

**THE PREPARATION OF SCHOOL IMPROVEMENT PLAN IN
GOVERNMENT SECONDARY SCHOOLS OF GULELE SUB CITY,
ADDIS ABABA**

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This is to certify that the thesis prepared by AshenafiNegash entitled: The preparation of School Improvement plan in government secondary schools of Gulele sub city, Addis Ababa which is submitted in partial fulfillment of the requirements for the degree of Master of Arts school leadership management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Acronyms and Abbreviations

AAEB	Addis Ababa Education Bureau
CEE	Civic and Ethical Education
DENID	Department of Education North Ireland
EIC	Educational Improvement Commission
ESDP	Education Sector Development Program
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Package
ICT	Information and Communication Technology
IIEP	International Institute of Educational Planning
JRM	Joint Review Meeting
LEA	Local Education Authority
MoE	Ministry of Education
NGO	Nongovernmental Organization
PSTA	Parent Student Teacher Association
SDPI	School Development Planning Initiative
SIC	School Improvement Committee
SIP	School Improvement Program
SPSS	Statistical Package for Social Science
TDP	Teacher Development Program
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The main purpose of the study was to examine plan preparation of school improvement program in government secondary schools of Gulele sub city, Addis Ababa. To this end, answers to the basic questions pertaining to what the practice of developing school improvement plan looks like, the extent of the participation of stakeholders, monitoring and evaluation mechanism, and factors that encountered in the school improvement planning process were sought in the study. The research design was descriptive in nature and the quantitative method supported by qualitative approach. The subjects of the study were 20 school leaders (3 principal,9 vice principal,4 secondary school supervisors and 4 sub city core process owners) 53 teachers, 30 students, 21 PSTA members,21 SIC members. Purposive sampling technique was employed to include the government secondary schools and samples of the principals, vice principals, supervisors and sub city core process owners. Simple random sampling technique was also used to select teacher respondents. The quantitative data were analyzed by using frequency, mean values and standard deviation. On the other hand, the data obtained through FGD and document review were analyzed qualitatively to substantiate the result of quantitative analysis. The finding of the study indicates that the preparation of the schools in preparing SIP plan was moderate due to the lack of the right human resource and also the finding revealed that there is visible lack of awareness and collaboration among the stakeholders. Besides, the contribution of SIC in plan preparation of SIP was weak, lack of professional support of secondary school supervisors; sub city education office and lack of conducting self assessment to identify the current status of the school were observed. Low performance of, principals, SIC committee, supervisors and sub city education office in taking corrective action and timely monitoring of strategic plan was observed. Thus, the school leaders were advised to conduct self assessment and prioritize the problems when planning for school improvement program. Finally, strengthening the stakeholders' involvement and collaborative school improvement planning with strong monitoring and evaluation method are recommended.

CHAPTER ONE

Introduction

This part of the research deals with a brief background of the study, statement of the problem, objective of the study, its significance, delimitations the study, definitions of operational terms and organization of the study are included in this sections of the study.

1.1Background of the Study

Education is a key instrument for the overall development of a country. It is a means of change and development. It is equally sensed by researchers and theoreticians that education is a corner stone of economic and social development. It improves the productive capacity of societies and their political, economic and scientific institutions. In addition, it plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people. In this regard, quality education is the base for all rounded development of any nation (MoE, 1994; Lockheed and Verspoor, 1991).

Ensuring the provision of quality education to its citizens is a challenging issue for any country. For the achievement of high quality education, the capacity of schools has to be developed. As Grisay(1991) stated, quality of education is composed of three interrelated dimensions: the quality of human and material resources available for teaching (inputs), the quality of teaching practices (process) and the quality of the results (out puts and out comes).

By strengthening the internal conditions of the schools, what Ethiopia so far has undertaken to provide quality education is promising. Based on the Education and Training Policy Promulgated in 1994, the education management system has been decentralized to the grass root level. The guideline prepared by Ministry of Education in 2001 indicates, the duties and responsibilities of parent teacher and student association (PTSA) and school improvement committee(SIC) to help them actively participate in school activities and facilitate school community relationship (MoE,2007).

Ethiopia has recently experienced massive improvement in access to education. Primary and secondary school enrollment increased since 1994. There are extraordinary achievement in terms of increasing enrollment, but education quality still remains a daunting challenge, to address the

challenge in educational quality the government has recently devised general education quality improvement program /GEQIP/, where the emphasis is on enhancing student achievement through better teaching and learning process. In particular, GEQIP has focused strongly on improving equity and access so as to reduce current rates of dropout and improve completion and progression to secondary schooling.

In Ethiopia, the school improvement program was launched in 2006 to improve the quality of education through enhancing students learning achievement and out comes (MoE, 2006). “School improvement ultimate aim is to enhance pupil progress, achievement and development. This is the bottom line “(Stoll and Fink, 1996).

School improvement is essential to enhance the involvement of parents and the community in school activities and to improve the effectiveness of the school management. According to MoE (2007), the objective of school improvement program are; to improve the capacity of school to prioritize needs and develop a school improvement plan; to enhance school and community participation in resource utilization, decision and resource generations.

According to Hussen and Posthore (1994), challenges to school improvement efforts may vary in accordance with variations with the unique features of schools as well as with the external environment in which school are operating.

The school improvement approach starts with schools and their stakeholders under taking self-assessment to identify their goals followed by development and implementation of school improvement plan.

The schools are also required to maintain information or data on the effectiveness of their plans, the school improvement assessment methodology will be critical in strengthening the planning (MoE, 2007).

Schools should formulate a School Improvement Program Plan which includes prioritized objectives, strategies, inputs, time limits, implementers and strategies of evaluation.

The school improvement program plan will achieve the targets at the end of the planning period and it is based on the realities resulted from self evaluation of the school. The concept of school improvement program focuses on enabling students to achieve excellence through improving

educational input process (MoE, 2011). This requires the effectiveness and commitment of all the stakeholders, particularly teachers and the school leadership and management. However 'it is difficult to implement school management, arrangement and working culture as a challenge to implement school improvement program in developing countries.' (Harries in Hopkins (2002, 19). Thus, successful school improvement needs to prepare participatory functional school improvement program plan. The above idea initiated the researcher to investigate the plan preparation of school improvement program in Gulele sub city secondary schools.

1.2 Statement of the Problem

Planning is an indispensable part of the governance process and in the absence of it; the system may lose a major part of its rationale. Thus, adopting systematic educational planning to the local levels of the government by providing administrative authority and responsibility should be of great concern for governments to attain their educational objective.

MoE has currently become aware of the problem that hinders the provision of quality of education and become aware of the importance of a launching school improvement program (MoE, 2007).

The school improvement program (SIP) is one of the major important program among the six general education quality improvement package (GEQIP) set by ministry of education of Ethiopia (MoE, 2007). The program involves school stakeholders, evaluating and planning for school improvement in the areas of: Teaching and learning, school environment, leadership and management and community involvement.

According to education commission for improvement (EIC, 2000), schools can only make a lasting difference when they focus on specific goals and strategies for change.

School improvement planning is a process through which schools set goals for improvement and make decisions about how and when these goals will be achieved. The supreme goal of the process is to improve student achievements levels by enhancing the way curriculum is delivered, by creating conducive environment for learning and by maximizing the involvement of parents on children's learning at school and in the home.

According to JRM (2004:8) as cited in ESDP II (2005:7) the quality of education needs to be improved in order to enhance completion rates, maintain the confidence of parents in school system and increase student's results. On the other hand, lack of coordination of donors and government process with respect to planning is among the problem in realizing the goals of education.

Schools have to design their own solution based on the SIP guideline and invent their own solutions for specific problems and improvement in general.

The school improvement Plan is primarily a working document for use by the school. It will be based on the school's analysis of current levels of performance, its assessment of how current trends and future factors may impact on the school and set out priorities and targets for improvement for the period ahead.

The key purpose of school improvement planning is to contribute to the continuous improvement of the quality of learning and teaching through a process of regular and ongoing planning, evaluation and review. It is important to stress that school improvement planning is not just about the curriculum, but includes all aspects of the school that contribute to improvement (e.g. ethos, equal opportunities, staff development, behavior buildings). In particular school improvement planning should promote school effectiveness and help ensure that all those involved in the planning process and delivery have a shared understanding of policies, procedures and practices within the school; improve the mechanism for the prioritization and allocation of resources; improve the quality of learning and teaching; improve the quality of experiences of the pupils, and, most importantly, serve to raise the standards which the pupils attain.

The school improvement program requires school to do the major activities such as preparation and collecting information, system survey deciding performance level of the school, designing SIP plan, and implementation of the plan, monitoring and evaluation as well as reporting (MoE, 2007).

A number of studies have been carried out on the implementation of school improvement program in secondary school (Derje, 2013; Tigisitu, 2012; Isayas 2009). Tigistu (2012) and Isayas (2009) indicate that educational leader lacked enough capacity to implement SIP.

Gulele sub city is one of the sub city in city administration of Addis Ababa where general education quality improvement (GEQIP) in general and school improvement program (SIP) in particular was being implemented. However, no studies have been conducted on the plan preparation of school improvement program in government secondary schools of the sub city.

Thus, the purpose of the study was to provide to examine the plan preparation of school improvement program and identify the factor that challenge planning the program in government secondary schools of Gulele sub city.

Research Questions

To achieve the objective of the study and guide the research undertaking the following basic questions are formulated.

1. What does the existing practice of developing school improvement plan look like?
2. To what extent do schools principals, vice principal teachers, students, secondary school supervisors, sub city education core process owners, PSTA and SIC members participate in the preparation of school improvement plan?
3. What monitoring and evaluation mechanisms are in place to examine proper planning of school improvement program?
4. What major challenges encounter the schools in the preparation of school improvement plan?

1.3 Objective of the Study

1.3.1 General Objective

The general objective of this study is to examine how the school improvement plan was prepared in secondary schools of Gulele sub city education office.

1.3.2 Specific Objectives

The specific objectives of the study are to:

1. See the plan preparation of school improvement program in secondary school of the sub city.
2. Identify the level of school principals, vice principals, secondary school supervisors, sub city education office core process owners, PSTA and SIC member's participation in the preparation of school improvement planning.

3. Evaluate the monitoring and evaluation mechanisms of the preparation of school improvement plan in the secondary schools.
4. Identify the major challenges encountered in the preparation of school improvement plan.

1.4. Significance of the Study

The researcher believes that the study has the following significance

1. It may highlight on the importance of the planning part of SIP for the effective implementation of school improvement program.
2. It may provide valuable information to schools and other educational authorities at different administrative levels, so that they can take timely corrective measures against deviation.
3. It may serve as an additional information source for other individuals who are interested to carry out further study on school improvement planning issues.
4. It may serve as an input for planners and policy makers to set strategy for better school improvement.

1.5 Delimitation of the Study

Addis Ababa is classified in to ten sub cities; out of these the researcher selected Gulele sub city purposely. The research was confined only to government secondary schools in single sub city for the sake of in-depth analysis with genuine investigation on practice.

In assessing the preparation of the plan of SIP in secondary schools the study was confined to the participation of stakeholders, assessing the monitoring and evaluation strategies and the challenge encountered while planning SIP.

The study further focused on the preparation practice of the SIP on the last three years.

1.6 Limitation of the Study

Due to time and financial limitations, the research had to be limited only to the above mentioned schools. The other limitation was that some of PTSA members were busy in engaging in various meetings and some PTSA and SIC committee members in other businesses, it was not easy to get them for FGD. However, the researcher tolerated the problems and repeatedly communicated with them going to schools and conducted FGD and attempted to make the study as complete as possible.

1.7 Definitions of Operational Terms

Monitoring and Evaluation (M&E):-is the continuous or periodic process to gather information about a program on continuing and systematic basis to ensure the actions are implemented according to the plan and determine the relevance, efficiency and impacts activities in light of their objective. (Aspin Wall and et.al.1992)

Planning:-is the initial step essential element of organizational management in which manager determines the goals of the organization and develop the overall strategies to achieve them (Forojella, 1993).

School improvement program (SIP):- is a current and important concept focusing on the review of the overall status of schools in terms of different school domains and conduct self-evaluation to improve the educational inputs and process whereby enabling students to score excellent results (MoE,2011).

Stakeholders:-participants who are expected to be involved in planning parts of SIP including school principals ,PSTA, SIC , teachers, school supervisors and sub city education officials(MoE,2011).

1.8. Organization of the Study

This thesis is organized in five chapters. The first chapter deals with the introduction which comprises of the background of the study, statement of the problem, research questions, and objective of the study, delimitation and limitation of the study, definition of key terms and organization of the study. Chapter two is the review of related literature. It consists of overview of basic concept of educational planning, concept of school improvement planning, framework of school improvement planning and the role of different stakeholders of the school in the preparation of school improvement planning. Chapter three presents highlights of research design and methodology used, source and type of data, sampling method and sampling size instruments and methods of data collection as well as methods data analysis.

Chapter four was about presentation, analysis and interpretation of the data. Chapter five provides the summary, conclusions and recommendation of the study. Finally, a list of references used in this study and relevant appendices were attached.

CHAPTER TWO

Review of Related Literature

In order to strengthen and support the study an attempt was made to review the related literature from previous researches, books and internet as presented here under.

2.1. An Overview of an Educational Planning

Planning is a gradual evolution of human idea for systematic development of life. Consequently it has been considered as the basis for some of the outstanding civilization of the past development efforts. However, the contemporary practice of planning, in general and educational planning in particular dates back to the end of World War I. In this connection, the first systematic approach to planning and development, along modern lines has become renowned for the successful implementation of extensive programs in the promotion of literacy and professional training in some of the world nations (Forojella, 1993).

More specifically ,through ,some modest attempts were made in educational planning at the outbreak of world war II ,educational planning as a specialized profession and discipline with growing body of theory and literature of its own is more recent(Bryant and white,1982).This is evidenced by the fact that, the International Institute of the Educational planning(IIEP) was founded by UNESCO in Paris in 1963,that acted as a stimulus to the establishment of educational planning as an academic discipline in a number of universities of developed countries which extended to the developing ones.

2.2. The meaning of Educational Planning

A number of authorities defined educational planning at different times in varies ways. For instance, Forojolla (1993) defined educational planning as the process by which analysis of existing situation (institutional structures, financial and human resources and the evolution of strategy of action) of an education system is made by aiming at co-ordination and direction of different parts education system to achieve goals or in order to determine diverse ways of reaching a desired future state. Moreover, Ishumi (1984) conceptualizes educational planning as an application of rational thinking about what is needed for the development and fuller self

actualization of individual, group, community or society in mind on what and how to realize such development goals with limited resources available. Thus, in spite of slight difference in emphasis, the above definitions describe educational planning as a process that involves the existing situation of an educational organization and forecasting the future goals and objectives based on reasonable decision making for the development of society.

2.3. The Concept of School Improvement Planning

Different people conceptualize and perceive the term school in different ways. Authorities also define the term school in different ways of expressions. The prominent writer Bollen in Reynolds et al. (1996:12) elaborated school as it is a very complex entity in itself and is part of a complex educational system with local and national components. Furthermore, input, process, and output system was suggested at a very fundamental to conceptualize school system. School is an open system organization that interacts with the supra system and its environment. This statement supports that school are organization that expected to satisfy the demand of the society and communicate with the society. Schools are expected to cater the needs all students through policies of inclusion at a time to assume their responsibility more successfully. Schools should improve their overall practices. The process of making schools effective is a core of what is called school improvement. Jelu (2010:173) states school improvement is an activity to improve the input and process in order to improve teaching learning and student result. According to Educational Improvement Commission (EIC,2000) a school improvement plan is a road map that sets out changes a school needs to make to improve the level of students achievement and show how and when these changes will be made.

School improvement planning is the frame work of the school as a system in which change of any part affects all other parts. School improvement planning is under taken to give direction to the work of the whole school in order to ensure that learner receive quality education in terms of both their hostile development and their academic achievement.

In essence, school improvement planning entails the school's analysis of its improvement needs, prioritization planning for address those identified improvement needs. For this purpose on effective planning process is an essential feature for every successful organization. In the case of schools, DENI (2005:1) has elaborated that, the process will involve, the confirmation of the

school ethos, culture and aims, an assessment of the school's current position, its strength areas for improving the quality of learning and teaching and the various factors which will influence the management and development of the school, the anticipated level of resources and its management, what the school wants to achieve within defined number of years, in most cases expressed in terms of qualified targets for future performance, how it intends to bring about these achievement, and when, and how it will measure progress. Accordingly, for school to be continuing to provide effective educational programs and to be accountable for efficient use of resources, planning should be given a place of prominence in the administrative structure of the schools and be an integral part of the entire cooperation. Moreover, improvement planning being a process for school realities heavily on stake holders' participation. With support of this idea, David (1997) states that, school improvement planning is essentially a collaborative process that draws the whole school community together in shaping the school feature. School improvement planning is a process whereby a school review; the quality of provision; identifies strength and areas for improvement; plan and implement actions to address priorities and monitors and evaluates the outcomes. What we can draw from this conclusion is that, school improvement planning is a collaborative and consultative issue in which all key stakeholders play a great role in it.

2.4. The Rationale for School Improvement Planning

The fundamental purpose of school improvement planning is to enable the school to achieve and maintain the highest level of effectiveness in meeting the educational needs of its culture that is characterized by change. Planning, typically, brings about some needed and agreed upon changes that are designed to correct or improve the existing situation. It is through planning that organizations justify their existence and through performance that they maintain their right to continue to operate (Ishumi, 1984:22). Planning as the key stone of management function, is the only tool that management has to help the organization adopt to change and cope with some uncertainty (Ivancerich, Donnely, and Gibson, 1980:52). Moreover, school improvement planning also promotes school effectiveness and improvement in which the provision of quality education enhanced and the needs of all its pupils achieved. Regarding to this idea, Davies (1992:2) has stated that, school improvement planning enables those who govern to concentrate on policies and those who manage to manage effectively, efficiently and community satisfaction.

DENI (2005:4) has also explained that, in particular school improvement planning promote school effectiveness and help ensure that all those involved in the planning process and delivery have a shared understanding of policies, procedures and practices within the school so that, school improvement planning provides an exemplary illustration of school improvement strategy, combining as it does curriculum change with modifications to the school's management.

Besides helping the schools organize what is already doing and what is a need to do in amore purposeful and coherent way, school improvement is also helping schools to manage innovation and change success fully. In this regard, SDPI (1999:15) states that, School improvement planning helps school community to manage change effectively by enabling it to control the pace and direction of internal change and to build a capacity to respond rapidly to new challenges. Additionally, the school improvement planning promotes teachers professional learning. Goddard (1992:107) has pointed out that, teachers can work collaboratively, share ideas and learn from experience. As a number of teachers commented the process we have been through is for more important than the finished document. This may indicate that the process is very important than product (plan document). On the other hand, School improvement planning promotes effective deployment of available resources. In relation to this SDPI (1999:15) has noted that formalized school improvement planning enables the school to specify resources requirements and to target available resources meeting priority needs.

2.5. Leading Principles of School Improvement Planning

The main target of school improvement is to significantly raise the learning condition and outcomes of all students. The school director is the leader of school improvement. The planning stage without the assistance and leadership of the director lacks its capacity of bringing change. Additionally Students and parents will be made aware on how to improve school and involve them in the process and also all teachers and staff of the school should participate and/or have ample understanding on the planning stage. The more the number of stakeholders actively involved in the improvement cycle, the chance of the school to get assistance will also increase. If they receive the achieved result and updated information is delivered to them, the stakeholders representatives and the school community may make several functions. Decisions related to the goals and solutions of the school improvement should be carefully thought about and based on

several sources of data. Planning of school improvement is a perpetual process and shall be subjected to continuous monitoring and self and external evaluations for revision and correction. The improvement of result of students is directly related to the in-classroom activity. Teachers should therefore, be willing to express their activity in classroom and share experiences and strive to satisfy the need of each student. Quality of a planning document is determined by the quality of attitude, effort and level of role of participant professionals and this requires due attention.

2.6. The Process of School improvement Planning

School improvement Planning is a process undertaken by the school community to give direction to the work of the school in order to ensure that all pupils receive a quality education in terms of both holistic development and academic achievement. According to MoE (2011:11), in the school improvement planning process schools should formulate improvement program plan which includes prioritized objectives ,strategies ,inputs ,time limits ;implementers and strategies of evaluation and the continuity and effectiveness of school improvement program plan must be ensured additionally the school must be ensured that school improvement program plan will achieve the targets at the end of the planning period and it is based on the realities resulted from self-evaluation of the school.

The process of plan preparation of the school improvement program addresses the core issues in the teaching and learning process.

Therefore, according to SDPI (1999), school improvement planning process has the following characteristics:

The School improvement Planning Process is Systematic

School improvement planning involves a systematic approach to the planning work that is already being done in schools and also it coordinates and integrates piecemeal planning activities into the coherent structure of an overall plan.

The School improvement Planning Process is Collaborative

School improvement planning is essentially a collaborative process that draws the whole school community together in shaping the school's future. While it depends largely on the collaboration of the principal and the teaching staff, it should also include appropriate consultation with all key stakeholders in the school community.

The School improvement Planning Process is Ongoing

School improvement planning is an ongoing process, rooted in a school culture of systematic self-review, in which policies and plans are continuously developed, implemented, evaluated and revised in the light of the school's fundamental aims and the changing needs of its community.

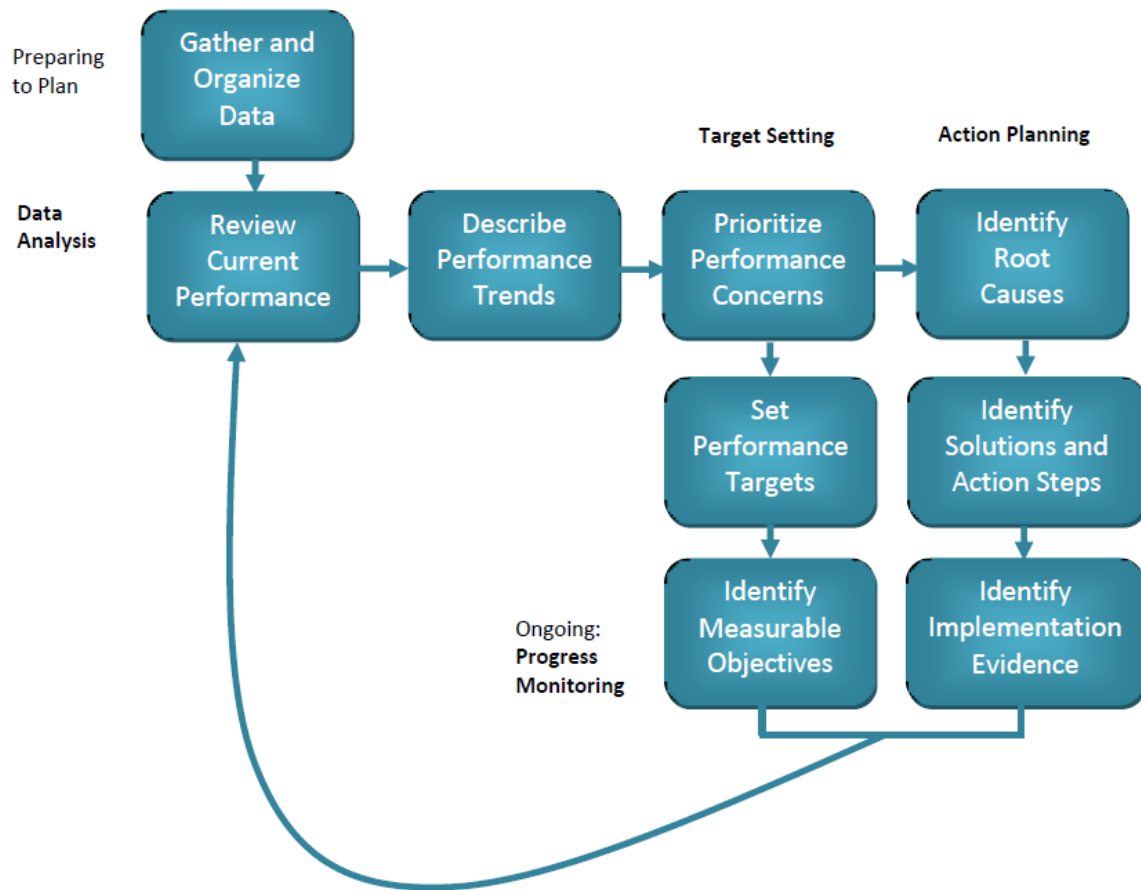
The School improvement Planning Process is Progressive

School improvement planning is a cyclical process that yields cumulative and progressive results. Each planning cycle builds on the outcomes of the previous cycle.

The School improvement Planning Process is Enhancing

School improvement Planning is a means, not an end a means of enhancing the quality of educational experience in the school through the successful management of innovation and change. Accordingly, the process is sharply focused on the educational needs and achievements of the pupils and consistently on the professional development and empowerment of the teachers. Finally, as every school is unique, the operation of the planning process will vary considerably from school to school. The School improvement Planning process is flexible. It is not a set of rules to be followed blindly but a framework for collaborative creativity. Each school must adapt the framework to suit its own particular circumstances.

Figure 1 .School improvement planning process map



Source: School Improvement Planning Basics: Root Cause Analysis (2012). www.ccsd.net

2.7 Framework for School Improvement

The School Improvement Framework supplies the schools with a structure for raising quality, achieving excellence and delivering better schools for better futures. The framework sets up a dynamic relationship between research and planning that will assist schools to undertake self-assessment, which is context-specific, evidence-informed and outcomes focused (ACT, 2009). All ACT public schools will use the School Improvement Framework to critically examine their programs and practices. The framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives. As a result framework will help schools to: make best use of evidence-informed processes and tools to evaluate their performance, self-assess to identify

school priorities, develop a four year school plan and an annual operating plan with a focus on improvement over time, establish accountability measures and targets that indicate their improvements and inform the further planning report on their progress regularly (ACT, 2009). Therefore, the ACT frame work is almost similar to the SIP frame work which has been implementing in Ethiopia with the exception that the SIP frame of ACT focuses on four year strategic and annual action plan whereas, SIP frame work of Ethiopia focuses on three years strategic plan and annual action plan.

Figure 2: The School Improvement Framework

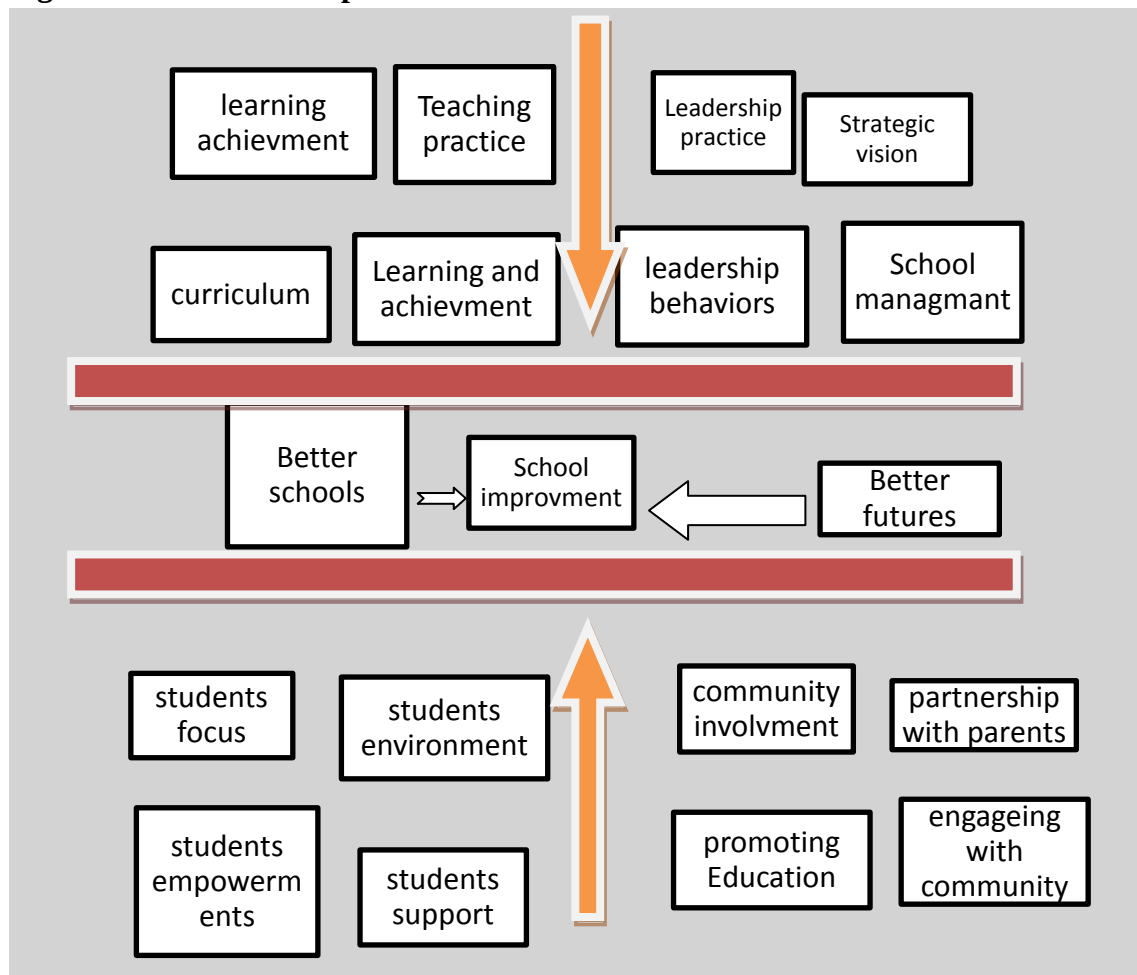


Figure 2: The School Improvement Framework

Source: ACT Government (2009): School Improvement Framework

2.7.1 Phases of School Improvement Program

The SIP plan passes through successive stages with its own procedure and requirement of the participation of different responsible bodies for the success of the program. MoE (2011) identified, the four stages of the SIP cycle, which are identified as: stage 1 (self-assessment), stage 2 (Planning), stage 3 (implementation), stage 4 (monitoring).

Stage 1: Self-Assessment

The overall aim of the first stage of the SIP cycle is to collect information on the situation of the 15 Standards of the SIP framework. This information will then be used in Stage 2 to develop a three-year school improvement strategic plan and one-year school improvement action plans. Under Stage 1 there are six different information collection activities, which are called self-assessments and these activities are: teacher interviews self-assessment, teaching observation self-assessment, student tests self-assessment, parent's self- assessment, the student's self-assessment and school records self-assessment

Stage 2: Planning

The overall aim of the second stage of the SIP cycle is to analyze the information collected during the Stage 1 self-assessment, identifying the priority areas for improvement in the school improvement strategic plan and the one-year annual action plan and these two activities are undertaken by the school improvement committee.

Stage 3: Implementation

The overall aim of the third stage of the SIP cycle is to successfully implement the strategic plan and annual action plans. The school improvement committee will be responsible for ensuring that the annual action plan is implemented successfully.

Stage 4: Monitoring

The overall aim of the fourth stage of the SIP cycle is to monitor the implementation of the annual action plan. Woreda and sub city education office staff, as well as Supervisors and school improvement committee members will be expected to monitor the implementation of the annual action plan.

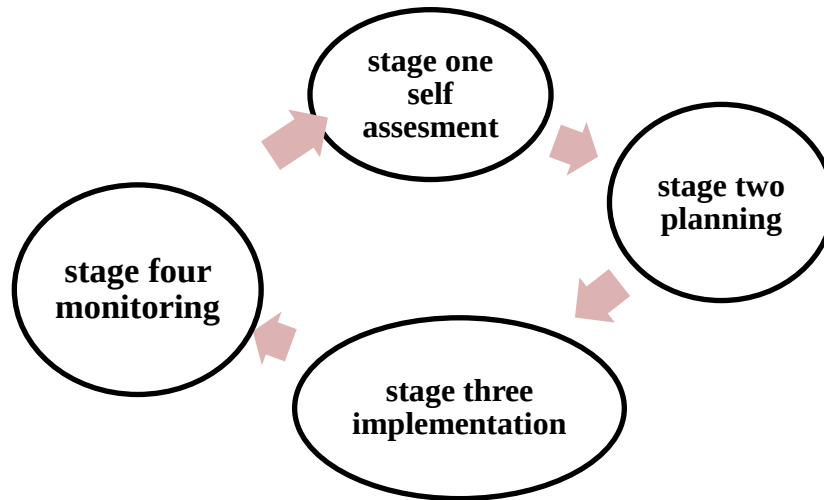


Figure 3: Stages of school Improvement program

Source: MoE 2007: school improvement framework

2.7.2. Mission, Vision, and Fundamental Aims

The school's statement of its mission, vision and fundamental aims articulates why the school exists, what it wants to create, and what it considers to be the fundamental purpose of education (SDPI, 1999).

Mission

Mission can be defined as a general statement of the overall purpose of the school. It should be brief enough to be memorable and challenging enough to make one think (SDPI, 1999). The members of any organization should have a clear idea of its purpose and this is expressed in the form of a` mission statement or` corporate objective; defining the business in which the organization is involved.

Vision

Vision can be defined as a statement of the desired future of the school, of how it wants and needs to be. Vision is the basic purpose and values to which the school aspires and it sets the context for the managements of school's activity.

However, the terms Mission and Vision are often used interchangeably in the literature. The school community need not worry unduly about the distinctions. According to Dimmock (1993:102), a clear articulated vision guides decision-making and problem solving so that situations are resolved in a way that is consistent with the goals, priorities and direction of the School. Vision moves from a dream state to practical, daily hands on guide when it includes the goals staff hopes to accomplish for and with students. Vision is a shared, public statement of values. They must be developed and clarified through a process of shared reflection on the values, beliefs and aspirations of the school community's.

Aims

As specified in SDPI (1999:17), aims can be defined as broad statements of the educational goals that the school seeks to attain. They flow from the mission and vision. In general, they will relate to the promotion by the school of the intellectual, physical, social, personal, spiritual, moral and aesthetic development of all its pupils.

2.8 The Domains of School Improvement Program

According to MOE (2007) school improvement program is developed based on the result of the review of the best practices of the schools all over the country. Accordingly, the SIP has four domains in which every domain links to each other and aims at improving students learning outcomes.

2.8.1 Teaching and Learning Domain

Quality of teaching is at the heart of successful schooling (Sammons et al., in Harris, 2005). In successful schools, teachers are well organized and lessons are planned in advance, are well structured and have clear objectives which are communicated to the students and successful teachers are sensitive to differences in the learning style of the student and adapt their teaching style accordingly.

According to Leu (2005), the characteristics of good teachers are: sufficient knowledge of subject matter to teach with confidence knowledge and skills in a range of appropriate and varied teaching methodologies, knowledge of the language of instruction, ability to reflect on teaching

practice and children's responses, ability to modify teaching/learning approaches as a result of reflection, ability to create and sustain an effective learning environment, understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced, general professionalism, good morale, and dedication to the goals of teaching ability to communicate effectively, ability to communicate enthusiasm for learning to students, interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion, good character, sense of ethics, and personal discipline, and ability to work with others and to build good relationships within the school and community.

Accordingly, the schools domain of teaching learning process focuses on three elements, these are, teaching practice, learning assessment and the curriculum. Therefore, teachers are expected to plan, to make adequate preparation and present learning activities. In addition to this, research has found that the traditional teaching method is extremely inefficient as all students must be taught with the same materials at the same point in time. And students that do not learn quickly enough with this method can quickly fall behind, rather than being allowed to learn at their natural speeds (MoE, 2007).

Teachers need to have an adequate academic and professional knowledge. Besides, they are required to apply appropriate teaching methods that help in teaching large and diversified classroom. The preparation and utilization of teaching aids from locally available materials is another concern of teachers. Therefore, in order to get teachers in such position, their appointment will be made in such a way that their qualification could fit with the level they are teaching (MoE, 2007).

Curriculum is the foundation of the education system. The Ministry of Education has published curriculum policy documents that set out expectations for student learning in each grade and subject area. The expectations... describe the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. To set a goal for improving the way curriculum is delivered, principals, teachers, school councils, parents, and other community members participating in the improvement planning process must understand the expectations set out by the ministry and how well the students in their school are achieving those expectations, (EIC, 2000).

Teachers should understand the curriculum and develop and use additional materials in the classroom to improve student learning. One of the key responsibilities of teachers is to study the curriculum and develop supplementary materials for use in the classroom. It is important for schools to provide the time and support that teachers need to develop these supplementary materials (MoE, 2007).

2.8.2 School Environment Domain

As indicated in Estyn (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, government, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage good working relationships and overcome the worst effects of contrasting on developing positive environment, high achievement and progress.

Effective schools share a set of characteristics that add up to an environment that raises student achievement. By setting goals to improve a school's environment, principals, teachers, school councils, parents, and other community members can make their schools more effective places in which to learn. Effective schools share the following characteristics. These are: a clear and focused vision; a safe and orderly environment; a climate of high expectations for student success; a focus on high levels of student achievement that emphasizes activities related to learning; a principal who provides instructional leadership; frequent monitoring of student Progress; and strong home school relations (EIC, 2000).

School improvement is about the enrichment of student progress, development and achievements, so most research evidence points towards the importance of teacher development in school development. It has been shown that schools that are successful facilitate the learning of both students and teachers. An essential component of successful school improvement interventions is the quality of professional development and learning. Collegial relations and collective learning are at the core of building the capacity for school improvement.

Safe schools needs a collaborative work at the school and community levels to support inclusive education for children and teachers with special needs and also, Parents / guardians of children with special needs are actively involved in the school. So teachers are responsible to use various

teaching methods in order to meet the diverse student needs in the classroom, and sufficient learning and teaching materials are available (MoE, 2011).

Concerning school facilities, Schools should provide quality school facilities that enable all staff to work well and all children to learn. These school facilities are: a teachers room with desks and storage; a playing area for students; adequate teaching materials; reference materials; a fence around the school grounds; tea rooms; one desk and chair per child; a library; a pedagogical center; sufficient number of toilets for teachers, girl students and boy students; clean safe water for drinking and hand washing; soap and water at all toilets; hygiene education for all students; daily cleaning of toilets; good management and maintenance of water and sanitation facilities; and, for high schools a laboratory and IT center (MoE, 2011). Parents can also play an important role in improving and maintaining the school, including the classrooms, the sports field, the tree plantations, the vegetable gardens, the nursery, etc. This can be particularly important if parents feel that their contributions of knowledge, contribute to a building fund, to enable schools to increase their classrooms. This is usually done through a monetary contribution (MoE, 2006).

2.8.3 School Leadership and Management Domain

According to Harris and Muijis (2005), Leadership can be defined as providing vision, direction and support towards different and preferred state-suggesting changes. School leadership has become a priority in education policy because it believe to play a key role in improving classroom practice, school policies and the relations between individual schools and the outside world. As the key intermediary between the classrooms, the individual school and the whole education system, effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al., 2008). According to Waters, et al. (2003), School leaders must lead their school through the goal setting process in which student achievement data are analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to bridge the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities.

The most successful school leaders are open-minded, ready to learn from others, flexible, have a system of core values and high expectations of others, and are emotionally strong and optimistic. It asserts that these traits enable successful leaders to make progress in schools facing challenging circumstances. The study in particular found out that successful school leaders share certain attributes, such as strong sense of moral responsibility and belief in equal opportunities; belief that every pupil deserves equal opportunity to succeed; respect and value for all people in and connected with the school; passion for learning and achievement; and commitment to pupils and staff. These key attributes are common to almost all effective school leaders (Day et al., 2010). The school leadership and management domain are concerned with communicating a clear vision for a school and establishing effective management structures. The structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning and School policies, regulations and procedures are effectively communicated and followed. In addition to this, the school decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively MoE (2011). Therefore, effective leadership within the school is collegial, student-center and teacher focused, promoting collective responsibility for improvement. These elements describe how school vision is collaboratively developed to be realistic, challenging and futures oriented; leaders use reflective practices to appropriately manage people to achieve improvements to teaching and learning and the school's leadership team demonstrates effective resource management to achieve results

2.8.4 Community Involvement Domain

There are always interaction and interdependence wherever society exists. The major roles that community could perform in the development of education is effective participation in school construction and encouraging parents to send their children to school and motivate children to stay in school. However, some parents are indifferent about their children's progress and failure in school work and throw away their responsibilities on children were about and what school. On the other hand, schools are in no way meant to control the pupils out of school activities. It is the parents who should follow up what they do. In this regard, Assefa (1991) has noted that a school is not an island speared from the rest of the community that it serves. When the participation of community members in the school program is active, the objective of school will be much more

facilitated. If school community interaction operates as a continuation and strengthening of the formal education program, the success of projects will be supplemented by the knowledge acquired in the formal academic program.

Communities and PSTA are playing important roles in all aspects of education from raising resources to managing schools. Resources are mobilized for building classrooms and schools. PSTA and community members are active in advising on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. Financial resources are raised and used to purchase basic equipment and materials, to hire and even to pay contract teachers. PSTA involved in school management, preparing annual plans, follow-up disciplinary cases. Hence, communities are funding new school buildings, building teachers houses, running non-formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given education level. However, PSTA and communities still need further capacity enhancement in carrying out quality support to help schools to function as desired (MoE, 2005).

According to MoE (2006) school cannot succeed without the support of the parents and community. It is therefore essential for the school principal to develop good relations with parents especially. The simplest level is to ensure that parents and communities are always informed about what is happening in the school. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals. The period for such communications should be agreed upon, and should be regular such as once a month, or once a term. It is important to consider what school responsibilities can be shared with the parents.

School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the school improvement program could become de-motivating. This can be improved when parents and local communities actively participating in school improvement planning and implementation (MoE, 2011). Quality improvement depends strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools (such as guidelines on school improvement plans), the necessary resources (through a school

grant system) and relevant training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. The combinations of these strategies are expected to lead to a significant improvement in student achievement.

2.9 The role of stakeholders in developing school improvement plan

School exists within the context of parents, community, school districts, others educational organizational and institutions and levels of government. Each of them has an impact on school and through school on pupils. Schools create partnership with all individuals, groups, organization and institutions which shares responsibility for the growth and development of pupils (Stoll, and Dean Fink 1996:133-134). The partners that contribute for the school improvement described by Stoll, and Dean Fink (1996) include parents, community, pupils, and school district and the others. If schools create strong sense of partnership with parents, they contribute a lot to pupils' success. They support the schools by providing their knowledge, skill and resources. The school surrounding community should support schools in various aspects. The community has to participate in school development programs and they have to be encouraged to take responsibility in day to day routine work in class room level. School districts support schools in providing equitable and purposeful distribution of resources-not only monetary but also human, material and psychological support. There are other partners such as nongovernment organization (NGO), charitable organization, teacher unions, universities etc that could support schools in their improvement efforts.

2.9.1 The Role of School Improvement Committee in Developing SIP Plan

School improvement is work that requires collaboration efforts of stakeholders from plan preparation through implementation and evaluation. The first step of school improvement should be establishing school improvement committee.

The school improvement committee (SIC) is responsible for supporting the school to conduct the school improvement process. The committee members are comprised of teachers, management personnel, students, parents and the community and the principal of each schools works as the committee chairman (MOE, 2006).

School can plan their school improvement programs only when they are aware of their current status in respect to the four domains based on reliable and accurate information when they design and perform their improvement plan (MOE, 2006).

The role of school improvement as an ACT (2009) the first stage SIC committee will conduct the self assessment across the four domains of school improvement and the annual satisfaction survey. Moreover SIC committee facilitate the school planning process ensures that variety of valid data have been sourced. The school improvement committee finally report to the school principal and the school on the development and progress of school plan besides collate the evidence required for external validation team.

2.11. The Participants of School Improvement Planning

The characteristics of school as a social institutions combine to create a particular ethos or set of values, attitudes and behaviors which are representative of the school as a whole, which are open to modification by the staff, rather than being fixed by external constraints (Ribbins and Burrige, 1994:86). In support of this idea, Holly (1989:25) has stated that, school improvement grows from the inside tempered by what is happening on the outside. Hence, School improvement planning is essentially a collaborative process that draws the whole school community together in shaping the school's future. Accordingly, it requires the appropriate involvement of all the key stakeholders: secondary school supervisors, Principal, teachers, parents, students, and the sub city education office. Their interest in working for the school will increase if they feel that they are part and parcel of the school.

This may lead to the generation of ideas that might ultimately help the instructional process (Bagin and Donald, 2005).

The Principal

The principal is responsible for supporting schools to develop effective school plans, validating the process and outcomes of school self assessment, monitoring the progress towards achieving targets.

Effective planning requires effective leadership from the principals. It is essential that they demonstrate strong commitment to the principal of school improvement plan and continuous

improvement. In addition to this idea he stated that, 'no school can be better than its principal' and the principal in this system will get sufficient training as well as support for leading the team of teachers professionally. He also viewed that, management at this level functions as a nodal agency to provide training which is a good investment to all teaching staff with a view to improve the efficiency of the school as well. Accordingly, the principal plays a prominent role in the leadership and management of the planning process. Some of the responsibilities are shared with the Board of Management. Some aspects may be delegated to members of the teaching staff through the in-school management structure or through the establishment of planning teams. In addition to above listed idea, SDPI (1999:27) revealed that, the Principal has a responsibility, under the direction of the board, with the collaboration of the in-school management team and the teaching staff, for the initiation of the planning process, the creation of a climate conducive to collaboration, the motivation of the staff, the establishment of the planning infrastructure, the organization of activities and resources, the arrangement of consultation, communication and approval procedures and the management of the plan's implementation and evaluation.

Role of teachers

Teachers participate in school improvement by developing strategies that promote effective learning, monitoring and assessing pupils providing feedback on pupils learning, managing classroom and school activities Davies,B(2006).

The SIP provides a framework for teachers to engage in management and leadership activities to enhance their knowledge, skills and professional development Hargreaves,D.H & Hopkins,d(1991).Therefore SIP is a tool that assists school staff and specifically teachers in continuous school improvement efforts aimed at provision of quality education services. The delivery of the curriculum entirely depends on teachers 'capacity and input, hence teachers are the single most important education resources in any country (Swane poel,c.&Boove.J (2006).Teachers spend most of time with pupils, and hence utilize their professional judgments, knowledge and skills to ensure effective learning through formal and informal monitoring and assessment Davies,p.(2002).Teachers 'participation in SIP increase their willingness to contribute the priorities, implement the set target, establish networks within and outside the school, and evaluate teaching and learning.

The teachers should be involved on knowledge about school vision, objective and their roles in improvement planning process.

Teachers serve as change agents in the planning of SIP in helping their roles in improvement planning process. Teachers serve as change agents in the planning of SIP in helping the school in partnership with the principals and other stakeholders.

Parents

It is important that parents are involved in the planning process. As indicated SDPI (1999: 28), through their representation on the Board of Management and through the Parents' Association, where one has been established, parents can readily be consulted in the clarification of the school's mission, vision and aims, the review of the school's current reality, the establishment of priorities, and the development of policies on issues such as discipline or homework. All parents should be kept informed of relevant outcomes of the planning process.

Students

The Education Act 1998 provides for consultation with students in the preparation of the school plan (SDPI, 1999: 28). Regarding to this DENI (2005:7) stated that, the review procedure may include a Students' Questionnaire to ascertain the views of a representative sample of students on aspects of school life. Where a Students' Council has been established, it can be consulted in the preparation of aspects of the school plan and can be invited to participate in the dissemination of relevant sections of the school plan to the student body. Students should be kept informed of relevant outcomes of the planning process.

The incompatibility between the ideal learning process of students and the actual learning process may have an impact on the learning trend of students. The school practice should be transparent and involve students in the planning, implementation and decision making process of the school so that the students can contribute for the improvement of the school (MOE, 2011).

Local Community

The local community can be involved in the planning process in a number of ways (UNESCO, 1985: 23). The review process includes a consideration of local context factors that interrupt on

the school, and this might necessitate a survey of the local community to establish views, requirements, or opportunities. Representatives of the local community could be asked to participate in planning joint school-community projects. The school could draw on the expertise of relevant members of the local community in planning to address particular issues. In many places, the local community is already involved in a range of specific programs expertise of relevant members of the local community in planning to address particular issues. In many places, the local community is already involved in a range of specific programs.

2.12. Countries Experiences of Developing School Improvement Plan

. The school improvement planning has been practiced in many countries to improve quality of education and learning standards. Thus, the experiences of school improvement program in some countries are presented as follows.

United Kingdom

United Kingdom is one of the countries that have a long history by exercising school improvement program to enhance the provision of quality education. According to Hopkins (1987:8), school improvement in the UK which provided a context for more detailed discussion of the four major themes that emanated from International SIP: namely school-based review for school improvement, the role of external support, the role of the head-teacher and internal change agents in school improvement and the development and implementation of school improvement policies by education authorities. International school improvement program (ISIP) aimed in the UK improve teaching and learning of the pupils. As Hopkins et al. (1994:74) study since 1990s the model of IQEA is become the activities of the many schools across the world. Improvement of quality education for all (IQEA) is the result of international school improvement program which focuses on the improvement of teaching-learning by improving the main agents of the school. Supporting this idea Hopkins (2002:71) has discussed that IQEA project is fundamentally based up on central premises that without an equal focus on the development of capacity, or internal conditions of the school and classroom development, innovative work quickly becomes marginalized. This implies that development focusing to improve some area or partial improvement is not guarantee the school improvement; rather, the

entire system needs the emphasis to be treated well to bring quality education and to realize school improvement.

Australia

School improvement program in Australia has a large extent been due to state education system initiatives (Marsha, 1988:13). The emergence of a very different, decentralized system in Victoria in the 1980s warrants special mention. The incoming labor government introduced series of ministerial papers during 1982-1984 to announce the creation of school council, a state board of education (Marsha, 1998:14). Moreover, this authority described that it is evident that other states education system in Australia are likely to follow the lead given by the act school authority and the Victorian education ministry in devolving decision making to the local school level. Many different patterns many emerge during the next decade, but highly likely that parent and students will be encouraged to be more closely involved in local school decision-making. School improvement ventures in the future are therefore likely to involve and should involve parents and community members and students, as well as teachers and related professional group.

South Africa

South Africa has some experience in the school improvement process and in introducing the planning by providing training for school actors. Xaba (2006) has explained that South African School Act (SASA) No. 84 of 1996 requires that school governing bodies develop school mission statements and, by implication, the development of school improvement program. And he also emphasized that the training in improvement planning has been provided to school management teams and educators by strict officials using training manual prepared by NGOs (MSTP). However, the training varied from district, with most districts taking two days to conduct the training. This implies that even if the training was taken as the initial stages of the process, it would be cascaded to the other staff members and stake holders. Accordingly, in spite of slight difference in emphases, the above definitions describe in the process of SIP, planners need to recognize the educational problems that need to be solved through planning and should involve all the concerned parties so as to enhance the effective implementation of plans.

Kenya

School improvement in Kenya is a program based on the assumption that effective change consists of a focus on the individual school, clinical methods of teacher development, and improved school management. An evaluation of this program by collecting data through classroom observation; semi structured interviews with project administrators, teachers and parents; informal interviews with project manager's staff and teachers; surveys of teachers of parents; and pupil tests has shown that on the over all, the program was found to be highly successful. However, it was also recommended that the program need to ensure that professional development strategies remain in place, improve the cost effectiveness of clinical staff development, and provide more focused training of head teachers. The emphasis on individual schools and child centered learning were effective. In addition, the new teaching strategies did not lead to lower standards of student attainment and facilitate student's development of non cognitive and social skills (Harry B., 2000). Other school improvement program initiatives which focused on sustained teacher development have also been implemented in east Africa since 1985 by Aga khan Foundation. The program include school and district-wide improvement project (SIPS) supported by the Aga khan foundation in Tanzania, Kenya, and Uganda grounded in a common set of strategic principles. The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change Efforts are School based; involve whole schools as the unit of change. Emphasis the ongoing professional development of teachers attend to school management and organizational conditions affecting the capacity of teachers to implement change, prepare for the institutionalization of organizational structures and processes that enable continues school development, and evolve through partnerships among relevant education stakeholders (Aga Khan Foundation, 2002).

Ethiopia

Ethiopia is one of the countries with an old age and rich education tradition. However, introduction of western type of modern education did not last more than a century. Since education system in Ethiopia was more of foreign countries orientation, it failed to meet citizens need for social, economic, political and cultural transformation. This could be attributed to deterioration of quality education for long period of time. Accordingly, it is clear that planning for the school improvement program is a powerful instrument and ensures a coherent action

planning process for school renewal, innovation and change, in other word it is a school improvement strategy

In our country, to make education an instrument of development, the new policy and training was promulgated and implemented since 1994. The implementation of the new policy played crucial role in all levels of education in terms of access and equity parallel with access and equity, to improve the quality of education several activities have been done. Among those activities developing the skill and knowledge of teachers through different training mechanisms, inspection and improvement of curriculum, educational training for the leaders of education, creation of awareness in community to develop the sense of ownership and increase participation in the issues of education, increasing the supply of educational materials, supporting the instruction in the classroom by technology and the others (MoE 2006:1). But supplying and accessing what mentioned above couldn't bring the desired result of education (MoE 2006:1). This statement in a sense improving some parts of school safeties and narrowing the gap of equity and access doesn't guarantee the role of education supposed to play and problem of quality yet not solved. According to MoE (2006), the evidence from a research conducted shows that students within different levels were scoring average result in their education. This is because of the teaching-learning system was not systematic and scientific rather than practicing routine or traditional approach in teaching and learning did not focus on the students' achievement. In response to the low level of achievement of pupils, Ministry of Education making of collaboration with the regional educators by scaling up the good practices of the schools in the countries and comforting with the experiences obtained from other countries schools improvement program was promulgated (MoE, 2006:2).

School improvement program is designed by focusing on quality provision of education in the classroom and improving the achievement of students/learning outcomes/ by identifying the domains that have an impact on learning outcomes of the pupils (MoE 2006:1). In the year 2006 Ministry of Education has identified four domains of school improvement program by assuming high performing schools supporting students' learning through best. Practices across a range of elements within the four domains of school improvement program. The four domains are teaching and learning; safe, conducive climate and healthy school environment; leadership and management; and community participation. These four domains are the pillars and future can be

broken-down in to elements consisting of twelve essential points. When we generalize school improvement program in Ethiopian context, the Ministry of Education has been engaged in formulation and implementation of different policies and programs, one of the land marks to this effect is putting the 1994 Education and Training Policy along with the Education Sector Strategy and Education Sector Development Program (ESDP I-III) in place. Another program recently developed and currently under implementation is the general education improvement package (GEQIP) which has six important pillars. Those are the following: teachers development program (TDP), School improvement program (SIP), civic and ethical education (CEE), information and communication technology (ICT), and curriculum improvement program (CIP) and management and leader ship. Although an attempt to provide basic education for all and the educational coverage has shown a remarkable progress, the quality of education provided in the country has a serious problem among the evidence that indicate the problem of quality in education, the result of national learning assessment MOE (2005) in ESDP III, the national primary and secondary leaving examination results researches on the implementation of curriculum, MOE (2006) are a few to mention. Due to poor quality of education students, “achievement for most subjects is below average”. This is the main reason for the promulgation of GEQIP in Ethiopia.

2.13 Challenges in the Plan Preparation of School Improvement Program

Although school improvement planning has been introduced in many countries it cannot be seen as a quick fix, an easy way out of the quality problems that schools are facing. In some countries or schools within countries it is working rather well, while in many others it is just an empty shell. In support of this, Mbua (2002:93) explained that, many African countries now have educational plans. The main difficult with most of this plan is that they too rarely get off paper and into action.

Moreover, one of the major problems in the planning process is the plan preparation which can be caused by lack of skill and knowledge of planners, attitudinal problems and lack of resources. In this regard, Forojalla (1993) has identified the major problems in educational planning as highly centralized (not participative), lack of healthy communication, command oriented, lack of knowledge and understanding of planning by most of officials, limited and short time given to prepare plans, lack of educate experiences, and inadequate arrangement for coordination.

Similarly, he has also pointed out the political, economic and administrative constraints are the three main factors which are affecting educational planning in Africa today. There are also many other problems that affect the process of planning of school improvement program; schools in general tend to be static. They only take action where there is a problem. Planning should take place not only to address problems, but as part of forward planning to improve the schools performance and anticipate change. In most schools the vision and mission statements are mostly still very general and need to be elaborated in more detail and accompanied by programs of action matched to the schools capacity and needs. Many schools do not have a program relevant to their vision and mission. On top of this, poor coordination of educational programs and projects and shortage of recurrent funds to meet running costs, and again lack of well-trained planner and implementer have been tested as practical problems of planning of school improvement program process and its implementation particularly at school levels. Thus, the implementation is that enhancing commitment and creating common understanding have vital importance for effective implementation of the intended change.

CHAPTER THREE

The Research Design and Methodology

This chapter describes the general methodology and procedures employed in the study. It deals with the sources of data, the sampling techniques, the variables studied, the instruments used, and the procedures of data collection and methods of analysis.

3.1. The Research Design and Methodology

The method of the study was mixed. The quantitative method supported by qualitative approach and the research design was descriptive in nature. The research design was chosen because it enables the researcher to obtain data about conditions, situations, and events that occur in the present or describes attitudes towards an issue.

3.2. Sources of Data

Both primary and secondary sources of data were used in the study. Primary data were collected from school principals, vice principals, teachers, sub city core process owner, secondary school supervisors, students, PTSA and SIC members. The Secondary data were collected from relevant technical plan documents prepared by the schools, annual reports and three years school improvement plans. It also includes minutes and reports related to the plan preparation of school improvement program.

3.3. Samples and Sampling Techniques

In Gulele sub city, there are four government secondary schools, with the total number of 328 teaching staff and 2631 students (AAEB, 2015/2016).

The target population of this study was students, teachers, and principals, vice principals, PSTA and SIC members, sub city core process owners and secondary school supervisors, in three government secondary schools in Gulele sub city, Addis Ababa.

Three government secondary schools Kechene Debreselem, Dilber and Mearph were taken by purposive sampling technique leaving one school EntotoAmba secondary school for pilot test.

The respondents of the study were 3 school principals, 9 Vice Principal, 4 secondary school supervisors, 4 sub city core process owner, 21(100%) PSTA and 21(100%) SIC member, 53(25%) teachers and 30 students. Thus, principals, secondary school supervisors, and sub city core process owners and also PSTA and SIC members were selected using purposive sampling techniques, due to the reason that the respondents have direct relation with the issue under study and can provide relevant information and share their experience. The teachers were selected using simple random sampling technique which gives each of them an equal chance of being included in the study where as students were selected by purposive sampling from grade 10 students from each section of sampled school due to their participation when the school prepared the school improvement plan by filling survey questionnaire.

Table. 1. Distribution of the sample by school

No	Total population									Sample population							
	Name of school/sub city	Student	Teacher	Principal	vice principal	Supervisors	Core process owner	SIC	PSTA	Student	Teacher	principal	vice principal	Supervisors	Core process owner	SIC	PSTA
1	Kechen Deberselam	457	75	1	3			7	7	10	19	1	3			7	7
2	Dilber	695	78	1	3			7	7	12	20	1	3			7	7
3	Mierafe	357	55	1	3			7	7	8	14	1	3			7	7
4	Gulelesubcity					4	4							4	4		
	Total	1509	208	3	9	4	4	21	21	30	53	3	9	4	4	21	21

Source: Field data

3.4. Instruments and Procedures of Data Collection

In this study questionnaires, focus group discussion, and document review were employed as data collection instruments. In designing the instruments, the researcher used literature review as a base. As a result, the study used a combination of the following method as a data collection tools.

3.4.1. Questionnaire

Questionnaire was used for data collection because it offered considerable advantages in the administration. Gay (1992) claims that questionnaire gives respondent's freedom to express the views or opinion and also to make suggestions.

The questionnaire was utilized to gather information from teaching staff, School principals, secondary school supervisors and sub city core process owner. The questionnaire consisted of both open ended and closed ended items. Closed ended items were formulated in five point likert scales manner and open ended items were included in a way that the respondents freely express their idea.

The questionnaires were developed on the bases of the basic research questions and available literature. The questionnaires have two major parts; the first part is about the respondents personal characteristics and the second part is about the school improvement planning process, which is sub divided in to four parts based on the research questions.

3.4.2 Focus Group Discussion (FGD)

In order to gather relevant and adequate information needed for this research, FGD guides were prepared. Creswell, & Plano, (2011) suggest that FGD is very useful to understand issues with consensus among the participants within the group. The issues raised in the FGDs were the level of the participation, awareness of SIP and the challenges encountered in the preparation of planning SIP.

The focus group discussion made with school improvement committees also increased the quality and richness of the data as group members simulated by the perception and ideas of others with in the social environment in which the group situated.

In the course of this study, six FGD sessions were conducted separately and a total of 63 educational stakeholders actively participated. The members of SIC and PSTA were taken as independent FGD group and the students were taken as another FGD group of each sampled schools.

Table. 2. FGD participants of sampled schools

No	School Name	SIC members		PSTA members		Students		Total		
		Male	Female	Male	Female	Male	Female	Male	Female	Total
1	Kechene Deberesalam	5	1	5	0	5	5	15	6	21
2	Dilber	6	0	4	2	7	5	17	7	24
3	Mearaf	3	2	4	1	6	2	13	5	18
	Total	14	3	13	3	18	12	45	18	63

3.4.3. Document Review

Document analysis and observation were made to get additional evidence to the study. Thus, available sources were used to get the relevant data for the study. Document analysis enabled the researcher to observe the subject of the study in their natural setting and obtaining more accurate, valuable information. Accordingly, the researcher reviewed the three years plan from 2014/15-2016/2017, the present academic year action plan 2016/17 and performance reports as well as school improvement plans.

3.4.5. Pilot Test

Piloting has paramount importance for improving the instruments of data collection. After preparation, the instruments were tested to check whether they can generate the desired information and to judge their internal consistency. Therefore, the school where the pilot testing was made, Entoto Amba secondary school, was not included in the study. In the pilot test 30 teachers, one principal and 3 vice principals in a total of 34 participants were involved. They were asked to write any comments, suggestions regarding the clarity of language, terms, spelling and grammar. They were also asked, to check the relevance, clarity and chance of ambiguity of each item in the questionnaire. Then, based on the feedback obtained, the necessary modification was made for the actual work by the researcher.

Moreover reliability of the items had been checked before distribution questionnaires and was analyzed by using Cronbach's alpha test. The computed result was found to be 0.833. Therefore, the result revealed that the instrument was found to be relevant to measure what was intended to measure, because reliability calculated value above 0.60 is considered to be reliable instrument.

3.5 Methods of Data Analysis

Descriptive statistics was employed in this study by using Statistical Package for Social Science (SPSS) to analyze closed ended quantitative data collected through questionnaires. From the descriptive statistics frequency distribution, percentage, mean values and standard deviation were used as a needed to analyze the data.

Data collected through open-ended questions of questionnaire, and focus group discussion was analyzed qualitatively (Creswell, 2008).

The qualitative data was analyzed by summarizing, producing cluster of texts with similar meanings often searching for central themes capturing the essences of the words of the focus group discussion (FGDs) to substantiate the findings obtained through questionnaire.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

4.1. Introduction

This part of the study deals with presentation, analysis and interpretation of data gathered from Gulele sub city secondary schools sample teachers, principals including vice principal, secondary school supervisors and sub city education core process owners.

It comprises two main parts: the first part discusses the characteristics of the respondents while the second part deals with the analysis of the data in order to propose the main findings in line with the research questions.

4.2. Characteristics of the Respondents

Different groups of respondents were included in the study to diversify the sources of information. These include 20 school leaders (3 principals, 4 supervisor, 9 Vice principal and 4 sub city core process owners), 53 teachers, 30 students, 21 PSTA members, 21 SIC members from three selected secondary schools were selected from Gulele sub city . Regarding the characteristics of the sample respondents, tables 3 portrays the respondent's responsibility, sex, qualification and service (work experience).

Table. 3. Respondents distribution by sex, academic qualification and work experience

Variable	Category	School leaders*		Teachers		Total	
		N	%	N	%	N	%
Sex	Male	17	85	37	69.8	54	80
	Female	3	15	16	30.2	19	20
	Total	20	100	53	100	73	100
Academic qualification	MA/MSc	10	50	0	0	10	13.7
	BA/BSc/BEd	10	50	52	98.1	62	84.9
	Diploma	0	0	1	1.9	1	1.4
	Total	20	100	53	100	73	100
Teaching Experience	1-10	7	35	33	62.3	40	54.8
	11-20	6	30	12	22.6	18	24.7
	21-30	5	25	7	13.2	12	16.4
	31 and above	2	10	1	1.9	3	4.1
	Total	20	100	53	100	73	100

Source: Field data

N=Number of respondents, % percentage calculated for N

**school leaders =principal +vice principal+ supervisors+ sub city core process owners*

Table 3, shows that, 17 (85%) of school leaders were males and only 3(15%) were female. On the other hand, the sex distribution of teachers indicates that 37 (69.8%) and 16 (30.2%) were males and females respectively. This showed that in both groups the percentage of the female respondent was less than the male counterparts.

The educational qualification distribution of the respondents shows that, half of the school leaders 10 (50%) were MA/MsCand10 (50%) BA/BsC/BeD. Similarly, as depicted in Table3 all of the school teachers 52(98.1%) teachers were first degree holder except one were diploma holders. From the result on can realize that significant number of teachers has fulfilled the minimum requirement of qualification needed at secondary school level, at least first degree.

Additionally Table 3 shows, respondent's distribution by work experience. With regard to work experience, average of school leaders 7 (35%) were between service year group 1-10 and, 6(30%) were between 11-20 years. Out of which 5 (25%) of them were in between21-30, in addition to this 2 (10%) were in service year 31 and above. This approved that, the majority of school leaders have good work experience. On the other hand, 33 (62.3%) of school teachers were grouped service year between 1-10 and 12 (22.6%) were placed 11-20, 7 (13.2%) were found in between 21-30.The rest 1(one) had serviced for 31 years and above. This reveals that,

the majority of teachers were categorized from 1 up to 10 years work experience, which indicates that the majority of school teachers had adequate teaching experience .In accordance with this; different respondent who had experience could share what they had including their understanding of SIP.

4.3. Analysis for Plan Preparation of School Improvement Program

School improvement program is an important process and becomes the dominant approach to educational change which helps to enhance quality of students learning and strengthen schools capacity for change. Principals' ,vice principals' ,supervisors' , sub city core process owners and teachers' responses were considered to investigate the plan preparation of school improvement program collected on five(5) points likert scales consisting of nine (9) items for the preparation and planning for school improvement program ,eight(8) items for meaningful participation in preparing SIP plan, eleven (11) items for monitoring and evaluation and ten (10) factors that challenge the preparation of the school improvement plan.

The responses were converted in to numerical scale. The numerical values assigned to the plan preparation of school improvement program were (5=very good,4=good,3=fair,2=poor and 1=very poor) where as for the meaningful participation in preparing SIP item and for the school improvement planning, monitoring and evaluation mechanisms were (5=strongly agree ,4=agree,3=undecided,2=disagree and 1=strongly disagree) and for the factors that challenge the preparation of school improvement plan were(5=most serious 4=more serious,3=average s 2=less serious 1=least serious). The frequency distribution of each variable the mean score as well as standard deviation was calculated using statistical package for social science (SPSS) software. Later data were aggregated at the school level by averaging the scores of each instrument. The mean scores for each variables and factors were then determined by averaging the scores for all survey items with in each instrument.

4.3.1 Preparation and Planning for School Improvement Program

This section deals with the existing practice in the school towards preparation and planning for school improvement planning. From table 4, SIP deals with, the resources that the school organizes for SIP implementation, good situation exist in the school for SIP implementation and problem observed to the school in preparing and planning for SIP.

Table .4. Responses on the preparation for school improvement program.

No	Activity	School leader (N=20)		Teacher (N=53)		
		Mean	SD	Mean	SD	AvM
1	The school leaders had set clear goals, vision and mission in light of school improvement program	3.05	1.432	3.38	1.123	3.22
2	The degree to which the school made awareness creation for secondary school supervisors, teachers ,students and parent about planning of school improvement program	3.20	.894	3.13	.908	3.16
3	The extent to which the school set goals and priorities that focused on the entire issues that school improvement plan deals with	2.30	.979	2.35	.905	2.33
4	The extent to which the school identifies its problems and set priority accordingly	2.45	.759	2.44	.805	2.44
5	The extent to which surveys were conducted to define the school status.	2.35	1.226	2.38	.889	2.40
6	The extent to which the school has organized necessary human resources for the preparation of school improvement plan	2.10	1.021	2.5	1.019	2.30
7	The extent to which the school has organized necessary material resources for the preparation of school improvement plan	3.55	.889	3.60	1.015	3.58
8	The extent to which the school has organized necessary financial resources for the preparation of school improvement plan	2.75	.910	2.98	1.019	2.86
	Aggregate mean	2.71	1.01	2.84	.96	2.78

Source: Field data

AvM=Average mean, the average of school leaders and teachers.

‘AvM’<2.5 poor, AvM>3.5 good and 3.5<AvM>2.5 moderate

Table 4 presents the informants responses to items related to key areas of the preparation and planning for SIP. For analysis purpose, the mean value was interpreted as >3.5 good practice, 2.5-3.5 moderate practice, and < 2.5 poor practice of planning of school improvement program. Item one of the table showed that the leaders set clear goals, vision and mission in light of SIP as good with average mean value of 3.22. In addition, as can be seen from item two of Table 4, the degree to which school made awareness creation for secondary school supervisors, teachers, students and parents about planning of SIP was also rated as average with average mean value of 3.16. On the other hand, the extent to which the school set goal and priorities that focused on the entire issues that school improvement plan deals with was reported to be poor with average value

of 2.33. Identification of school problem and set priority in plan preparation was also poor with average mean value of 2.44. Besides, the document observation shows that the school didn't display the key area of action in the academic year.

The planning part of SIP needs the right human, financial and material resource. Regarding this the respondents reported that, no problem encountered on material and financial resource as the average mean values were 3.58 and 2.86 respectively. However, the organization of human resource was considered critical problem with average mean score of 2.30. Moreover, as it can be seen from Table 4, the aggregate mean values of both groups on the preparation planning for school improvement program were moderate with aggregate mean ($X=2.71, SD=1.01$) and ($X=2.84, SD=.96$) for both school leaders and teachers respectively. Therefore, this implies that the practice of preparation and planning for SIP in secondary schools of the research area was moderate.

Table 5. Training given for respondent of study area

Variables		Respondent				Total	
		School leaders		Teachers			
Have you obtained any training on SIP?	Yes	15	75	22	41.5	37	50.6
	No	5	25	31	58.5	36	49.4
	Total	20	100	53	100	73	100

Source: Field data

As it can be seen from Table 5 regarding training on school improvement program 37(50.6%) of the respondents participated on training related to school improvement program issues but 36(49.4%) of them did not participate on any training related to improvement program. From the training there were teachers and school leaders who are working in school without having knowledge of SIP. This shows that there was lack of consistency in giving training on SIP. Lack of training on SIP issues might affect proper planning of school improvement program in secondary schools of the study area. The FGD participants of SIC also confirmed that “... since no continuous and result oriented training given for the stakeholders of the secondary schools the process of SIP planning is negatively influenced...” (FGD #3, 15, May 2017).

4.3.2. Meaningful Participation in Preparing School Improvement Plan

The collaboration and coordination of stakeholders in the plan preparation of school improvement program is crucial in the generation of shared vision, mission, goals, SWOT analysis and they prioritize things to be done for the foundation of the actions.

Table 6. Meaningful participation in preparing school improvement program

No	Activity	School leader (N=20)		Teacher (N=53)		AVM
		Mean	SD	Mean	SD	
1	The school leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement plan	2.75	1.333	3.12	1.24	2.94
2	Teachers are actively involved in preparation of school improvement plan...	2.65	1.040	2.94	.916	2.80
3	Students are actively involved in preparation of school improvement plan	2.35	1.875	2.48	1.02	2.4
4	Parents are actively involved in preparation of school improvement plan	2.35	.889	2.38	.82	2.36
5	The school improvement plan was well communicated to the school community (teachers ,students ,parents)	2.85	1.268	2.9	1.05	2.87
6	The school improvement committee has contributed a lot in preparing school improvement plan	2.4	1.231	2.44	1.06	2.42
7	The extent to which principal's & department heads involve in the preparation of school plan	3.2	1.005	3.23	.899	3.23
8	The extent to which secondary school supervisor and sub city education office involve in the preparation of school plan.	2.30	1.174	2.48	1.02	2.39
	Aggregate mean	2.6	1.22	2.74	1.003	2.67

Source: Field data

AvM=average mean of school leaders and teachers

‘AvM’<2.5 poor, AvM>3.5 good and 3.5<AvM>2.5 moderate

As illustrated in Table 6, the respondents rated the extent to which the school involves key participants in planning process by using five point Likert scale.

Consequently, each group of respondents indicated that the school leaders engaged actively in coordinating stakeholders and school improvement committee for the preparation of school improvement plan as moderate with weighted mean value 2.94. In item 2 of Table 6 respondents

were asked for active involvement teachers in preparation of school improvement plan was moderate with average mean of 2.8. Items 3 and 4 of table 6 refer to the active involvement of student and parent were rated as average mean of 2.4 and 2.36 respectively and ranged poor. The FGD of PSTA confirmed that” *the contribution stakeholders in preparing SIP plan was poor, it is the commitment of the three principals to make the development of SIP come true, However many teachers are involved giving their knowledge of sip specially the senior teachers.*” (FGD #1, 16, May 2017).

During planning stage the big burden is on the shoulder of school principals. However, key stakeholders have to participate in school improvement programs and they have to be encouraged to take responsibility in day to day routine work in school level (MoE, 2011). From the survey the school improvement plan was communicated to the school community (teachers, student and parent) at moderate level with average mean 2.87. On the contrary, the school leadership should facilitate effective communication with teachers, students, and parents (MoE, 2011).In addition, the contribution of the school improvement committee in preparing school improvement plan was poor with average mean score of 2.42. FGD of PSTA members reveals that “*...Participatory plan of SIP helps in the realization of the objective, but the main problem is on the school leadership and school improvement committee in losing in playing their important role.*”(FGD # 1, 16, May 2017).

The extent to which principals and department heads involve in the preparation of school plan was good with average mean value is 3.23.On the other hand, Table 6 item no 8 the extent to which secondary school supervisor and sub city education involvement in the preparation of the plan was poor as indicated by average mean value 2.39. During the FGD of SIC they argued that “*...the support given from the education office as well as the secondary school supervisors were poor in supporting the school for the process of developing school improvement plan their emphasize the implementation.*”(FGD # 3, 15, May 2017).

Thus, the present status of the participation of stakeholders’ in facilitating SIP is unsatisfactory in secondary schools of the sub city. However, Stoll and Dean Fink (1996) stated that, SIP is essentially a collaborative process that draws the whole school community together in shaping the school feature.

4.3.3 School Improvement Planning Monitoring and Evaluation Mechanisms

The literature identifies monitoring and evaluation as an essential component of school improvement planning since they provide valuable information for assuring smooth implementation of plans. The factors of monitoring and evaluation are on relevance, performance, and success of plans. Thus ensuring the production of sustainable results benefit the target groups (Chang, 2008). Constructive monitoring, or formative evaluation, facilitates effective implementation. It is a way of discovering if the plan is working and of assessing how well it is working so that corrective action can be taken as soon as it becomes necessary. In general, conducting monitoring and evaluation at the school level is constructive for the proper functioning of the school and identification of its weakness and strength so as to take corrective measures. Self-evaluation is a key for ongoing improvement.

The respondents were asked to indicate how much they agree or disagree regarding aspects of school improvement plan monitoring and evaluation mechanisms being employed on five point scale .Their responses are summarized and presented here under.

4.3.3.1. Plan Monitoring

Monitoring is formative evaluation that facilitates effective implementation. Monitoring can lead to the adjustment of any aspect of action plan.

Table. 7. Responses on the plan monitoring

No	Activity	School leader (N=20)		Teacher (N=53)		AvM
		Mean	SD	Mean	SD	
1	The monitoring mechanism of the school facilitates effective implementation of the plan	2.9	1.334	3.04	1.028	2.97
2	The school principals and SIC take corrective action during monitoring	2.1	1.021	2.62	1.286	2.36
3	supervisor and sub city education office take corrective action during monitoring	2.35	1.182	2.31	1.039	2.33
4	Timely monitoring and evaluation of educational strategic plans carried out	1.9	.718	2.65	1.282	2.28
5	The task specified in the action plan are carried out during school improvement planning practices	3.20	1.005	3.23	1.002	3.23
6	Monitoring procedures include review meeting	3.25	1.050	3.02	1.093	3.14
	Aggregate mean	2.61	1.05	2.81	1.12	2.71

Source: Field data

Concerning monitoring issues Table 7 above portrays the responses of informants on the statement regarding monitoring the plan. As indicated in the table, the respondents showed their moderate level the item that monitoring style of school facilities effective implementation of the plan with average mean value of 2.97. In addition, the respondents rated the school principal, and SIC to take corrective action during monitoring with average mean value of 2.36. But the respondents were unhappy by the supervisors and sub city education office in corrective action during monitoring.

Additionally, timely monitoring and evaluation of educational strategic plan carried out in the school is poor with average mean value of 2.28. But, according to Chang (2008:9), Monitoring is “.....process whereby the progress of activities is regularly and continuously observed and analyzed in order to ensure that the expected result is achieved”. On the other hand, respondents agreed on the task specified in the action plan are carried out during the practice of school improvement plan practices. Moreover, they indicated that the monitoring procedures can include review meeting with average mean values of 3.23 and 3.14 respectively. This implies that, there is monitoring practice in the school on the plan preparation of SIP but not timely. In this regard, constant monitoring enables the planner to make attentions in the planner to the changing conditions (Charch man, 1968).

Table. 8. Responses on the plan evaluation

No	Activity	School leader (N=20)		Teacher (N=53)		AvM
		Mean	SD	Mean	SD	
1	The school evaluates itself in relation to school improvement plan	3.30	1.490	3.19	1.253	3.23
2	The outcomes of the evaluation feed in to the next planning cycle	3.55	1.050	3.14	1.017	3.35
3	Action plan is evaluated in light of evidence gained through data collection tools	3.60	1.273	3.15	1.017	3.38
4	The school evaluate the plan on regular bases	3.3	.801	3.27	1.157	3.29
5	The school evaluates the SIP plan in relation with student achievement.	3.29	1.04	3.29	.936	3.29
	Aggregate mean	3.4	1.13	3.2	1.076	3.3

Source: Field data

4.3.3.2. Plan Evaluation

Evaluation is an exercise to assess the success or failure of the planned objectives, impact of programs and the degree of efficiency with which they are carried out. It is the last step of planning cycle and also it is essential that the school community evaluate the success of implementation whether attaining the targets and addressing the school improvement needs at the end of the planning cycle. The school self evaluation provides an accurate assessment how well the school is performing and what it needs next. It also adjusts the natural school improvement priorities. In support of this idea, Hopkins (1999) stated that, evaluation provides a generated and paradigmatic process, combining as it is selected curriculum large with modification to the school management arrangement or organization.

As shown in Table 8, the respondents confirmed that the school evaluates itself in relation to the school improvement plan was moderate with average mean value 3.23. The outcomes of the evaluation feed in to the next planning cycle and schools evaluated the plan in light of evidence gained through data collection tools with average mean values of 3.35 and 3.38 respectively. As a result, at the end of the planning cycle, it is important that the school stakeholders evaluate the success of the implementation in attaining the targets and addressing the school's improvement program. On the other hand, the respondents on moderate level cited that the school evaluates the SIP plan on regular basis. However, it evaluates it in relation with students' achievement with average mean value of 3.29.

4.3.4. Factors that Challenge the Preparation of School Improvement Plan

From the global experience the school improvement plan is complex process which can be challenged by different factors during its implementation. In this regard, Fullan (2001:89-90) in Bereket (2011) stated that, when a new initiative is introduced undoubtedly, it will create difficulties to both individuals and institutions. Thus, for the success of the program it needs to forecast or consider challenging factors prior to the implementation of the plan in due process.

The literature further suggests various problems that affect the process of planning of school improvement program. These include a command oriented centralized planning, poor communication, inadequate arrangement for coordination and lack of knowledge and understanding of planning (Forojalla, 1993). In order to know factors that might hinder the

preparation of school improvement plan, participants were asked a series questions concerning the issue to indicate how much the problems were serious on a five point likert scale ranging from most serious to least serious. Table 9 provides a summary of their responses.

Table 9. Factors that Challenge the Preparation of School Improvement plan

No	Challenges	School leader (N=20)		Teacher (N=53)		AvM
		Mean	SD	Mean	SD	
1	Lack of awareness about the school improvement program among the school community	2.85	1.387	3.48	1.379	3.16
2	Shortage of material resource	1.95	.826	2.54	1.260	2.25
3	Shortage of financial resource	2.00	.795	2.63	1.189	2.32
4	Lack of well trained human resource	2.4	1.231	3.21	1.177	2.81
5	Absence of self evaluation at the end of each academic year	3.10	1.586	3.33	1.216	3.22
6	Inadequate professional support from sub city and the city government education office	3.35	1.268	3.4	1.241	3.38
7	Inadequate professional support of the secondary school supervisors	2.55	1.356	3.35	1.297	2.95
8	Lack of proper training for stakeholders (teachers , parents and students).	2.9	3.37	3.37	1.205	3.14
9	Low stakeholders(teachers ,students and parents) involvement in the preparation of school improvement plan	3.6	1.759	3.62	1.105	3.61
10	Inability of the school leaders in co-coordinating the stake holders	2.80	1.361	3.17	1.424	2.98

Source: Field data

NB: AvM means average mean of school leaders and teachers.

AvM>3.5 ‘serious’ 3.5<AvM>2.5 average serious <2.5’ observed but not serious’

Table 9 above, portrays that the respondents were requested to rate how much problems were challenging the SIP process. The top most observed challenge focused by the respondents was the low involvement of stakeholders when the school prepared the school improvement program (average mean 3.61).

The FGD participants in SIC and PSTA and FGD of students confirmed that there were weak involvement of stakeholders in plan preparation of school plan. Moreover, inadequate professional support from the sub city and city government education office, lack of awareness

about school improvement program among the stakeholders, absence of self evaluation at the end of each academic year and lack of proper training for stake holders became the average mean of 3.38,3.16,3.22 and 3.14 respectively and average serious. The FGD of SIC further confirmed that “...making self evaluation at each academic year helps the school to know the level of the implementation of SIP; however the secondary school unable to do it at each academic year based on the SIP guide line of MoE....” (FGD # 3, 15, MAY 2017).

Besides the FGD of PSTA stressed that “...the most determinant factors that affect planning of sip for implementation were shortage of financial resource...” (FGD # 1, 16, MAY 2017)

Accordingly, lack of well trained planner and implementer had been tested as practical problems of the plan preparation of SIP and its implementation particularly at school level.

Furthermore, during the FGD held with SIC, they indicated that...

“...the planning stage of SIP may face different challenges but the main challenges were weak parents involvement in the school affair, professional support of the sub city education office and lack of adequate training and orientation in school plan formulation were some other problems in preparation of school improvement plan in the study area.”

FGD # 3, 15, MAY 2017

The document review showed that weak parents involvement in the schools affair and professional support, lack of adequate training and orientation in school improvement plan formulation were some other problems in the preparation of school improvement plan in the study area. Through open ended questions both respondents were asked to describe additional challenges and they reported that because of incentive the teachers did not participate meaningfully in plan preparation of school improvement program. It was also inhibited by different factors encountered at different levels. Drawing on the above analysis, one can understand that planning stage of SIP was challenged with many problems in the schools where this study was conducted.

CHAPTER FIVE

Summary, Conclusions and Recommendations

This chapter presents the summary, conclusions and recommendations of the study.

5.1. Summary

The purpose of this study was to examine the plan preparation of school improvement program and the challenges encountered in secondary schools of Gulele sub city, Addis Ababa. The study attempted to answer the following basic questions:

1. What does the existing practice of developing school improvement plan look like?
2. To what extent do schools principals, vice principal, teachers, secondary school supervisors, sub city education core process owners, PSTA and SIC members participate in the preparation of school improvement plan?
3. What monitoring and evaluation mechanisms are in place to examine proper planning of school improvement program?
4. What major challenges encounter the schools in the preparation of school improvement plan?

To conduct the study appropriate research method, sampling techniques and instruments were used. Accordingly, in this research both quantitative and qualitative research approaches and descriptive survey design was employed. Questionnaires were prepared and distributed to teachers, principals, vice principals, secondary school supervisors and sub city core process owners. Moreover, FGDs were conducted with students, PSTA and SIC members of each sample school to obtain qualitative data which are used to supplement the quantitative data analysis. Document review was also used to strengthen and enrich the data obtained from the Questionnaires and FGDs.

The collected data and responses were analyzed, tabulated and interpretation was made using statistical methods such as frequency, percentage, mean-value and standard deviation.

After the analysis and interpretation of the data, the following points were taken as the main findings of the study.

- In most schools, the result of the study showed that the practices of plan preparation of SIP in listed items were rated moderate with aggregated mean values of 2.71 and 2.78 for both school leader and teachers respectively. However organizing the necessary human resource and the extent to which the survey were conducted to define the school status were poor with aggregate mean 2.30 and 2.40. The survey conducted come up with the result that showed low level of performance in practices planning that reveals all sample schools prepared a three year strategic plan without making self evaluation, identifying and prioritizing the problems.
- The study revealed that both teachers and leaders of the schools had a low level of agreement about the contribution of SIC with aggregated mean values of 2.4 and 2.44 for both respondents respectively. The document review and FGDs of SIC & PSTA members also showed that the contribution of SIC committee was low in all sample schools. This indicates that there was weak coordination of SIC in the plan preparation of SIP. It also implies that the school improvement committee almost in all schools could not perform their duties properly.
- The study also revealed that there was low participation of both students and parents in the plan preparation of SIP with average mean of 2.4 and 2.36 respectively. Both teachers and leaders agreed on the poor participation of students and parents. Additionally, FGD with PSTA and SIC as well as students confirmed their poor participation. Moreover, the secondary school supervisors and sub city education office contribution was low.
- Responses on monitoring on the school principals and SIC take corrective action during monitoring, supervisors and sub city education office take corrective action during monitoring and timely monitoring and evaluation of educational strategic plan was labeled poor as aggregate mean 2.36, 2.33 and 2.28 respectively. The results of the study revealed low performance of principals, SIC committee, supervisors and sub city education office in taking corrective action and timely monitoring and evaluation of strategic plan.
- The serious problems affecting the plan preparation of SIP were found to be: low stakeholders' involvement in the preparation of school improvement plan, inadequate professional support of the secondary school supervisors, lack of awareness about the school improvement program among the stakeholders and absence of self evaluation at the end of each academic year.

5.2 Conclusions

Successful school improvement program is related to systemic planning, monitoring and evaluation process which enable to increase students' achievement. Hence, the key stakeholders should be encouraged to have active participation in planning by continuously raising their awareness. The extent of providing monitoring and evaluation by concerned bodies and the level of school leadership capacity determine the extent of stakeholders' participation in planning of SIP. Therefore, based on the findings of the study the following conclusions were drawn:-

The existing practice of planning of SIP in most schools didn't involve important activities such as conducting self-evaluation, timely monitoring of the plan preparation and identifying and prioritizing the problems. Moreover, there was low involvement of stakeholders in the planning of SIP; the responsibility of planning remained in the hands of school leaders due to lack of commitment of leaders to invite stakeholders in planning. This implies that the planning of SIP in the government secondary schools of Gulele sub city was not done as to the expectation of stakeholders and it was entangled with serious of challenges affecting its success such as low stakeholders involvement in plan preparation of SIP, absence of self evaluation at the end of each academic year, inadequate professional support from sub city and city government of education office and lack of awareness about school improvement program among the school community. As a result this clearly indicated that the schools are not effectively addressing the needs of the learner.

5.3 Recommendations

Based on the findings and conclusions drawn the following recommendations are forwarded to be used by the practitioners.

1. The finding of the study indicates that conducting self evaluation and prioritizing problems to prepare plan of SIP was weak. Therefore the school principals have to give attention to planning, and should initiate commitments in preparing the plan of SIP that entirely involves conducting self-evaluation by participating key stakeholders (teachers, students and parents) by building consensus among the stake holders about school improvement program.

2. Reporting system is very important to gain timely feedback for further improvement. Hence, it is advisable that the school principals should report the school self-evaluation result and other activities for concerned officials and stakeholders at the very expected time.
3. The study indicates that the SIP plan was developed by individual school leaders or few individuals involved in planning process. The involvement of stakeholders (teachers, students and parents) in the planning of SIP was low. To improve the problem related to planning all stakeholders should be involved in planning process. To do so school leaders are expected to mobilize the stake holders to actively participate in planning process.
4. Schools should make the SIP committee functional for its better contribution to the success of the plan. In addition, empowering the capacity of school principals and SIP committee in each school to work successfully and closely with stakeholders is crucial.
5. Monitoring and evaluation on the plan preparation of SIP were not undertaken properly. Therefore, the Addis Ababa city administration education bureau and the sub city education office ought to give special attention and support to this component of school improvement program.
6. Supervisors and the sub city education office should give functional support for the plan preparation of school improvement program.

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Appendix A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by Principals, teachers, supervisors and sub city education core process owner.

Dear Respondents The purpose of this questionnaire is to assess the school improvement planning process in selected governmental secondary schools in Gulele sub city education office. The success of this study entirely relies on your sincere and timely response to each question. Therefore, you are kindly requested to complete the questionnaire honestly and responsibly. It would really be most meaningful if you would answer all the question items in the questionnaire. Moreover, the study is purely academic so that all the information will be kept confidential.

Note

- No need of writing name.
- Follow the directions given under each part.
- Give brief and concise response or opinion for open ended questions on the provided space.
- If you want to change any of your response, make sure that you have cancelled the unwanted ones.

Thank you for your cooperation

Section One

1. Personal Information

1.1. School Name _____

Direction: Please put “X” mark on the space provided after each question.

1.2. Sex A. Male ☐ B. Female ☐

1.3 Qualification: A. Diploma ☐ C. MA/MSc ☐

B. BA/BSc/BEd. D. If any other specify _____

1.4 Teaching experience : A.1-5 years B. 6-10 years ☐

C.11-15 years ☐ D. 16-20 years ☐ E. 21-25 years ☐

F.26-30 years ☐ G. 31 years and above ☐

1.5. Current position

A. Principal ☐ B. Vice Principal ☐

C. Teacher ☐ D. Secondary school supervisor ☐

E. Sub city core process owner ☐

Section two

2. Preparation and planning for school improvement program

Direction: please rate the following activities by putting “X” mark under each column.

Key: 5= Very good 4= Good 3= Fair

2= Poor

1= Very poor

No	Activity	Scale				
		5	4	3	2	1
2.1	The school leaders had set clear goals, vision and mission in light of school improvement program					
2.2	The degree to which the school made awareness creation for secondary school supervisors, teachers ,students and parent about planning of school improvement program					
2.3	The extent to which the school set goals and priorities that focused on the entire issues that school improvement plan deals with					
2.4	The extent to which the school identifies its problems and set priority accordingly.					
2.5	The extent to which surveys were conducted to define the school status.					
2.6	The extent to which the school has organized necessary human resources for the preparation of school improvement plan					
2.7	The extent to which the school has organized necessary material resources for the preparation of school improvement plan					
2.8	The extent to which the school has organized necessary financial resources for the preparation of school improvement plan					

2.9 Have you obtain any training on school improvement planning?

A. yes ☐

B. No ☐

2.10 If your answer for question 2.6 is “yes” list down the type of training and major areas or topics covered on the training.

Types of training

a. _____

b. _____

c. _____

Areas or topics covered on the training

a. _____

b. _____

c. _____

2.11 What are the good practices in your school on the plan preparation of SIP?

2.12 What problems are observed in your school in the plan preparation of SIP?

3. Meaningful Participation in preparing SIP

The following are statements about the involvement of stakeholders in the planning process for school improvement. Please indicate the level of your agreement or disagreement on listed statements by putting "X" in the space provided under each column.

Use rating scale 5=strongly agree 4=Agree 3=Undecided 2=Disagree 1=strongly disagree

No	Activity	Scale				
		5	4	3	2	1
3.1	The school leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement plan					
3.2	Teachers are actively involved in preparation of school improvement plan					
3.3	Students are actively involved in preparation school improvement plan					
3.4	Parents are actively involved in preparation of school improvement plan					
3.5	The school improvement plan was well communicated to the school community (teachers ,students ,parents)					
3.6	The school improvement committee has contributed a lot in preparing school improvement plan					
3.7	The extent to which principal's & department heads involve in the preparation of school plan.					
3.8	The extent to which secondary school supervisor and sub city education office involve in the preparation of school plan.					

3.9 If you have additional points, please mention them

4. School improvement Planning Monitoring and evaluation mechanisms

The following items describe the school improvement plan monitoring and evaluation mechanisms. Please show your judgment by rating “X” mark below the number in the table.

Use, 5=strongly agree 4=Agree 3=Undecided 2=disagree 1= strongly disagree

No	Activity	Scale				
		5	4	3	2	1
4.1	Monitoring					
4.1.1	The monitoring mechanism of the school facilitates effective implementation of the plan					
4.1.2	The school principals and SIC take corrective action during monitoring					
4.1.3	supervisor and sub city education office take corrective action during monitoring					
4.1.4	Timely monitoring and evaluation of educational strategic plans carried out					
4.1.5	The task specified in the action plan are carried out during school improvement planning practices					
4.1.6	Monitoring procedures include review meeting					
4.2	Evaluation					
4.2.1	The school evaluates itself in relation to the school improvement plan					
4.2.2	The outcomes of the evaluation feed in to the next planning cycle					
4.2.3	Action plan is evaluated in light of evidence gained through data collection tools					
4.2.4	The school evaluate the plan on regular bases					
4.2.5	The school evaluate the SIP plan in association with student achievement					

4.3. Do you want to add something other than mention above _____

5. Factors that challenge the preparation of school improvement plan

The following are among factors that might hinder the preparation of school improvement program in secondary schools. Please indicate the level of seriousness by putting "X" in the space provided under the rating scales.

Use rating scale 5=most serious 4=more serious 3=average serious 2=less serious 1=least serious

No	Activity	Scale				
		5	4	3	2	1
5.1	Lack of awareness about the school improvement program among the school community					
5.2	Shortage of material resource					
5.3	Shortage of financial resource					
5.4	Lack of well trained human resource					
5.5	Absence of self evaluation at the end of each academic year					
5.6	Inadequate professional support from sub city and the city government education office					
5.7	Inadequate professional support of the secondary school supervisors					
5.8	Lack of proper training for stakeholders (teachers ,parents and students).					
5.9	Low stakeholders(teachers ,students and parents) involvement in the preparation of school improvement plan					
5.10	Inability of the school leaders in co-coordinating the stakeholders					

5.11 please list any other challenges that hinder the preparation of school improvement plan

Appendix B

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Focus Group Discussion guide for school SIC and PSTA members.

Dear Respondents

This focus group guideline is designed to collect data for the study aimed at assessing the preparation of school improvement plan in the secondary schools of Gulele sub city. All the information you will provide have indispensable contribution to the success of the study. Your responses are kept confidential and used only for academic purpose. I would like to express my heartfelt appreciation, in advance.

The following are the guiding questions for the FGD.

1. What do you know about the school improvement program?
2. Have you got additional training that help you to engage in planning and monitoring?
3. The school conducted self assessment to set plan for three years, and at the beginning of each academic year in the light of school improvement program ?how ?explain?
4. Are students, parents and local community trained on SIP? Do you think that they have adequate awareness of the objectives of the program?
5. How do you evaluate your involvement in planning of school improvement program?
Explain.
6. How do you evaluate the involvement of secondary school supervisor and sub city education office core process owners in the planning of school improvement program in your school?
7. What monitoring and evaluation mechanism are used for the feasibility of the school improvement plan in your school?
8. Would you mention the challenges encountered in preparation of SIP?
 - 8.1 Planning stage of SIP
 - 8.2 Evaluation stage of SIP
9. Could you raise any other factors that negatively affect the plan preparation of SIP?

Thank you for your cooperation

Appendix C
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Focus Group Discussion guide for students.

Dear Respondents

This focus group guideline designed to collect data for the study aimed at assessing the preparation of school improvement plan in the secondary schools of Gulele sub city. All the information you will provide have indispensable contribution to the success of the study. Your responses are kept confidential and used only for academic purpose. I would like to express my heartfelt appreciation, in advance.

The following are the guiding questions for the FGD.

1. What do you know about the school improvement program?
2. Have you got additional training that help you to engage in planning and monitoring?
3. The school conducted self assessment to set plan for three years, and at the beginning of each academic year in the light of school improvement program ?how ?explain?
4. Are students, parents and local community trained on SIP? Do you think that they have adequate awareness of the objectives of the program?
5. How do you evaluate your involvement in planning of school improvement program?
Explain.
6. What monitoring and evaluation mechanism are used for the feasibility of the school improvement plan in your school?
7. Would you mention the challenges encountered in preparation of SIP?
8. Could you raise any other factors that negatively affect the plan preparation of SIP?

Thank you for your cooperation

Appendix D

አዲስአበባዩኒቨርሲቲ

የትምህርትናባሕረድጥናትኮሌጅ

ውድዋተማሪተወካዮች

ደህረገጽወደዎመሪጥዎቁዎችየተዘጋጁውበጉሰሴክፍሰከተማየመንግስት

2ኛደረጃት/ቤችበትምህርትመሻሻሪነቅድረዘገጃችሁሳይመረጃሰማሰባሰብነው፡፡ተፈሳጊውመረጃየቤሰተኛዲግሪማሟያሰሆነ

ውስዚህጥናትወሳኝነው፡፡ደህረገጽደደትሰትምህርትዓሳማብቻየሚውሰነው፡፡

1. ስሰትምህርትመሻሻሪመርሃግብርየሚያውቁትንቢጠቀሱ፡፡
2. በትምህርትመሻሻሪመርሃግብርነቅድረወሳይሰማሰባሰብነው፡፡
3. ት/ቤችየሶስተኛመትነቅድረወሳይሰማሰባሰብነው፡፡ግንግምገማሚደረጉ/በየዓመቱግሰግምገማየሚደረግመሆኑ?
ግንግምገማውስንዴትነውየሚደረግው? ይብራሩ፡፡
4. ተማሪዎችወሳኝነቅድረወሳይሰማሰባሰብነው፡፡በትምህርትመሻሻሪመርሃግብርሳይሰማሰባሰብነው፡፡በስርሶስምንትበ
ትምህርትመሻሻሪመርሃግብርየትምህርትባሰድርሻክሳሳትበቂግንዛቤሰሳቸውብሰውደገመታሉ?
5. በትምህርትመሻሻሪመርሃግብርየት/ቤቱነቅድረወሳይሰማሰባሰብነው፡፡
6. ምንድንጋፍካትትሰበመከተሰነውየትምህርትመሻሻሪነቅድረወሳይሰማሰባሰብነው፡፡
7. የትምህርትመሻሻሪመርሃግብርበማዘጋጃትውስጥየገጠሙትግዳሮችችንጥቀሱ፡፡
8. በትምህርትመሻሻሪነቅድረወሳይሰማሰባሰብነው፡፡

Appendix E

አዲስአበባዩኒቨርሲቲ

የትምህርትናባሕሪደግናትኮሲጅ

ውድዋትምህርትመሻሻሎከሚቴከናዋውሳጅተማረመምህራንአባላት

ደህረመወያመረጥደቁዎችየተዘጋጁውበጉሰሴክፍሰከተማየመንግስት

2ኛደረጃት/ቤትችበትምህርትመሻሻሎአባደግገጃጃትሳደመረጃሰማሰባሰብነው፡፡ተፈሳጊውመረጃየቡስተኛዲግሪማሚደሰሆነ

ውስዚህጥናትወሳኝነው፡፡ደህረደደትስትምህርትዓሳማብቻየሚውሰነው

1. ስስትምህርትመሻሻሎመርሃግብርየሚደውቁትንቢጠቀሱ፡፡
2. በትምህርትመሻሻሎመርሃግብርስቀድሰውጣጥናክትትሰሳደተጨማሪስጠናወሰደዋሰ፡፡
3. ት/ቤትዋሪስተሳመትስቀድሰማዘጋጁትግሰግምግማማደረጉ/በየዓመቱግሰግምግማማደረግመሆኑ
?ግሰግምግማውስንዴትነውየሚደረገው ? ይብራሩ፡፡
4. ተማሪዎችወሳጅስናሴሱችየት/ቤትማህበረሰብበትምህርትመሻሻሎመርሃግብርሳደስጠናወሰውሰዳቸው?በስርሶስምነ
ትበትምህርትመሻሻሎመርሃግብርየትምህርትባሰድርሻስካሳትበቂግንዛቤአሳቸውብሰውደገመታሉ ?
5. በትምህርትመሻሻሎመርሃግብርየት/ቤትስቀድሰውጣጥሳደዋስርሶተሳትፎምንደረጃሳደነውደሰው፡፡
6. በስርሶስደታየ2ኛደረጃሱፕሮግራምዘርሻስናየትምህርትድ/ቤትስራሂደችበትምህርትመሻሻሎአባደግገጃጃትሳደዳቸው
ተሳትፎምንደረጃሳደነው?
7. ምንድንጋፍናክትትሰበመከተሰነውየትምህርትመሻሻሎአባደግገጃጃት/ቤትተገቢመሆኑየሚታወቀው
8. የትምህርትመሻሻሎመርሃግብርበማዘጋጃትውስጥየገጠሙትግዳሮችችንጥቀሱ፡፡
9. በትምህርትመሻሻሎአባደግገጃጃትወሳደስታዊተደህንነትሳቸውተጨማሪተደህንነትሳቸውካሉደጠቀሱ?

Declaration

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

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Signature: _____

Date: _____

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

Advisor: WossenuYimam (PhD)

Signature: _____

Date: _____