve the problem of low academic achievement of students in the ESDP V was
quality of education. Quality of general secondary education was assessed in the document (Ibd) and given attention to solve the observed problems such as school infrastructure, leadership and management of schools, curriculum and text book, ICT implementation through satellite TV and more focus would be given to the training process of teachers at all levels. The ESDP V has no reference about the implementation of CSRP at schools as a tool in order to solve the challenges that schools were faced in relation to quality of education.

2.1.2. Objectives of the Civil Service Reform Program

The civil service as primary tool of government for implementing the policy and programs must keep pace with the changing situations in order to meet the demands of the people. Based on these ideas, the ultimate goal of government in developing countries is to reduce poverty and to enhance effectiveness of public institutions (Atkilt 1996). On the same manner, MoCB (2010) stated that implementing CSRP in public institutions has double missions, on one hand it has to solve the service delivery of the Institutions and on the other hands, by improving the service delivery systems, public Institution would contribute a lot for the reduction of poverty in enabling the citizens to work within in a better working environment.

As Ethiopia is one of the UN member states, the policy documents of the CSRP referred the UN millennium development goals (MDG) sustainable development goals (SDG) as an additional input for the formulation of the later reform tools such as BPR, BSC and orientation of ICT supported services to the public organizations. The UN (UN, 2015) member states adopted MDGs and SDGs to create better world for the nations. The first two goals in MGDs are focused on eradication extreme poverty and hunger and achieving universal primary education. One of the SDG is also directly related with the provision of quality education. Therefore, it can be seen that the need for the formulation and continuation of reform agendas and tools for the public institutions was considered as one of the means to achieve the international agreements regarding the reduction of poverty and provisions of quality education.

The overall objective of the CSRP is to restructure the civil service in such a way as to make it more productive, effective and efficient, and strengthen its capacity for the implementation of all the plans, programs and projects of the government. On the same way, CSRP was designed to contribute for improving the management of resources in the public sector. This is consistent
with Civil Service Reform in many African countries (World Bank, 2000), whose purpose is to improve the effectiveness and performance of the civil service and to ensure its sustainability over time. Generally the main objective of CSRP is to put forward proposals to restructure the administration of the civil service so as to make it more reliable and to face the changes and increasingly demanding challenges in years ahead and meet the demands of the society (World Bank, 2002).

Another major objective of the CSRP was stated by Michael Hammer (2006) that it can be considered as a response to build strong governance. Furthermore, public Institutions would implement CSRP in order to create conducive working environment for employees and leaders. Building strong governance benefits both the Institutions and customers. According to Michael (Ibd), Institutions can benefit in implementing CSRP that it provides career and employee development, help together employee suggestions, create ways and means to provisions of incentive awards, helps to rate the progressive performances of workers, helps to plan promotion strategy and create opportunity for the establishment of organizational culture to manage the complaints and grievances. There was a difficulty in connecting these benefits to the objects of schools while in designing and planning of CSRP for Ethiopian school systems. A report produced by the MoFED (2013) stated that the main problem of the CSRP implementation in Ethiopian schools was lack of correlation of the reforms prepared by Ministry of Education and Ministry of Capacity Building. The Federal government of Ethiopia, Ministry of Education prepared lots of policy documents, programs and plans that directly address the school actual problems in relation to teaching and learning. The plans and programs based on education and training policy were intended to improve the school working capacity and in turn to ensure the quality of education. For instance, SIP, ESDP (I, II, III and V) and GEQIP are some of the programs designed by the Federal Ministry of Education. The CSRP (Five interrelated reform programs) and some other additional programs (BSC, BPR, automation, citizen charter) designed by the Ministry of CB were expected to change the working culture of schools and improve the quality of education. Hence, there was lack of coordination in designing and implementing the reform programs at school level. The lack coordination result schools to run many programs that some of them have no contribution in improving the process of teaching and learning (MoE, 2015).
2.2. Rationale for Civil Service Reform Program in Ethiopia

Since over a decade, Ethiopia’s transformation agenda has evolved over three phases (1992, 1996-2000 and 2001 to onwards) in response to a growing awareness that pervasive deficits in capacity have hindered the ability of the state to secure the fundamentals of the poverty reduction and democratic development including responsive service delivery, citizen empowerment, and good governance (MoCB, 2004). However, the first reform phase in the early days of EPRDF was politically motivated by aiming to root out an entrenched problems remained from the Dergue regime (Clapham 1995, cited by Yosef Taye, 2011). Following the consolidation of power, the government also acknowledged the deep institutional constraints on basic functions such as policy making, service delivery and regulation. Core public management systems at the federal and regional levels were hindered by outdated civil service legislation and working systems, the absence of a medium term planning and budgeting framework, ineffective financial and personnel management controls, inadequate civil service wages and inappropriate grading systems, poor capacity for strategic and cabinet-level decision-making, and insufficient focus on modern managerial approaches to service delivery (MoCB, 2001). In recognition of these constraints, the government embarked on a compressive CSRP in 1996, making the second reform phase 9MoCB, 2001).

Indicative of Ethiopia’s “first generation” capacity building efforts, the CSRP sought to build a fair, transparent, efficient, effective and ethical civil service primarily by creating enabling legislation, developing operating system and training staff in five key areas (MoCB, 2002) which were derived from the PSCBP. The Five key functioning areas of the sub-CSRP can be summarized as follows.

1. **Expenditure control and Management sub-program:** aimed at controlling, supervising, auditing, and procuring process and taking corrective measures over the funding allocated for the organization.

2. **Human resource Management:** concerned with hiring, motivating, maintaining workforce, training and development, Compensation of employees, strategic management and planning of HR and implementing rewards.
3. **Service Delivery:** Focusing on four elements. First, service culture that aimed in building elements of leadership principles norms and work habits and vision. Second, employee engagement includes employee attitude activities, purpose driven leadership and HR process. Third, service quality includes strategies, processes and performance management systems. Fourth, customer experience includes elements of customer intelligence, account management and continues improvements.

4. **Top management system:** by building the capacity of the top management members enabling them to overseeing the entire organization in a visionary and purpose driven leadership approach in order to respond to the need of nations accordingly.

5. **Ethics:** aimed to create organizational cultures that comprise employees and leaders who act ways of respect, integrity, customer focus, results-oriented work procedure and risk-taker.

Each sub-program was further split in to a number of projects. For instance, there were six projects under the umbrella of service delivery sub-program (Fekadu Nigissie, 2013) listed as development of service delivery policy, grievance handling directives, award system in the civil service, methods integration of related public service, preparation of technical directives for improving civil service delivery and service delivery standard directives. As we can see that some of the projects were expected to be implemented at higher levels of the government organization.

In the above lists the mentioned key areas in the reforming program are related with service delivery institutions. But these key reforming areas were expected to be implemented at all institutions across the country. There were no options to see their impact on education sector but education sectors were primarily targeted areas to adopt and implement these tools at all its operating sections. There is also recent research which criticizes about the implementation of the above mentioned elements CSRPs at schools in providing evidences that the system of education has to be reformed in its own parameters rather than having the same reform tools across the country (Adriana Tiffany, 2015). Specifically, educational organizations and its respective institutions would be seen in its own perspectives.
On the same perspectives, an International Institute for Education (IIE, 2016) stated in its annual international conference journal that the major problem in reforming education in developing countries is reforming education without understanding the goals of education in relation to both national and international development agendas. Any reform agenda taking place in education system should be based on the solving the problems of the process of teaching and learning. The ongoing CSRP with its entire package is under critics in many aspects.

2.3. The Concept of Quality in Education

Quality in education is the heart of the whole system of educational organizations. It influences what the students learn, how well they learn and what benefit they draw from their education. As education is a multi-dimensional concept, quality in education is relative and not easy to measure as like in other industrial organizations. The quality aspect in education embracing all functions and activities of education including teaching and academic programs, research, staffing, student’s affairs, building facilities, equipment management, and service to the community, academic environment and taking into account the national cultural values and circumstances. It can also be seen in international dimensions such as exchange of knowledge, interactive networking, mobility of teachers and students and international research projects (MoE, 2002). However, public debate on quality in education usually concentrates on students’ level of achievement in grade marks.

In support of this Samoff, (2007) on quality issues in education in third world countries pointed out that:

*There is as yet no consensus on the definition of the term “quality” in educational setting. More importantly, notions of quality change over time and are tied to societal values. There is also the relative lack of meaningful data that could provide indicators of quality. More specifically, lack of common understanding in all educational process key participants made the task of measuring educational quality complex. The indicators for quality education measure beyond the mere student’s grade point achievement. How the school contributed for the behavioral change of the students would be seen as a central point.*

The above statement concludes that the quality of education cannot be seen in perspectives single or a few indicators. The overall behavioral change of students would be evaluated
among other things in order to say that the school is working toward the improvement of quality education.

In line with the above statement (Tiffany Adriana, 2013) also agreed that the quality of education system could be measured using various indicators. He further explained that there are generally four components that should be identified and taken in to account in assuring good quality of education. These components are curriculum, students, teacher, and circumstances- organizational factors of school, the environment where the school is working, government and other external and internal factors affecting the process of teaching and learning.

An evaluation of approaching EFA goals in Ethiopian education training policy (LJohana, K.Raija and R. Kolawole, 2015) reported that “education quality and efficiency issue will be explored using teacher’s pedagogical training, student and teacher ratio, educational expenditure and student achievement”. The ways how the different scholars pointed out to measure the quality of education differs but there are some common indicators which found in most of the findings.

It is also proved (UNICEF, 2001) in many aspects that for many people, political authorities, parents and communities, teachers and education administrators, “education quality” are being defined by the achievement of national examinations. In their role of measuring quality, they actually specify what it is that they want. The logic of such an orientation is quite straightforward. Education systems set objectives and those objectives are then processed in the curriculum and teachers’ guides. The mastery of the curriculum is measured by national examinations. Hence the best indicator of high quality education is a high score on the national examinations. When students perform well on national examinations, then it is reasonable to conclude that they have had high quality education. But, in many cases the measurement of education quality would be beyond the academic achievement of national or regional examinations. It comprises various indicators in which some of them have to measure in after long journey of students learning life.
2.4. Educational quality indicators and standards in Ethiopian Secondary Schools

It has rightly been said that welfare, prosperity and security of nations depends upon the quality of the education system prevailing in that country (UNICEF, 20001). The better the standards of education, the better will be the position of the prosperity of the nation. In the present age of science and technology, the advanced and developed nations are dominating in the world only due to their latest knowledge (Harvey and Knight, 1996 cited by Getachew 2015). The methods of measuring standards and how standards relate to the different concepts of quality are the cornerstones of educational institutions. Standard is a word used to denote both excellent and ordinary being both an identification of uniqueness and a measure by which conformity is judged. In the following sub-topics, the indicators of education quality in secondary schools in general and in Ethiopia secondary schools in particular are explained in detail.

2.4.1. Indicators of Education Quality in Secondary Schools

In the above sections, it has been seen that quality in education is difficult to define and measure. In practice, however, it is often described in terms of the educational experiences that help produce those outcomes of learning of students. Because in process of teaching and learning measuring input is easier and less cost rather than measuring outputs. But even if information on the availability of school input is important, attention is required in drawing conclusions about quality from this information alone. This is because factors external to the school also influences the students’ eventual level of academic achievement.

In general indicators of quality learning achievements of secondary schools (Dare 2005) are:

- Out of school factors that include a broad range of variables such as the socio economic back ground of the families and students,
- School related factors that include a broad range of factors comprising the input, the process and the outputs, and
- Individual related factors that include parent’s support to their children learning process.
The above mentioned points are some of the education quality attainment indicators at any level of schooling. It was also as stated by UNISCEF (2002), children’s learning is a function of school inputs and family background. But out of these indicators, school related inputs have been found to have the most significant effect on student learning. Generally, there are three education quality indicators which are tools or measures that are used to assess a quality characteristics or the achievement of quality objectives. Indicators provide information about the state of particular systems and are typically used as yardsticks in comparisons. The three aspects of quality indicators are input, process and output.

The issue of educational quality was highlighted in new education and training policy of Ethiopia (FRDGE, 1994) that “in adequate facilities, insufficient trainings of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education provided”. The policy document further explored the solution (Ibd) as “educational support will be provided in order to promote the quality of relevance and expansion of education, due attention will be given to the supply, distribution and utilization of educational technology, and facilities”. As we can see from the policy statement, the educational quality indicators are in one way or another similar to the previous mentioned research findings. It can be concluded in two main categories – the availability or scarcity of human or material resources would affect the performance of that particular school or educational organization. The design and implementation of the CSRP for schools should have to consider these versions that how the reform would solve the poor performance of education in using the indicators.

For this we can see the definition and conceptual analysis of Dare’s (2005) definition of quality indicators of education as “performance indicators that refers to a quality characteristic or objective, thus indicating to the broad context of performance evaluation in which the learners operate”.

According to Dare input refers the availability of material and human resources. The process indicates the procedures of changing the input in to output and the nature and quality of these inputs significantly determine the outcome of educational provision.
2.4.2. Educational Quality Indictors in Secondary Schools of Ethiopia

UNICEF (2002) stated points in relation to education quality in terms of efficiency, equity and access to education, and the practice of decentralization in education sectors of Ethiopia. A study result on students’ participation, dropout and academic achievement in secondary schools showed that there was progressive improvement from time to time. The number and professional levels of trained manpower in almost all levels of educational organizations has been increased. Parents’ involvement in their children’s education becomes improved. On the contrary, the study revealed that there had been still problems in regarding to participation of girls, variations in the rate of the school-going population among regions, the pupil/teacher ratio was slightly below the standard, and growth in enrolment was affected by a shortage of teachers, textbooks and lack of space in existing schools. Dropout was a serious problem and difficult especially in rural life, involvement in agricultural activities for boys, and early marriage and fear of abduction of girls were additional reasons. The quality of education was affected by an inadequate supply of curricular materials and a shortage of classrooms, desks and teachers. There was no significant gender disparity in terms of grade repetition but still boys performed better than girls in most of the studied schools and regions.

The above listed problems simply show that the quality issue in Ethiopian secondary schools is fall under question. The reform of educational institutions and schools would be more recognized and fruitful if it would have been answered questions prevailing the issue of educational quality and fills the gaps in between what is going on and what would be. Reforms that have no ability to meet the current challenges of the institution would in turn need another reform rather than giving solutions for the puzzles of the organizations.

The education sector development program (ESDP V, 2015) also confirmed that “the failure of the education system to ensure student learning and acquisition of basic skills such as literacy and numeracy contribute to observed poor attainment and achievement”. Following the above evaluation, the ESDP V pointed out the solutions for solving the problems. Accordingly, appropriate concern should be given to teachers and leadership, curriculum and textbook assessment, use of ICT and improving the quality of school infrastructure and facilities. In a look at both the problem and proposed solutions, we can see that educational quality improvement would be achieved in bringing together both human and material resources as input. The
contribution of the sub-programs of CSRP which are implementing in schools was not mentioned in all the documents and literatures. There was no indication about implementation of CSRP in secondary schools to tackle the quality problems.

2.4.3. Barriers in provision of Quality Education in Secondary Schools of Ethiopia

The path to arrive on quality is not a smooth, nor is it a straight forward one. To the contrary, there are several barriers that the quality planner in education must overcome. Removing these barriers completely may not be feasible, but an effort must be made to minimize their adverse impact on the school system. If no effort is made to control for the effect of these barriers, the internal efficiency of the school system will be very low resulting in a waste of already–scarce resources. Hence it is important that these barriers are clearly understood before they are tackled. UNICEF (2002) identified five categories of barriers to quality of education: household; policy; infrastructure; community beliefs and practices, and educational related barriers. Each of these barriers has a high potential of compromising the internal efficiency of the school system and thus eroding the quality of education offered.

Apart from these categorized barriers there is a wide range of conditions for failure. These conditions either act as barriers in themselves or they promote adverse effects of the barriers. We can summarize the barriers of quality education from the previous discussions and policy documents as:

- Shortage of resources, facilities,
- Insufficient teacher training,
- Poor school leadership and management,
- Overcrowded classes,
- High student-teacher ratio,
- Lack of conducive working environment.
2.5. The Relevance of using CSRP to Improve Educational Quality in Secondary Schools

So far, the review literature has showed some sections of the importance of CSRP in wide context and also its role in education sector in general and secondary education in particular. Ethiopia as a country used lots of tools which assumed to be a solution in improving service delivery systems in the public Institutions. Though, since its implementation some achievements have been recorded, there is still a debate in its relevance that implementing the CSRP for the education sectors to improve the ongoing quality of education. The process of teaching and learning has long steps in order to arrive on final outcomes. Unless, using the reform tools to tackle the current problems of the sector, it is not being convinced ideas that using CSRP for school environment would improve the quality of education.

As mentioned by the Ministry of Capacity Building (MoCB, 2002):

*The major objective of the reform program was to get rid of the backwardness and the deep-rooted, old age and anti-development paradigm that, tightly dominate and govern the overall structure and environment of the civil service throughout the country. Implementing the CSRP with all its projects at all levels of the public Institutions will be the central assignment for the employees and political leaders as well.*

The objective of implementing the reform in all organizations across the country was mainly focused on radical shifting of the already operating systems in the civil service. The missed opinion as many literatures mentioned was the question of what kind of reform for which organization?

On the same platform of the reform agenda stated by the Ministry of Capacity building (MoCB, 2002) was about the quality of outputs of service delivery in civil service organizations. Reformed and new operating system, strengthen human resource capacity and strengthened organizational or Institutional capacity in order to bring maximum high quality productivity in all civil service organizations was the very detailed expected outcomes of the reform.

The major constraint being discussed by many scholars in reform program of CS across the country was basically put in to two main places- the relevance of centrally designed and planned
program for all organizations in regardless of its mission and working environment and measuring the corporate achievements in single tool across the country and organizations. Hence, this study may bring some findings to have looked at the challenges encountered and lesson learned for further activities in education sector especially in secondary schools of Addis Ababa.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design and methodology. The study method, data source, sampling technique, instrument and procedure of data collection and method of data analysis are discussed in detail.

3.1. Research Design

In this study the descriptive survey design was used. This design was assumed to be sound for obtaining actual information and opinion in study problem through observing and gathering data from respondents (Creswell. John W.2014). Different literatures were reviewed on status of CSRPs in regarding to improving educational quality at secondary schools. In person observation and visit was also done in order to compare and contrast the actual practices with the data collected from various sources. Reports and civil service reform documents from various government offices and schools were analyzed.

3.2. Data Source

In order to accomplish the purpose, data was collected from both primary and secondary data sources. Primary data was obtained from various levels, from schools, Woredas and Sub-Cities. In this regard, teachers, principals, administrative staffs and parent, student, teacher association (PSTA) committee were used as source of data at school level. At woreda level, head education office, and supervisors and experts were involved. At Sub-City level, head education office, supervisors and experts were contacted. On the other hand, secondary data sources such as government policy documents which explain about CSRPs, reports, education annual abstracts, and government annual reports were used. In addition, relevant and recent information from different websites were included in the study. In person observation to some of the sample schools was also used as one of the source of data.

3.3. Sampling Size and Sampling Technique

In order to gather more holistic information on the study area, data collected systematically from specific departments that crucial to evaluate the research problem. Purposive sampling technique
was used to select three sub-Cities among the ten sub-Cities from City Administration of Addis Ababa. Accordingly, Yeka, Bole and Gulele Sub-cities were selected. Two woredas and two secondary schools from each selected sub-Cities were also determined by purposive sampling technique due to their access to the researcher. A total of six woredas and six secondary Schools (two woredas and two schools from each sub-city) were selected randomly.

At Regional level, from the AAEB two Departments (Department of General Education Quality Assurance, and teaching and learning core work processes) were selected in order to obtain appropriate data about the process and implementation of CSRP at school level. In the same manner, from Bureau of PSHRD two departments (Reform programs support and evaluation and capacity building) were selected by availability sampling technique.

3.4. Instrument of Data Collection

Data was collected through questionnaire and interview. Accordingly, two sets of structured and unstructured questionnaires (one for principals, teachers, and administrative staffs and one for PSTA committee members) were prepared and filled. An interview was designed for head woreda education office, head sub-City Education office and head departments at regional Education Bureau and PSHR Bureau. Interview is appropriate tool because it provides chance for both the researcher and interviewee to communicate verbally in face to face situations that enable the researcher to get primary data. In addition, various documents and annual educational reports of the sample schools, woredas, Sub-Cities and Bureaus were reviewed and analyzed. Observation was considered to be reasonable tool for this study in that it enabled the researcher to see what was going on in real situation at schools where all CSRPs were expected to result changes on quality of education.
Table 1: Number of respondents by instrument

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents</th>
<th>Populations</th>
<th>Instrument</th>
<th>Total</th>
<th>Sample</th>
<th>Questionnaire</th>
<th>Interview</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers and administrative staffs</td>
<td>264</td>
<td>54</td>
<td>54</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>54</td>
</tr>
<tr>
<td>2</td>
<td>PSTA committee members</td>
<td>60</td>
<td>32</td>
<td>32</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Head WEO</td>
<td>6</td>
<td>6</td>
<td>-</td>
<td>6</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Head SCEO</td>
<td>3</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Head DEB</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Head DPSHR</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Head SCPSHRD</td>
<td>3</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
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<td></td>
<td>Total</td>
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<td>100</td>
<td>86</td>
<td>14</td>
<td>14</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Source: own survey, April 2019

PSTAs – Parent, student, teacher Association

WEO- woreda education office

SCEO- Sub-city education office

SCPSHRD- Sub-city public service and human resource development

DEB- Department of education Bureau

DPSHRDB- Department of Public service and Human resource development Bureau

3.5. Procedures of data Collection

As stated above the tools to be used for gathering data were questionnaire, interview observation and reviewing of reports and documents. In order to collect relevant data from respondents, first the questionnaire and interview questions were prepared in English language and then translated in to Amharic because almost all respondents can speak and write Amharic language. The copies of questionnaire paper was distributed for the selected respondents and then re-collected as soon filled. An interview was made with selected officials. Various documents in relation to the implementation of CSRPs at selected schools were reviewed. Finally, actual observation of schools was done in person at some selected schools.
The already filled questionnaire and interview copies were translated in to English and analysis was made.

3.6. Method of Data Analysis

The data obtained from respondents through the questionnaire were tallied, tabulated and frequency counts were changed in to percentage which was used for analysis. The analysis was made by organizing all the same questions in to one category and changing it in to percentage in order to see its reflections. And also the data gathered from interview were analysed qualitatively in relation to the similar questions raised by the questionnaire. Reports, documents and observation were also analysed qualitatively.
CHAPTER FOUR

Data Presentation and Analysis

This chapter concerns with data presentation, analysis and interpretation. The first part of the chapter introduces the profiles of the respondents in relation to its basic characteristics. The second part discusses about the overall data collected from respondents through questionnaire and interview. Regarding the questionnaire, a total of 86 (54 for teachers, principals and administrative staffs at schools and 32 for PSTA committee members) distributed and 80 (93%) were filled and returned. Specifically, from teachers, principals and administrative staffs 51(94%) and from PSTA committee members 29(90%) were collected. Regarding interview, 14 interviewees from woredas, sub-city and regional Bureau conducted. Accordingly, 6 woreda education office heads, 3 sub-City education office heads, 3 sub-city PSHRD office heads and 2 head departments from regional education Bureau and PSHRDB were interviewed. In line with the data obtained from respondents, documents from sample woredas, schools and sub-Cities were discussed in each part of the problem. The researcher also observed some of the sample schools and included the report found from the field observation. The school observation helped the researcher to look at in to the actual phenomena on the school settings and relate it in to the data responded from schools.

In order to see the responses in specific ways, the questionnaire and interview questions are grouped in to sub titles based on the main research questions. Data from document and field observation grouped in to its relevant sections and interpreted. The following section presents data and its analysis.

4.1. Background of the respondents

This part presents information of respondents based on various characteristics such as job position, sex, age, educational background and year of services.
### Table 2: Profile of teachers and administrative staffs

<table>
<thead>
<tr>
<th>No</th>
<th>General Background of the respondents</th>
<th>Specific characteristics</th>
<th>Number of respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td>Job position</td>
<td>Teacher</td>
<td>40</td>
<td>78.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrative staff</td>
<td>11</td>
<td>21.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td>-</td>
<td>-</td>
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<tr>
<td></td>
<td></td>
<td>Total</td>
<td>51</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Sex</td>
<td>Male</td>
<td>36</td>
<td>70.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>15</td>
<td>29.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Age</td>
<td>18-30</td>
<td>26</td>
<td>50.9</td>
</tr>
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<td></td>
<td>31-40</td>
<td>17</td>
<td>33.3</td>
</tr>
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<td></td>
<td></td>
<td>41-60</td>
<td>8</td>
<td>15.6</td>
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<td></td>
<td>61 and above</td>
<td>-</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Educational Background</td>
<td>Below 10/12</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diploma</td>
<td>3</td>
<td>5.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
<td>34</td>
<td>66.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MA</td>
<td>13</td>
<td>25.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Year of service</td>
<td>Below 5</td>
<td>9</td>
<td>17.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6-10</td>
<td>21</td>
<td>41.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11-15</td>
<td>12</td>
<td>23.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16-20</td>
<td>4</td>
<td>7.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21-25</td>
<td>3</td>
<td>5.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26 above</td>
<td>2</td>
<td>3.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

Source: Own Survey, April 2019
As indicated in the table 1, regarding the job position, teachers were 40(78.5%) and administrative staffs were 11(21.5%). As teachers have direct involvement in teaching and learning process, the highest number of teacher’s involvement in the questionnaire may help to obtain relevant data on the research problem. In relation to their sex, 36(70.5%), and 15(29.4%) are males and females respectively. The number of male is greater than female in 21, and the implications is that the participation of females in schools is still needs attention to bring more female teachers and administrative staffs to school settings. When we see their age levels, 26(50.9%) are aged in between 18-30 years and 17(33.3%) are aged in between 31-40 years. Majority of the respondents (above 50%) are young staffs and further investigation needed on status of turn-over on more experienced teachers and administrative staffs in the schools. When we look at in to the educational background, 34(66.6%) of the respondents are Degree holders and 13(25.4%) are MA graduates. Only 1(1.9%) is certificate holder and 3(5.8%) are diploma holders. The information implies that most of the staffs in schools are Degree holders and even the number of MA graduates is in progressive ways when comparing to the last few years of school settings. Regarding the years of services in the schools, 21(41.1%) are served from 6-10 years and 12(23.5%) are served from 11-15 years. The years of services and the age level matches in that most of the respondents are young so that most of them worked for 6-10 years.
Table 3: Profiles of PSTA Committee

<table>
<thead>
<tr>
<th>No</th>
<th>General Background</th>
<th>Specific Characteristic</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Profession</td>
<td>Educational sector</td>
<td>8</td>
<td>27.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrative areas</td>
<td>20</td>
<td>68.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Others</td>
<td>1</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sex</td>
<td>Male</td>
<td>18</td>
<td>62.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>11</td>
<td>37.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Age</td>
<td>18-30</td>
<td>7</td>
<td>24.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31-40</td>
<td>12</td>
<td>41.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>41-60</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>61 above</td>
<td>1</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Educational Background</td>
<td>Below 10 or 12</td>
<td>4</td>
<td>13.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate</td>
<td>7</td>
<td>24.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diploma</td>
<td>6</td>
<td>20.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
<td>10</td>
<td>34.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MA</td>
<td>2</td>
<td>6.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Year of stay in committee</td>
<td>Below 5</td>
<td>11</td>
<td>37.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6-10</td>
<td>16</td>
<td>55.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11-15</td>
<td>2</td>
<td>6.8</td>
</tr>
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<td></td>
<td></td>
<td>16-20</td>
<td>-</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

Source: Own Survey April 2019

As indicated in the table above, 20(68.9%) of the PSTA Committee members are working in the administrative related areas and 8(27.5%) are working in the education sectors in addition to their committee engagement in the school.
As the PSTA committee members are working as a committee member as an additional commitment and voluntary service to the school system, their prior experience in the education sector is not taken as a criteria to be elected as a member. The main pre-requisite to be elected as a committee member is personal commitment and voluntariness. Regarding sex, 18(62.1%) are males and 11(37.9%) are females. The numbers of male committee members in sample schools are greater than females in 7(24.1%). The reason of less participation in number for women committee members needs to be questioned and further studies would be made. In relation to age distribution of the PSTA committee members, 12(41.3%) are aged in between 31-40 and 9(31%) are aged in between 41-60. When we look at on educational levels, 10(34.4%) are Degree holders, 7(24.1%) are certificate graduates, 4(13.7%) are below grade 10 or 12 and 2(6.8%) are MA graduates. In relation to years of service as a committee member, 16(55.1%) are served from 6-10 and 11(37.9%) are served below 5 years. 2(6.8%) of the committee members were served in between 11-15 years. The regulation of PSTA committee membership states that each committee member has to stay as a member for only 3 years unless he/she will be re-elected by the general assembly of the parents (MOE, 2003). In general, the overall information of the respondents indicates that they can understand and give relevant information regarding the question provided to them.
As we can see from the table interviewees were selected from woreda, sub-City and regional educational Bureau. Accordingly, 6 woreda education office heads, 3 sub-city education office heads, 3 sub-city PSHRD office heads and 2 from regional education Bureau were interviewed.
As schools are closely supervised by woreda and sub-city education offices, interviewees from these positions were assumed to have adequate information on the research areas. Regarding sex, 11 of the interviewees were male and 3 were female. The profile showed that 79.5% of the interviewees were male and this implies that majority of the office was held by male. In relation to age, more than 50% of the interviewees were aged between 20-30 years and 28.5% were aged between 31-40 years. The information implies that educational offices at various levels were held by young leaders who were aged between 20-30 years. Regarding educational background, 10 of the interviews were BA holders and 4 were MA holders. In relation to the years of the service, 4 were below 5 years, 6 were from 6-15 years and 2 were from 16-30 and 2 were above 31 years respectively. In general, the characteristics of interviewees assumed that they have adequate information on the research area because of their involvement on the process of the implementation of the CSRP at schools.

4.2. Analysis of Data

The following sections discuss the data collected from different sources. The analysis is done by putting the data in to sub-topics in relation to basic research questions.

4.2.1. Conducive working environment for implementation of CSRP

Table 5: Respondents rate on the appropriateness of the conducive working environment for implementation of CSRP

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>no</td>
<td>%</td>
<td>no</td>
<td>%</td>
<td>no</td>
</tr>
<tr>
<td>1</td>
<td>Conducive working environment created for CSRPs in the school</td>
<td>3</td>
<td>5.8</td>
<td>17</td>
<td>23.5</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>There is periodical discussion with different stakeholders focusing on CSRP at school</td>
<td>4</td>
<td>7.8</td>
<td>17</td>
<td>23.5</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>Customer’s needs and expectations identified before the implementation of CSRPs at your school</td>
<td>4</td>
<td>7.8</td>
<td>16</td>
<td>31.3</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>Necessary resources allocated for SCRPs’s implementation at schools</td>
<td>4</td>
<td>7.8</td>
<td>16</td>
<td>31.3</td>
<td>22</td>
</tr>
</tbody>
</table>

Source: Field survey
As we can see from the table 3 above, regarding the creation of conducive working environment for CSRP, 17(23.5%) disagree and 18(35.2%) undecided. 3(5.8%) were responded as they strongly disagree and 3(5.8%) strongly agree. In relation to periodical discussion with different stakeholders, 4(7.8%) strongly disagree, 17(23.5%) disagree and 14(27.4%) undecided. 8(15.6%) responded as agree and 6(11.7%) strongly agree.

Toward the identification of Customer’s needs and expectations before the implementation of CSRP, 4(7.8%) responded strongly disagree, 16(31.3%) disagree and 19(37.2%) undecided. The remaining 9(17.6%) and 3(5.8%) respondents agree and strongly agree respectively. The large number of respondents responded as undecided and some of them expressed their reason that they were not at the school during the first implementation period of the CSRPs. Resource allocation was fall under undecided that 22(43.1%) of the respondents responded as they were not able to decide about it and 16(31.3%) disagree. Only 2(3.9%) of the respondents strongly agree that the school allocated the necessary resources for the implementation of the CSRPs.

In general the response regarding conducive working environment during the implementation of the CSRP at schools can be summarized as:

- Schools were not well prepared for the implementation of the CSRP
- There was no periodical discussion held with all stakeholders and concerned bodies on the issues related to the implementation of CSRP
- Customers need and expectation was not identified before the implementation of the CSRP and
- Resource allocation was not sufficient.

On the same manner, evidences from interviews showed that CSRP at secondary schools implemented without proper identification of the need and interest of school systems. The respondents are complaining that schools have unique features so that the any kinds of reform should base on the actual problems of the school system. Report documents from the sub-City education office also confirmed that there are numbers of irrelevant activities in relation to CSRP at schools. School leadership and other concerned educational leaders focused on paper works rather than working on actual issues that help improve the learning achievements of students and
help to achieve the goal of schools. Most of the activities reported as an achievement at school setting were not found physical.

The main goal of schools is teaching and learning. Everything taking place at school setting should go in line with these objectives.

The responses from respondents, the interview information and documents all confirmed that the ongoing reform at schools is not relevant for the school system.

4.2.1. Importance of the CSRP for Secondary schools

Table 6: Respondents rating on the importance of CSRP for secondary schools

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>no%</td>
<td>no%</td>
<td>no%</td>
<td>no%</td>
<td>no%</td>
</tr>
<tr>
<td>1</td>
<td>CSRP is important for secondary schools</td>
<td>5</td>
<td>9.8</td>
<td>-</td>
<td>-</td>
<td>25</td>
</tr>
</tbody>
</table>

Source: Own survey, April 2019

We can see from the table 4 that 25(49%) of the respondents agreed and 16(31.3%) strongly agreed in that CSRP is important for secondary schools. On the other hand, 5(9.8%) strongly disagreed on the ideas that CSRP is not important for secondary schools. Information from interviews also confirmed that as schools are operating within dynamic working situations, reform is important like any other intuitions. But the interview information further explained about the types of reform which is convenient for schools and educational organizations. They mentioned that state officials have to take in to account that reform implementation in schools should base on the goals and objectives of the schools which is mainly attached with the learning and teaching processes of children. The supervision report from the city government of Addis Ababa Education Bureau also confirmed that the implementation of CSRP at schools so far is not successful due to various internal and external factors (AAEB, 2016). The report further confirmed that critical identification of both reform and the need and interests of the schools should be given priority before implementing reforms at schools. The researcher also observed that school stakeholders agreed that schools have to be periodically reformed in terms of curriculum, methods of teaching and learning and improving school overall compounds but the question “what type of reform” should be critically investigated before the launch of the reform.
Ethiopian Ministry of Education in its annual abstract also concluded that education sector reform should not be designed and implemented in line with other sectors because of its unique nature and behavior.

Hence, even though CSRP is important for secondary schools, the reform taking place at secondary schools now is nor relevant and appropriate for schools.

4.2.2. Challenges in implementation of CSRP in secondary schools

Table 7: Respondents rating challenges in implementing CSRP in secondary schools

<table>
<thead>
<tr>
<th>no</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>7.8</td>
<td>2</td>
<td>3.9</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>47</td>
<td>11</td>
<td>21.5</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Own survey, April 2019

When we look at table 5, of all the respondents more than half, 28(54.9%) strongly agree that there are challenges at schools during the implementation of CSRP at schools. 13(25.4%) of the respondents also confirmed about the existence of the various challenges at schools during the implementation of CSRP. On the contrary, 24(47%) of the respondents strongly disagree that schools have no strategic means to tackle the challenges facing during the implementation of CSRP. On the same manner, 11(21.5%) of the respondents confirmed that schools have no strategic planning to overcome the problems that face during the implementation of CSRP.

The responses from interviewees confirmed that “CSRP designed for schools were not relevant for us. We are confused with numbers of reform programs and projects which were implementing at schools. Some of them are even difficult to understand”. The researcher’s observation to various sample schools also found the following issues as the challenges of secondary schools during the implementation of CSRP:
- Negative attitude toward the reform
- Lack of skills and knowledge about CSRP
- Poor systems of appreciation, motivation and encouraging better performers
- Lack of discussion with stakeholders
- Giving high focus for process rather than outcome and result
- Lack of resources
- Political interference
- Lack of coordination in between different reform types which ordered to be implemented at schools without proper preparations

### 4.2.3. Impacts of CSRP on overall school working conditions

Table 8: Views of Teachers and administrative staffs about the impacts of CSRP on teachers, administrative staffs, and parents involvement on children’s learning progress

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>no</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>There is performance based compensation during the implementation of CSRP at schools</td>
<td>3</td>
<td>5.8</td>
<td>14</td>
<td>27.4</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Student’s academic achievement improved after implementation of CSRP</td>
<td>1</td>
<td>1.9</td>
<td>16</td>
<td>31.3</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Teachers and administrative staffs become motivated in implementing CSRP at schools</td>
<td>4</td>
<td>7.8</td>
<td>16</td>
<td>31.3</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>Parents involvement on their children’s learning become improved after implementation of CSRPS</td>
<td>8</td>
<td>15.6</td>
<td>18</td>
<td>35.2</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Best performers and others identified after implementation of CSRP at schools</td>
<td>5</td>
<td>9.8</td>
<td>16</td>
<td>31.3</td>
<td>15</td>
</tr>
</tbody>
</table>

Source: Own survey, April 2019
As we can see from the table, regarding the performance based compensation, 20(39.2%) and 14(27.4%) of the respondents undecided and disagree respectively. On the other hand, 12(23.5%) strongly agree and 3(5.8%) strongly disagree. In relation to students’ academic achievement 20(39.2%) undecided, 16(31.3%) disagree and 1(1.9%) strongly disagree. On the other hand, 14(27.4%) agree and 3(5.8%) strongly agree. Regarding the motivation of teachers and administrative staffs, 19(37.2%) undecided, 16(31.3%) disagree and 4(7.8%) strongly disagree. 11(23.5%) agreed and 4(7.8%) strongly agree on CSRP’s impact on motivating the staffs. Toward the parents’ involvement in their children’s learning, 14(27.4%) undecided, 18(35.2) disagree and 8(15.6%) strongly disagree. Of all the respondents 12(23.5%) said agree and 2(3.9%) replied strongly disagree. For the identification of best performer’s after the implantation of CSRP, 5(29.4%) undecided, 16(31.3%) disagree and 5(9.8%) strongly disagree. On the other manner, 15(29.4%) agree and 3(5.8%) strongly disagree.

The general observation of the response from the above table can be concluded that the implementation of CSRP at schools did not bring change on system of compensation, students academic achievement, motivation of staffs, parents’ involvement on their children’s learning and identification of best performers among staff members. Majority of the respondents’ response fall on two categories - undecided and disagree. The implication may be explained as that the implementation of CSRP in their respective schools might not revealed any change on their day to day activities going on the school settings.

The responses from woreda education office head also confirmed that “CSRP at schools has no impact on the academic achievement of students’ because schools are not evaluating and ranking mainly by the achievement of the students’ annual academic mark but priority is given to other administrative processes”. They further explained that teachers and school principals were busy in paper works rather than setting priority for the achievement of their students learning goals. School principals are critically criticizing the importance of CSRP for schools. They mentioned that the main objective of the schools were forgotten by wasting our time in planning and processing the reform without getting its impact on our main objectives.

The complaints go beyond the problems of its implementation management and also there are other plans and programs expected to be implemented in each schools. For instance, schools are ordered to implement school the school improvement package which comprises 6 different
programs in it. Besides, the BSC with its components is also should be implemented in all public schools. Hence, lack of coordination and poor identification level of the appropriate reforms for schools faced the current secondary schools.

Table 9: Views of PSTA Committee members on impact of CSRP on schools overall performance

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Service delivery improved after implementation of CSRP</td>
<td>12</td>
<td>41.3</td>
<td>17</td>
<td>58.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students academic achievement improved after implementation of CSRP</td>
<td>8</td>
<td>27.5</td>
<td>21</td>
<td>72.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>There is clearly stated formalities and procedures to get service from schools</td>
<td>9</td>
<td>31</td>
<td>20</td>
<td>68.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>School leadership and staffs are competent to carry out CSRP implementation</td>
<td>14</td>
<td>48.27</td>
<td>15</td>
<td>51.7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Implementation of CSRP helped school leaders to treat students and parents equally without discrimination</td>
<td>10</td>
<td>34.4</td>
<td>19</td>
<td>65.5</td>
<td></td>
</tr>
</tbody>
</table>

Source: Own survey April, 2019

We can see from table 7 above, regarding the improvement of service delivery before and after CSRP, 12(41.3%) responded Yes and the remaining 17(58.6%) responded No while in relation to students academic achievement 8(27.5%) responded Yes and 21(72.4%) said No. Toward, the existence of clearly stated formalities and procedures to get service from schools, 9(31%) responded as Yes and 20(68.9%) said No while 14(48.27%) and 15(51.7%) responded as Yes and No respectively about the competence of school leadership to carry out the implementation of CSRP.

To what extent the implementation of CSRP helped the school leaders to treat students and parents equally without discrimination was responded as Yes by 10(34.4%) and No by 19(65.5%). In general the perspectives responded by PSTA committee members showed that there was evidence that the implementation of CSRP changed the academic performance of their children. As PSTA committee members have rights to look closely about the achievements of students per semester, their response has the same status with teachers and administrative staffs responded in various ways. The researcher compared the students’ annual academic result
before and after the implementation of the CSRP Kokebe Tsibah secondary school and found that there were no significant changes observed in relation to students’ academic achievement. Even though there were some improvements in some student’s individual subject achievements, there was no evidence that this result was improved because of the implementation of CSRP or not. There was also observed that the school compound has shown some progressive changes since the implementation of reforms in schools. But, the educational officials confirmed in interview that the change was come as a result of implementing SIP in appropriate way rather than the implementation of CSRP. The interviewee from the sub-city PSHRD office disproves the above conclusion in that the development of current schools was the result of the implementation of both SIP and CSRP in combination and coordination. The school principals did not agree with the ideas of the officials from PSHRD. The schools principals argue that CSRP was not helped the school leadership to focus on the process of the teaching and learning process. Most of the CSRP’s focus was on paper based activities rather than giving solutions for actual problems of the school.

4.2.4. Coordination of Stakeholders to Work Together for Betterment of Academic Achievement

Table. 10: Views from teachers and administrative staffs toward the creation of a means for all school stakeholders after the implementation of CSRP

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CSRP created a means to all school stakeholders to work together to improve educational quality</td>
<td>no</td>
<td>%</td>
<td>No</td>
<td>%</td>
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<td></td>
<td></td>
<td>8</td>
<td>16.6</td>
<td>12</td>
<td>23.5</td>
<td>16</td>
</tr>
</tbody>
</table>

Source: Own survey, April 2019

We can see from table above, 16(31%) of the respondents replied undecided, 12(23.5%) disagree and 8(16.6%) strongly disagree. The remaining 11(21.5%) and 7(13.7%) responded as agree and strongly agree respectively. The overall views from the above response showed that the implementation of CSRP did not create a means to all stakeholders of schools to work together to improve the quality of teaching and learning. The interview responses from officials of woreda and sub-City also confirmed that implementing CSRP at schools was time wasting for school
leadership and other concerned bodies. They further mentioned that schools should have to stick to implement the reforms related to general education quality insuring package which was designed to improve the school system country-wide. The school principals also added in their interview responses that there was confusion in the actual school grounds that the number of reforms expected to be implemented at schools are beyond the capacity of school leadership. The general education quality ensuring package which comprises 6 programs, BSC and other basic annual plans are sometimes contradicting each other to put them in to practice. The PSTA committee members in the open questions also confirmed that some of the reform agendas are even difficult for the committee to understand. The PSTA committee members are expected to evaluate and measure the performance of principals and teachers within the general framework of the CSRP. The committee members responded that the incoherence of the reform agendas was the major problems for schools to work on and focus to improve the academic improvement of students.

4.2.5. The impact of CSRP on Improving Educational Quality

Table 11: Views from teachers and administrative staffs about the impact of CSRP on improving the quality of education at schools

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<tr>
<th>no</th>
<th>Items</th>
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<tr>
<td>1</td>
<td>CSRP improved the quality of education in your schools</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
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<td></td>
<td></td>
<td>9</td>
<td>17.6</td>
<td>8</td>
<td>15.6</td>
<td>13</td>
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</tbody>
</table>

Source: Own survey, April 2019

The last question provided for the teachers and administrative staffs through questionnaire was about the impact of CSRP on improving the quality of education. Accordingly, 13(25.4%) undecided, 8(15.6%) disagree and 9(17.6%) strongly disagree. The remaining 10(19.6%) and 4(7.8%) responded as agree and strongly agree. The overall views showed that the implementation of CSRP has no impact on improving educational quality. The interview responses also confirmed that there were no clear cut evidences that the implementation of CSRP has impact on the improvement of educational quality. Some of the interviewees argued that the ongoing CSRP has no capacity to improve the quality of education at school level. Their argument was based on that most of the CSRP focused on administrative measures and procedures rather than showing the ways how to improve the learning capacity of children. There
was a debate in measuring the quality of education at certain learning levels. M.Peter (1990), argued that the question of how to measure educational quality is intimately bound up with more fundamental questions about the nature of education itself. The purpose of education matters during the measurement of the quality of education. Some of the recent research works on the same area (A,Tiffany) found that the quality of secondary schools can be measured by using the indicators such as Curriculum organization, delivery method, organizational support, school infrastructure, student achievement, teacher attitude and teacher competence. The CSRP taking place in the secondary schools should be seen in enabling one or more of the indicators to carry out the process of teaching and learning in a better manner.

The ESDP V (MoE, 2005) put five pillars that can be used as an indicator to measure the quality of general education in Ethiopia:

- Teachers and leaders development
- Curriculum, teaching and learning materials
- School improvement program (SIP)
- Information and communication technology and
- Quality assurance

The ESDP document did not mention about the CSRP as a tool to be used for the improvement of educational quality at secondary schools. The overall responses from respondents showed that even though schools are promoting and working in a progressive ways, the implementation of CSRP in schools was not relevant for the improvement of teaching and learning. Some of the respondents argued that CSRP should have to be implemented in schools for the improvement of administrative services. The school leadership and management was giving much time in preparing and reporting about the activities of the CSRP rather than focusing on the solving the problems of the process of teaching and learning. It was observed that the SIP and GEQIP were more convenient programs to bring academic progress of students rather than CSRP. The already mentioned five sub-programs of the CSRP and also the additional reforms tools such as BSC, BPR and citizen charter were fall under question in bringing impact on improving educational quality in secondary schools in City government of Addis Ababa.
CHAPTER FIVE

Summary, Conclusions and Recommendations

This chapter provides summary, conclusions and recommendations on the basis of the analysis and interpretation of the data collected through questionnaire interview, document analysis and field observation on the sample schools of Addis Ababa.

5.1. Summary

The purpose of this study was to explore the contribution of CSRP in improving educational qualities in selected secondary schools Addis Ababa City Administration. Having these general objectives, the study has attempted to answer the following basic research questions:

1. To what extent the working environment of secondary schools facilitated for implementation of CSRP?
2. What are the major challenges faced in implementing CSRP at secondary Schools?
3. In which activities of the school was the contribution of CSRP found?

A descriptive survey research design was used in this research study. In order to get responses for the above basic questions, the study was carried out in three sub-cities that were selected using purposive sampling techniques. Two woredas from selected each sub-City, a total of six woredas were part of the study. Two schools from each woreda, a total of six secondary schools were selected in purposive sampling technique. The sample population from schools, wordas, sub-cities and regional Educational Bureaus were included in the study by using random sampling, purposive sampling and availability sampling techniques. The population of the study comprised principals of the schools, teachers, administrative staffs, PSTA members, head woreda education offices, head sub-city education offices, head sub-city PSHRD office and head department of regional education Bureau.

Regarding the source of data, primary data was collected using questionnaire and interviews. Secondary data was collected from various documents and field observation. Regarding the questionnaire, a total of 86 (54 for teachers, principals and administrative staffs at schools and 32 for PSTA committee members) distributed and 80 (93%) were filled and returned. Specifically,
from teachers, principals and administrative staffs 51(94%) and from PSTA committee members 29(90%) were collected. Regarding interview, 14 interviewees from woredas, sub-city and regional Bureau conducted. Accordingly, 6 woreda education office heads, 3 sub-City education office heads, 3 sub-city PSHRD office heads and 2 head departments from regional education Bureau and PSHRDB were interviewed. In line with the data obtained from respondents, documents from sample woredas, schools and sub-Cities were discussed in each part of the problem. The researcher also observed some of the sample schools and included the report found from the field observation.

In general, the study was summarized as follows:

1. The responses from the respondents showed that there was no conducive working environment for implementation of CSRP at secondary schools of Addis Ababa. Majority of the respondents confirmed that there was no appropriate preparation before the implementation of CSRP at secondary schools.

2. As schools are operating within dynamic working situations, CSRP is important for secondary schools. But before the design and implementation of the reform program, knowing the actual situation of the schools is important. Majority of the respondents confirmed that most of the reform programs taking place at schools were implementing without adequate preparation for it.

3. The responses from respondents confirmed that there were numbers of challenges in secondary schools during the implementation of the reform program such as negative attitude toward the reform, lack of skills and knowledge about CSRP, poor system of appreciation, motivation and encouraging better performers, lack of discussion with stakeholders and giving high focus for process rather than outcomes and results.

4. The implementation of CSRP at schools did not bring changes on system of compensations, students academic achievement, motivation of staffs, parents involvement on their children’s learning and identification best performers among staff members.

5. Responses from PSTA members confirmed that even though there was improvements in some student’s individual subject achievements, there was no evidence that this result was improved because of the implementation of CSRP or not. There was also observed
that the school compound has shown some progressive changes since the implementation of reforms in schools.

6. The overall views from the respondents showed that the implementation of CSRP did not create a means to all stakeholders of schools to work together to contribute for the improvement of educational quality. The finding further confirmed that implementing CSRP at schools was time wasting for school leadership and other concerned bodies.

7. As the response depicted that the implementation of CSRP has no contribution on improving educational quality. The findings further confirmed that there were no clear cut evidences that the implementation of CSRP has impact on the improving educational quality. The respondents further argued that some of the CSRP has no capacity to improve the quality of teaching and learning at schools.

8. The CSRP implementing at schools was not mentioned in policy documents of ESDP which comprised the road maps of education. The SEDP V (MoE, 2005) put five pillars that can be used as an indicator to measure the quality of general education such as teachers and leaders development, curriculum, teaching and learning materials, school improvement program (SIP), information and communication technology and quality assurance. The document did not mention about the CSRP as a tool to be used as a tool to be used for the improvement of educational quality at secondary schools.

5.2. Conclusions

The CSRP wanted to achieve efficiency and effectiveness so that better quality services provided for customers and accountability as well as responsibility would be ensured for every failure. Its long aim is to bring attitudinal change of both employees and citizens. The implementation of civil service reform program covers various aspects that expected to change public schools in the provision of quality education for its children and youths. In this regard, after implementation of the CSRP at schools limited changes have been observed in those sample schools. The sign of change has been observed that the program created at least an agenda for schools to debate and discuss on quality issues of the process of teaching and learning. Apart from its attempt, changes and improvements at schools lack its consistency. There was lack of coordination among the CSRP and other educational development reforms taking place at schools. School leaders are in confusion to run in proper manner and faced difficulty that which reform would be given
priority. There are numerous reform agendas, projects and programs at schools implementing at their own goals and objectives. But the central point of to what extent the reforms are addressing the problems of the process of teaching and learning has been missed. In general, the failure of CSRP at schools seems to be emanated from the following reasons:

1. Lack of conducive working environment has a lion share in affecting the proper achievement of CSRP at schools. Conducive working environment is more than just ensuring a comfortable physical space; it is also about creating common understanding in between all stakeholders who have a role in the process of that particular organization. It is not only strengthen office ties among employees but between employees and physical working places, managers and employees and also relationship between the projects, programs and plans with the human capitals. In this regard, schools have gaps in creating conducive working environment not only in relation to implementing CSRP but also for general services and activities within the school compounds.

2. Even though there have been progressive changes in some schools where the school leadership are committed, it is too small to explain about the changes observed since the implementation of CSRP. Lack of work-force especially in administrative and technical job departments, lack of infrastructure and lack of proper orientation for staffs and stakeholders about the reforms are some of the challenges which schools are facing. Poor identification of the need and expectation of school customers about the reform affected the whole implementation life of the reform in the schools. The critical challenge noted by the almost all respondents was the poor allocation of resources for schools. Shortage of both human and material resources for schools on program basis affect the achievement of expected result from the CSRP.

3. Schools lack strategic means to overcome the challenges that they are facing during the implementation of CSRP. Searching alternative ways and prioritizing plans was not practicing in the schools. Schools have their own annual planning but they are not working on it. Much of the time of school leaders was waste by preparing various formats such as BSC, BPR and citizens charters. Majority of the plans and reform agendas were sent from higher officials to schools in which some of the reforms and plans were not fit to the school actual problems. The schools actual circumstances were not considered during the preparation of the reforms for schools.
4. The reform also suffered from the slow pace of acceptance towards change by teachers, administrative staffs and parents of children. There was shortage of awareness about the benefit, objective and principles of the reform. Lack of commitment of the school leadership has also observed as a lion's hare in challenging the reform implementation.

5. Lack of Identification and through investigation of the type of reform needed for schools before launching its implementation was seen as key problem. The CSRP designed for schools which comprised 5 components:
   - Expenditure management
   - Human resource development and management
   - Service delivery
   - Ethics and
   - Leadership development was mainly focused on administrative issues. The tools did not show how to bring impact on the process of teaching learning.

There was no evidence found that how the CSRP designed for secondary schools connect with the general education quality assurance package or other reform programs such as BSC, BPR or citizen charter. Every piece of the programs run by its own path so that there have been broken bridge in between those reform agendas assumed to support the struggle to improve the quality of education.

6. Schools led by committed leaders showed some changes in terms of students’ academic achievement, working culture and attitude of teachers and administrative staffs from time to time since the last few years. But, the problem was schools could not defend that these changes were resulted because of the introduction of the CSRP at their schools. School leaders also could not able to differentiate those staffs that performed better from others by using the reform tool. The motivation of teachers and administrative staffs has not been changed since the implementation of CSRP. Even though the structure of PSTA was established with the frame work written rules and regulations, their contribution to the improvement of teaching and learning was not significant.

7. There were gaps in communication in between what is going on the schools and the school stakeholders. Some of the respondents confirmed in the interview that they have no adequate information on the reform details in general and CSRP in particular. For any
set goals and objectives, at least some major contents have to be known by the all role
players in the organization. Secondary schools lack such kinds of common and shared
understanding toward the implementation of the CSRP.

8. The end result of any reform is to maximize the product or output of that particular
organization. Reforms taking place at schools should bring changes in already existing
systems of schools in relation to the process of teaching and learning. As schools are
social organizations, they operate with many human capitals so that the reform should
bring all collective efforts of those stakeholders to achieve the goals of teaching learning.
The reform was not considered how to bring the collective efforts of the staffs and other
considered bodies to better change the situations of the schools.

9. The CSRP failed to contribute and create a means to all stakeholders to work together to
improve the quality of education. Parents, teachers, administrative staffs and educational
leaders at various levels were not tied together toward the common goals and objectives
of the school which is mainly attached with the achievement of the students’ academic
status. Lack of coordination and numbers of reforms taking place in secondary schools
made both the school leadership and PSTA committee in dilemma.

5.3. Recommendations

For better CSRP implementation, the city government of Addis Ababa and other concerned
bodies should take note of the following recommendations:

5.3.1. At School Level

1. The school setting has to be organized and facilitated well. Teachers and administrative
staffs who are responsible to lead and carry out the implementation of CSRP would be
oriented and trained before the actual implementation of the reform. The need and
interest of schools as well as school customers would be identified in detail and used as a
feed back for designing and planning of reforms.

2. Resources are important factors in achieving any plans. Schools would allocate the
necessary resources in terms of human and material. The resource would be allocated in
line with the size of the programs and plans in addition to the numbers of students
schools are serving. The schools actual working environment would be taken in to
account during the budget preparation and allocation. All schools might not have the same problems and need the same amount of resources.

3. The importance of CSRP for secondary schools would be based on actual school problems and the sole goals and objectives of the schools. The CSRP designed for public offices should not be necessarily copied to secondary schools. The school reform is mainly based on improving the academic achievement of students. Hence, the reform must be focused on curriculum, students learning behavior, teachers commence and the school circumstances.

4. The school leadership would equip themselves with the skills and knowledge needed for the implementation of CSRP. On job training related with reform agendas is important for achievement of the ongoing reform programs at schools. Hence, the principals and other administrative work department heads would promote their knowledge and skill toward the reform agendas.

5. The school leadership would create conducive working environments for all stakeholders in order to contribute their own share for the improvement of educational quality at school compounds.

5.3.2. At woreda Level

1. Schools and educational organizations at different levels should search for the alternative solutions for problems happening during the implementations of the reforms. Centrally designed solutions might not fit for every school which is operating in different working environments. Situational analysis has to be made and problem-focused strategic plan would be prepared for solving challenges during the implementation of CSRP.

2. Reforms designed for schools would mainly focus on improving the process as well outcome of the teaching and learning. There would be measuring tools whether the implementation of CSRP changed the circumstances of schools or not. Periodic evaluation has to be made during the implementation of the CSRP and corrective measures have to be taken. As schools are not producing materials like industries, early intervention would be considered for better achievement and performance.

3. The coordination of PSTA should be stick to the formal rules and regulations. Periodic election of the committee members, performance evaluation motivational systems would
be implemented. The overall activity of the PSTA should contribute to the improvement of the educational quality assurance at the school level. Hence, schools would evaluate the healthiness of the PSTA committee every time and take appropriate measures accordingly.

4. There was confusion on the issues of the educational quality measurement at schools. Many respondents related the quality of education to the better score of students’ grade marks. Of course, when the quality of education improved, the students’ grade mark improved. But, the improvement of educational quality in schools could not be measured by the students’ academic mark alone. Therefore, the issues of the assuring educational quality at schools would be understood clearly with its various components such as curriculum, students, teachers’ competence, parents’ participation and overall circumstances that include the school plant, class-room students’ ratios, teacher-student ratio and student –text book ratio. Trainings and awareness creation activities have to be done for school leaders, teachers and administrative staffs in order to understand the conceptual and practical themes of educational quality.

5. The woreda education office has to be equipped with available professionals who could able to support the works going on at schools. The reform would be understood clearly by all educational leaders and officials who are engaged at woredas.

5.3.3. At Sub-City level

1. The reforms designed for schools would be correlated with the goals and objectives of the schools. Before the launching ceremony of the reforms in schools, all concerned bodies have to be participated in its preparation and planning stages. Periodic measurement for defects happening on the early stages is given attention.

2. The sub-City education office would able to follow, support and supervise woredas and schools in relation to reforms. The educational officers and professionals at sub-City level would able to train and capacitate the professional at woredas and schools. Resource allocation would be based on actual data and information generated from schools.

3. Information and communication means would be maintained in scientific manner so that all concerned bodies would able to gain actual information about the implementation of
CSRP at schools. The ICT department of the education office at sub-City level would be facilitated well in order to help and support secondary schools.

4. Periodic evaluation and measurement would be taken place at schools in order to separate the strength and weakness of the reform program taking place at schools. The evaluation mechanism would be based on the performance of CSRP in order to see its contribution on improving quality of education.

5. The sub-City PSHRD office would able to follow and support the reform implementation of CSRP at schools. Periodic evaluation has to be done and appropriate measures would be taken.

6. The sub-City education office and PSHRD office together would evaluate the performance of schools on basis of CSRP and give recognition for better performers. The report would be provided for the concerned higher officials about the performance of each schools.

5.3.4. At Regional Education Bureau Level

1. The regional education Bureau would collect actual information of schools before the design, plan and implementation of the reform programs at schools. The Bureau would assign concerned professional person to follow and supervise the actual status of the sub-City, woreda and schools so that the revision of reform program would be based on appropriate information.

2. Discussion and debate would be made before the implementation of CSRP at schools. The reform program to be implemented at schools might not be copied from other institutions and organizations. The reform plan to be designed for schools would be based on school actual behaviors.

3. The contribution of CSRP would be evaluated poetically and appropriate measurement would be taken. Schools those performed better would be given recognition and motivation. The CSRP implementing at schools would be related with the improvement of the quality of teaching and learning.

4. The allocation of resources would be based on the size and numbers of students and the items of reform programs. The allocation of resources would be based on the actual data collected from schools.
5. The regional education Bureau and PSHRD Bureau work together to achieve the goals of the CSRP taking place at schools. The organizational design at regional level may be revised in line with the objectives and goals of the reform programs. The same activities taking place at two different regional Bureaus would be revised and corrective measures would be taken.
Bibliography


Appendix: 1

QUESTIONNAIRE

Addis Ababa University

College of Education and Behavioral science

Department of Educational Planning and Management

TO BE FILLED BY PRINCIPALS, TEACHERS, AND ADMINISTRATIVE STAFFS

This questionnaire is prepared to collect information from selected respondents for the accomplishment of thesis program with the topic of “The impact of CSRP in improving the quality of education in some selected secondary schools of Addis Ababa” as a partial fulfillment of requirement for the master of Arts in Human Resource and Organizational Development in Education. The main objective of the questionnaire is to assess the impact of CSRP in improving educational quality in some selected schools of Addis Ababa City Administration.

The questionnaire seeks your views regarding the questions listed on the table. The findings of the study will only be used for academic purposes, to make recommendations based on the findings in order to inform the concerned bodies and hence you are kindly requested to forward your views and experiences as carefully as possible.

Directions:

a) Do not write your name on the questionnaire paper

b) Rank (form strongly agree to strongly disagree) labeled from number 1 to 5 by putting a tick mark (✓) under the number provided

c) In parts where written responses are required, please provide your written response briefly in the blank space provided.
Part. 1: Personal Information

1. Your current position in your school………

2. Sex:   a) Male ……. b) Female ……….

3. Age    a) 18-30 …….. b) 31-40……. c) 41-60 …… d) Above 61 ……

4. Educational background
   a) Below grade 12 …… b) Certificate …… c) Diploma ……… d) BA Degree……
   e) MA and above

6. Year of service in the organizations a) Below 5……b) 6-10………… c) 11-15 …………
   d) 16-20 years ………… e) 21-25 years………… f) above 26 years………………..
### Part Two: Key Questions from number 1-14

Please, tick mark (\(\checkmark\)) on No 1 if you strongly disagree; No 2 if you disagree; No 3 if you do not have opinions; No 4 if you agree; No 5 if you strongly agree.

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<tr>
<td>1. Conducive working environment created for CSRPs in the school</td>
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<td>2. There is periodical discussion with different stakeholders focusing on CSRPs at schools</td>
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<td>3. Customer’s needs and expectations identified before the implementation of CSRPs at your school</td>
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<td>4. Necessary resources allocated for SCRPs implementation at your school</td>
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<td>5. The civil CSRP is important for secondary schools</td>
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<td>6. There are challenges at schools in implementing CSRPs</td>
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<td>7. There is strategic means to overcome the challenges during the implementation of CSRPs</td>
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<td>8. There is performance based compensation during the implementation of CSRPs at your school</td>
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<td>9. Students academic achievement improved after implementation of CSRPs at your school</td>
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<td>10. Teachers and administrative staffs become motivated in implementing CSRPs at your school</td>
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<td>11. Parents involvement in their children education become improved after implementation of CSRPs</td>
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<td>12. Best performers and others identified easily after implementation of CSRP</td>
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<td>13. CSRP encouraged all school stockholders to work together to improve educational qualities</td>
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<td>14. CSRP improved the quality of education at your school</td>
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What additional points do you comment?-----------------------------------------------
Appendix: 2

QUESTIONNAIRE

TO BE FILLED BY PSTA MEMBERS

Part 1. Personal Information

1. Profession a) Education sector……..b) Administrative areas……..c) other……..
2. Sex: a) Male ……………. b) Female …………………
3. Age a) 18-30 ………….. b) 31-40 …………..c) 41-60 …………..d) above 61 ……..
4. Educational background a) below grade 12……………. b) Certificate …… c) Diploma….. … d) Bachelors Degree………….. …….e) MA ……..
5. Years of stay in PSTA Committee membership a) below 5 b) 6-10….. c) 11-15……..d) 16-20……

Part Two: Key questions from number 1-5

Mark (×) in which you are convincing in relation to the response ‘Yes’ or ‘No’.

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<td>1</td>
<td>Service delivery improved after implementation of CSRP</td>
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<td>2</td>
<td>Students academic achievement improved after implementation of CSRP</td>
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<tr>
<td>3</td>
<td>There is clearly stated formalities and procedures to get service from schools</td>
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<td>4</td>
<td>School leadership and staffs are competent to carry out CSRP implementation</td>
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<td>5</td>
<td>Implementation of CSRP helped school leaders to treat students and parents equally without discrimination</td>
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Appendix: 3

INTERVIEW GUIDE QUESTIONS FOR KEY RESPONDENTS

Part I. General Information

1. Your Institution’s Name……………
2. Your Position ..............................

Part II. Guiding Questions

1. What tools of CSRPs being implemented at secondary schools?

2. What major activities were taken at schools before the implementation of Civil service reform programs at secondary schools?

3. What are the challenges faced in implementing the CSRPs at secondary schools?

4. What significant changes did you observe in improvement of student’s academic performance after implementation of CSRPs at secondary schools?

5. How do you determine whether or not school customers are satisfied with the service at secondary schools?

6. What do you recommend for better implementation of reforms at school settings?