

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND**  
**MANAGEMENT**



**FACTORS AFFECTING QUALITY OF EDUCATION IN**  
**SECONDARY SCHOOLS OF BISHOFTU TOWN**  
**ADMINISTRATION**

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**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

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**FACTORS AFFECTING QUALITY OF EDUCATION IN SECONDARY  
SCHOOLS OF BISHOFTU TOWN ADMINISTRATION**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY, COLLEGE OF EDUCATION  
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REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL  
LEADERSHIP AND MANAGEMENT**

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**Addis Ababa, Ethiopia**

## **Declaration**

This thesis has not previously been accepted for any degree and is not being concurrently submitted in candidature for any degree in any university.

I declare that the thesis is a result of my own investigation, except where otherwise stated. I have undertaken the study independently with the guidance and support of my research advisor. Other sources are acknowledged by citations giving explicit references. A list of references is appended.

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

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## List of Acronyms

EFA-Edit for Accuracy

EQUIP-Educational Quality Improvement Program

EGAT-Education Economics Growth, Agriculture and Trade

MOE- Ministry of Education

ESDP- Education Sector Development Program

USAID- U.S. Agency for International Development

UNESCO- United Nations Educational, Scientific and Cultural Organization

UNICEF- the United Nations International Children's Emergency Fund

ILO- International Labor Organization

PTA-Parent Teacher Association

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## ***Abstract***

*The objective of the study was to identify the factors that affect the quality of education in secondary schools of Bishoftu town Administration. The study used to combine quantitative and qualitative approaches to investigate phenomena..*

*Stratified simple random sampling and availability sampling was applied to select sample questionnaire survey and interview respondents respectively. As a result, from a total population of 5471 students and 200 teachers in the selected sample secondary schools, 547 student and 100 teacher respondents were selected. Accordingly, 647 survey questionnaires were distributed to both survey respondents and a total of 578 questionnaires were appropriately filled and returned. Hence, the analysis of the data was made based on the 578 returned questionnaires by using descriptive statistics such as frequency, percentage, and mean.*

*The result of the study revealed that lacks adequate school facilities moreover the secondary data obtained from the town administration education office reveals that the academics achievement of students shows a lot work is required to improve. the satisfaction of teachers is to the lower level such as enough science laboratory, inadequate computer and laboratory kits, low computers and laboratory kits to student ratio and no adequate clean water, latrine pits; lack of adequate teaching and learning environment; inappropriate school leadership style; lack of teachers motivation due to low salary and insufficient parents/guardians and community members/ leaders participation. And the recommendation pinpoints that solving shortage of school facilities, improving leadership effectiveness, obtaining sustainable and adequate support from parents and Stakeholders, motivating teachers and implementing professional Responsibility and Accountability are the very required elements that helps to provide quality education. .*

Key word: quality education; secondary school; Bishoftu City Administration;

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Education enables the society to make contribution in the development process to obtaining knowledge, skills and attitudes (Gatlua, 2018). Education plays an important role to advance, transform, as well as develop and preserve the environment for the purpose of advancement by disseminating science and technology into the community. It also promotes respect for human rights and democratic values, creating the condition for equality, and mutual understanding (MOE, 1994). But, for education to be important and play its vital role providing quality education for the nation has its own indispensable role.

Educational quality has become the most important pillar at national and global level and the quality of education remains at top priority for the development of the country at this time (King, 2013). The correspondence between the goals or expectations of society and changes that take place in the learners, the education system and the society as a whole can also be considered as the quality education (Awour, Okere, & Odero-Wanga, 2018).

Quality education, according to EFA Global Monitoring Report (EFA Global Monitoring Report, 2005), has an influence upon the speed with which societies can become richer and the extent to which individuals can improve their own productivity and incomes. In this scenario, the report stated that society with more education may change into advanced rates of innovation, higher complete efficiency and quicker introduction of new technology (EQUIP Associate Awards, 2003).

Quality education as noted Heckman (2011) is a scheme of learning to create knowledgeable persons who can grasp matters of concern within their area of study expertly. The scheme should execute desired talents such as moral ethics in the persons. Schools intend to

provide students with the necessary life skill, knowledge and attitude to contribute for the development of economic and social transformation.

Partial supply of education facilities and opportunities aggravated the existing education quality gap from area to area and town to town were practiced in Ethiopia (MOE, 1994). Understanding this gap, Ethiopia delivered two policy documents namely; “Education and Training Policy and Education Sector Strategy in 1994.” These policies emphasized the need to discourse problems of access, equity, relevance, quality and efficiency. Furthermore, to solve the educational quality gap, the Ministry of Education was initiated, prepared and implemented Education Sector Development Program (ESDPI). As a continuation of ESDPI, ESDP II was also been ready for the period 2003-2005 with the aim to safeguard quality education in a maintainable fashion. And finally the overall goals of ESDP III were in line with priorities of PRSP (Poverty Reduction Policy and Strategy of the Ethiopian Government) the Millennium Development Goals meeting qualitative and quantitative demand for manpower. However, the question of quality education is presently remaining the challenge of parents, teachers, and employers and generally to the public.

## **1.2. Statement of the problem**

According to (USAID, 2007), education schemes in developing countries including Ethiopia have attempt to providing quality education to secondary schools to the great majority of children and youth. However, the data from regional states by MoE (2008), revealed that the students ‘achievement was below the required levels due to the crucial factors recognized through the assessment such as teacher exercise on new methods; school provisions; deficiency of instructional materials; school environment; unfortunate application of continuous assessment and low stakeholders. The quality of education was also poor, with inadequately trained and poorly motivated teachers and an overall lack of instructional materials (Joshi & Verspoor, 2013).

The common causes of poor quality in education, according to Edward (2002 as cited in (Kinfu, 2017), include incompatible and poorly retained buildings, poor working environment, unsuitable scheme and procedures, lack of resources and inadequate staff development.

Moreover, lack of motivation of teachers, lack of knowledge and skill on the part of members of the staff, communication failures and problems with specific portions of equipment could be considered as the distinct reasons of quality problems.

International findings from extant literatures revealed that the scheme of education, teachers' quality that teach students in primary school and the educational material resources were the major factors for poor performance of secondary education (King, 2013). In the context of Ethiopia, a study conducted by Ahmed on "in school factor affecting of quality education in secondary schools in Afder zone" revealed that lack of adequate teaching-learning material and large numbers of students in class are the significant cause to poor education quality (Suleyman, 2016). A similar study was conducted by Tefera on "Input Factors Affecting Education Quality In General Secondary Schools of East Wollega Zone, Gida Ayana Woreda" revealed that the major input factor that affect quality of education were teacher's unfavorable attitude towards teaching and low motivation in teaching; incompetence of school principals and little attention to academic activities and limited school resources (Tefera, 2019).

Secondary data obtained from the town administration gives a clue that the education is functioning under unresolved situations.

Table :1.1

	Registered			Examinee			Dropout					Average great than 50%			Average less than 50%	
	F	M	Total	F	M	Total	F	M	Total	%	Rank	F	M	Total	F	M
nd sch.	1479	1897	3376	1375	1814	3189	104	83	187	5.5	<b>1</b>	1146	1669	2765	229	195
school	823	1261	2093	793	1226	2019	39	35	74	3.5	<b>2</b>	793	1226	2019	47	166

Source: Bishoftu town administration office of education in 2013 A.Y

Table :1.2

School	Examinee	Grade 9-10 students, subject corresponding whose average point is less than 50% .						
		Oromic	Amharic	English	Mathematics	Physics	Chemistry	Biology
Bishoftu 2 <sup>nd</sup> school	2019	7%	11%	8%	5%	10%	7%	6%
Ada'a Model	2231	18%	21%	39%	38%	25%	36%	37%

Source :Bishoftu town administration office of education 2013 A.Y

Although there are some studies conducted on factors that affect quality of secondary school education, there is no similar study that has been conducted in Secondary Schools of Bishoftu Town Administration. Due to this fact, the researcher plan to study the factors that affecting education quality in secondary schools of Bishoftu Town Administration to narrow the knowledge gap about factors affecting education quality in the City. The above secondary data obtained from Bishoftu town education office shows the current status of educational quality is severely affected and it is below the expected level. Therefore, this study was attempted to identify factors that affect the quality of education in general secondary schools of Bishoftu Town Administration.

### 1.3. Basic Research Questions

1. To what extent facilities in school influence quality of education?
2. To what extent teaching and learning environment affect education quality?
3. What factors are affecting. Teachers' performance in the provision of quality education?
4. To what extent school principal's attitudes and leadership style affect education quality?
5. To what extent Parents/ Guardians and Community Members/ Leaders participating to support education quality?

## **1.4. Objectives of the Study**

### **1.4.1. General Objective**

The main objective of this research is to identify the factors that affect the Quality of education in secondary schools of Bishoftu City Administration.

### **1.4.2. Specific Objectives**

This study aimed specifically on the following:

1. To assess the extent of school facilities in education quality.
2. To investigate the challenges of teaching and learning environment in education quality.
3. To identify the setbacks, that can possible hinder teacher's effort in education quality.
4. To assess the extent of school principal's attitudes and leadership style in education quality.
5. To assess extent of Parents/ Guardians and Community Members/ Leaders participating to support education quality.

## **1.5. Significance of the Study**

From this study, the government and others shareholders will get a better understanding of educational quality enhancement challenges that can be resolved to increase the education quality in secondary schools. The study will remind all concerned stockholders in the town Administration and the Education Office to take remedial measures in order to-elevate the standard and the quality of education in the town and the study will persevered for upcoming researchers.

## **1.6. Scope and Delimitation of the Study**

Scope of the research is assessing major factors that totally influences in the quality of education in four government secondary schools in Bishoftu town administration.

The study was delimited to secondary school students, teachers, school principals and parent – teacher committee (PTA) members because they are the most reliable sources of information for

the study. Through the effect of the problem have nationwide influence however, time, geographical distance, financial constrain barrier from widening the research and resource constraint forced me to conduct my research in Bishoftu town Administration secondary schools only. Likewise to come up with tangible and relevant findings in my study I am forced to study only two secondary schools out of eight.

### **1.7. Limitations of the study and future research directions**

- This research was focused only on government secondary schools found in Bishoftu City Administration. However, conducting research including both government and private secondary schools found Bishoftu may help to have a broader understanding about the factors that affect the quality of education in secondary schools. Thus, it is recommended to conduct further research by considering both government and private secondary schools.
- This research also focused on variables such as school facilities and resources, the teaching learning environment, the school principals attitude or leadership style and parents /Guardians and community members /Leaders' involvement and support in school, as to find out the root cause ,that affect the quality of education in secondary schools under the study. Hence, further research should be conducted on other variables, such as the curriculum of the education, Teacher's effectiveness, implementing professional responsibility and professional accountability in education, these issues need consideration to provide greater reliability to research findings in the area.

### **1.8 Definition of Terms**

Quality education- is a comprehensive standard encompassing intellectual and cognitive level of learners according to their age and grade level.

School Environment: The accessibility and the significance of human and physical resources in attaining improved education products.

Teaching and learning materials: refers to all resources that facilitate the teaching and learning in secondary schools.

School Principal: - Refers to the Administrator in a school, who is at a highest position of school authority in grades 9-12.

Secondary Schools: refers to schools having grades 9-12.

### **1.9. Organization of the Study**

The research is organized in to five chapters. The first chapter deals with the introduction. The second chapter covers review of the related literatures. The third chapter presents the research methodology. The fourth chapter deals with the interpretation and analysis of the data. The fifth chapter is about summary of the findings, conclusions and recommendations of the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Quality Education

Quality of education has become a debatable subject globally and is understood by persons and organizations differently (Tuli & Fiorucci, 2012). Taking the work of Gillie (1937) as secondary evidence, Asrat (2014) stated quality is a multi-dimensional thought, embracing all functions and activities of education, such as, integrating teaching and learning processes, collaboration between teachers and students, classrooms, buildings, services, equipment, academic programs, monetary matters, facilities to the community, cultural values and international dimensions (exchange of knowledge, interactive networking, movement of teachers and students). Extant literatures show that persons and organizations vary on their descriptions of quality of education. In light of this, the denotation of education varies from people to people depending on their particular circumstantial. It also varies from society to society and from institution to institutions depending on the specific context. In addition, quality of education is susceptible to social interpretation due to its multi-dimensional, dynamic, and discrepant nature (Tuli & Fiorucci, 2012).

However, many scholars agree that an adequate definition of quality of learning essentially associated to students' success as its foundation. The concept of quality in the context of schooling is linked to how efficiently learning takes place. Quality of learning can be determined by the teaching method and learning style that take place in the classroom, teachers' knowledge of the subject matter, pedagogical skills as well as availability of textbooks and other learning materials. Time spent by pupils learning their lessons are also highly significant (UNESCO, 2008).

Education quality, as a multi-dimensional notion cannot be simply measured by single indicator. Therefore, educational institutions in different countries use different indicators to assess education quality and thus implement different strategies to achieve it (Tuli & Fiorucci,

2012). However, Tuli and Fiorucci (2012) referring the work Adam in their paper pointing out that the common views of quality as a process and stated that the “nature of the intra-institutional interaction of students, teachers, administrators, materials and technology in educational activities” as well as how the “quality of life” of the school is valued, determines quality.

Hoy, Bayne-Jarnine and Wood (2005) also stated that quality education is an evaluation of the process of education that enhances the need to achieve a set goal and develop the talents of students. It deals with successfully applying the outputs from the process of education. This means that quality in education is linked to the purpose of an educational organization (Hoy, Bayne-Jardine, & Wood, 2005) in the learning process.

According to Harvey and Green (cited in Tuli, 2012), quality is considered as exceptional achievement or excellence. Excellence is defined as something special that exceeds very high standards and passes a set of required steps. The same authors described quality as consistency that results in flawless outcomes of achievement in knowledge and skills, entrance ratios to the next level of education and income and occupational status of graduates. Excellence derives its significance from the purpose of the product or services, is related to value for money that quality situates within the context of return on investment and can be a transformative agent judged in terms of change which refers to empowerment of students as a whole. Quality is also considered as a standard that measures how the students have been changed due to learning program, culture, and norms of the institution. Norms of the institution deal with the institution’s help of students to achieve their potential or enlarge human capacities. The value-added consists of learning gain and the increased probability of income-earning activity (World Bank, 1995).

As a standard that differentiates between success and failure of educational institutions(Sallis, 2005), the notion of quality education extends to provision of teachers, buildings, equipment, curriculum, textbooks and teaching-learning process and the like. Moreover, quality in education is conceived as being comparative and related exclusively to the framework in which education is provided.

## **2.2. Factors affecting Quality of Education**

### **2.2.1. School Facilities and Resources on Education Quality**

Although learning can occur anywhere ranging from fairly up-to-date and well-equipped building to open air-gathering places schools sites facilities,online classrooms, offices, toilets, water and electricity service(UNICEF, 2000) can impact learning greatly. The Ministry of Education of Ethiopian also believes that school facilities have impact on the access to quality of and equity in education. Accordingly, the minimum standard set by Ministry of Education of Ethiopian for school facilities should to have separate latrine facilities for boys and girls, adequate water supply for washing and drinking, counseling services for personal education related problems, adequate library and laboratory facilities appropriate to grade level and sufficient playground. Ayeni (2017) also pointed out that learning facilities such as relaxed classrooms and tolerable delivery of teaching resources facilitates teachers' instructional task performance and to achieve the desired learning outcomes(Ayeni, 2017). In this regard, students' ability and inspiration to learn is determined by the quality of the school environments and their prior learning experiences(Burkhead, 1967).

There are a number of indicators that contribute to the provisions of educational quality such as availability of facilities, class room size and qualification of teachers. The quality of school facilities, therefore, seems to have direct and indirect effect on learning. More research must be done to determine the interaction between school infrastructures and other quality dimensions.

### **2.2.2. Teaching and Learning Environment**

The educational process should not be limited only to the academic achievement of learners but also encourage all-rounded development of the learners. The skills, knowledge, values and attitudes gained through the educational process must reflect and act in response to the needs and expectations of individuals, countries, and the global population (Gatluak, 2018).

The competence of secondary school students to learn relies on the quality of the school that they attained at primary level. The quality learning that elementary schools provide need to be considered as the capability of secondary school students to learn which requires educational institutions to meet outcome criteria(Bishop, 1996). Bishop further stated that “in standard driven education system, schools would teach to standards, students would study and work with standards in mind, achievement of the student of the standards would be assessed in a fair and transparent manner, and there would be positive consequences for students who do well on the assessment.” In most countries of the world, the Ministry of Education sets the performance standards and expresses them in mandated curricula and examinations. Students’ belief that success in life can be achieved outside formal education such as trading, farming; politics, in addition to relevance of education, material constraints, examination-mindedness also affect the education quality.

The degree to which educational output interprets into a series of individual, communal and developmental benefits, determine quality. Quality learning is essential in fostering the state of affairs for global peace and sustainable development as well as essential for meeting people’s basic needs. All young societies want to learn in dynamic, cooperative and self-directed methods in order to boost and contribute to their societies(EFA Global Monitoring Report, 2005). They need to acquire attitudes, values and skills as well as information. In this regard, it is not sufficient to measure what learners learn; it is also essential to target the classroom experiences that basically shape student learning, and emphasize the range of skills essential for lifetime well-being and communal solidity (WEF, 2015).

### **2.2.3. The Role of Teachers on Quality Education**

One of the vital elements to educational quality is teachers’ confidence to organize instructional interactions with and between students around the academic content. The better educated staff will be able to undertake their duties to quality improvement. The qualification of the teachers also influences the quality of learning in the classrooms(Sallis, 2005).

Improving quality of instruction involves not only ensuring that necessary equipment and infrastructures, but also improving the quality of teaching(Joshi & Verspoor, 2013). Sallis (2005) also emphasized that of all inputs required teachers are the major component in successfully accomplishing educational activity effectively. The teacher's knowledge of the subject matter and mastery of pedagogical skills, which create a robust helpful result on student attainment determine teaching effectiveness. In this regard, Meyer and Gayle cited in(Benti, 2005), pointed out that a teacher needs continual professional training to be able to understand the needs of the students and to assist them in a more effective way. Secondary school teachers are responsible to bring knowledge to their pupils. Teachers are vital to educational carriage and the quality of education will be contingent mostly on the quality of teaching and teachers' energy. However, several countries, mainly the developing ones, are facing an severely lack of qualified teachers, while teachers are poorly paid.

Students' performance is strongly and consistently related with teachers' knowledge of subject matter and improving teachers' subject knowledge and pedagogical skills with continuous training(World Bank, 1995). ILO and UNESCO cited in (Kine, 2017) pointed out that, to improving educational quality emphasis should be given on teachers' salary, and their supervisory character in educational transformation at the national and resident level. This implies, according to the author, that incentives are one form of motivation for teachers to improve their performance and to provide better methodology of teaching and guidance service.

The teachers' activities in schools basically impact students and the learning-teaching process(Gatluak, 2018). Lack of teachers training on new techniques is among the factors that deteriorated the quality of education. To this end, the professional development of teachers can help to overcome the shortcomings and helpthe teachers to be up-to-date of new knowledge and practices in the area of their subject matter. This ongoing training for teachers can facilitate the way to achieve good education quality (UNICEF, 2000).

#### **2.2.4. School Principals Leadership style on Education Quality**

School principals are encouraged to be facilitative leaders, building teams, creating networks and governing from the center. The school leadership has changed frequently over the years; no sooner have school leaders assimilated the recommended approach than they are urged to move in a different direction (Mödi, 2013). School leaders can choose from three strategies of leaderships each has important strategies that view the school through different lenses, highlighting certain features and favoring certain actions. The three strategies are the hierarchical leadership, transformational leadership and facilitative leadership (Mödi, 2013).

#### **2.2.5. Parent –community involvement**

Learning is a multi-layered practice and it includes not only teachers and learners but also Parents/ Guardians and Community Members/ Leaders'. Community involvement is not limited to the school walls rather it should be relate with the local society to be effective. Community involvement increases anything and self-governance and partnership, including communal decision-making among educational stakeholders. It is broadly supposed that an education scheme in any country is planned to help the society in general through students, family and employers. The influences of quality education also surpass national boundaries to make the world a improved and peaceful place.

Teachers, faculty, administrators, and staff play crucial role in education to enhancing the quality of education. Most Ethiopian parents do not have the tools to support their children's cognitive and psychosocial development. Parents lack of or limited education has a multifaceted impact on children's ability to learn in school (UNICEF, 2000). When parents, the public and school embrace partnership where authority is shared, the responsibility for children's learners development becomes a collaborative enterprise (Kinfе, 2017).

According to Kinfе (2017), parents and the community contribute financially to schools. Taking the work of Sheldon (2003, Kinfе (2017) pointed out that "when parents and community members are engaged in the life of the school, the resources available for teaching and learning

expand the environment.” In other words, when the school administration creates confidence with parents and the community, it can develop a common vision for school reform and work together to implement necessary changes in the school. Therefore, this intersecting relationship between parents, teachers and community can provide a holistic environment in which children are raised with a unified set of academic expectations and good behaviors. The less educated and financially limited parents do not contribute much to school or their children. These families are less active in school activities due to lack of time (Henderson & Mapp, 2002).

Parental involvement is categorized into four broad strands; parental involvement in children’s school-based activities, parental involvement in children’s at home-based activities, direct parental involvement in academic activities of children and indirect parental involvement in academic activities of children. It is true that parental involvement levels vary among families. It is perceived that parental contribution with children from early age can form children’s life and contribute to building student’s personalities as parents’ guide to them, children try to copy them, and considered them that they are always right so. Their involvement has positive impact on children academic achievement even when the background factor of such as social class, family size, has been taken into account (Desforges & Abouchar, 2003)..

The Ethiopian Education and Training Policy (MOE, 1994) and the guideline for National Teachers Education pressure the necessity for teachers’ school commitment in involving parents and community in the educational process. The required guidelines, strategies and programs are available to promote the involvement of parents in their children education. The Guideline on Organization of Educational Management Community Participation and Education Finance (GOEMCPEF) emphasis on the parent-teacher association which are expected to handle managerial, administrative and academic matters in the education of children in Ethiopia (MoE, 2002).

The review of literature presented in this chapter examines factors that affect quality of education in secondary schools and provides information that deals with relationship between

quality and in and out of the classroom and factors that affect it. In addition, the literature identifies the relationship between school environment and the school facilities, instruction facilities and materials, teachers' competency and training, teacher experience, teachers' attitude towards their job, parent involvement and homework related to quality education in secondary schools of study area.

## **CHAPTER THREE:**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Research Design**

The research design is produced to provide specific direction for procedures of this study or investigation. This research managed the data using qualitative, quantitative, and mixed methods. The designs are selected because it can strengthen to have wider and deeper comprehension about the subject under study.

The primary information is obtained from the questionnaires which were distributed to the student and teacher respondents and interview which were made to, two secondary school principals and parent –teacher committee members of the two independent schools under the study and this enabled the researcher to gather descriptive information from as many participants as possible. On the other hand, Non-participatory observation was also made and this design enables the researcher to collect first-hand information from the schools natural setting or actual reality.

#### **3.2. Data Sources**

Primary and secondary sources of information were sources of data for this study. Primary data were gathered from 498 students, 80 teachers and 2 school principals and 4 parent-teacher committee members and the secondary data sources was obtained from the education office of the town which was specifically focusing on academic record of students of the selected secondary schools that is namely Bishoftu Secondary school and Ada Model secondary school of Bishoftu town Administration of Oromia Regional State.

#### **3.3. Population of the Study**

A research population is a well-defined collection of all the objects, individuals or members that are well-known to have a common binding characteristic or feature. According to the data obtained from schools administrators, June, 2021, the sample schools have a total of 5471 students, 200 teachers, 2 school principals and 14 parent-teacher association members. The source of population for this study, therefore, consists of 5471 students, 200 teachers, 2 school principals and 14 parent-teacher association members.

### **3.4. Sampling Technique and Sample Size**

For the purpose of this study, both probability and non-probability sampling technique were employed. Probability sampling (using lottery method )was applied to select questionnaire survey respondents, to students and teachers of Bishoftu secondary school and adaa model secondary school . Non-probability sampling technique (using the availability of the respondents) was also used in this study to get primary information from interview informants (the principals of the schools and parent teacher association committee members of the sampled schools).

Among the four government secondary schools of Bishoftu City Administration, two schools were randomly selected using lottery method. Among the selected schools, students were selected using stratified sampling techniques to make the sample representative of the target population. The stratification was made based on school. To set the exact number of sample respondents from exact stratum, random sampling techniques were applied. Therefore, students within the same school were selected randomly to distribute the questionnaire designed for this study purpose proportionally. Moreover, the school principals and parent-teacher association members were selected using availability sampling techniques.

Since the population is homogeneous and large population, among 5471 students' population, the sample of the respondents taken by using stratified random sampling technique from the two selected schools as shown below in Table 3.5. As a result, 547 students were selected from a total population of 5471 students of the selected secondary schools.

**Table 3.5: sample size of students from each stratum**

For strata with  $N_1 = 2095$ , we have  $P_1 = 2095/5471$  and hence  $n_1 = n \cdot P_1 = 547 (2095/5471) = 209$  and similarly, for strata with  $N_2 = 3376$ , we have  $n_2 = n \cdot P_2 = 547(3376/5471) = 337$  are presented.

Sample size of students from each stratum

no	Name of the school	No of Students	Sample size
1	Bishoftu secondary school	2095	209
2	Ada model secondary school	3376	337
	Total	5471	546

From the total of 200 teachers 100 were selected by using simple random sampling method. Accordingly, questionnaires were distributed to 647 sample respondents (547 students and 100 teachers). Among the distributed questionnaires, 578 (498 students and 80 teachers) were filled and returned back to the student researcher. Of these returned questionnaires, 49 incomplete questionnaires filled by student responses had been discarded and 20 questioners of teachers were unreturned . Two school principals and four parent-teacher association members were also selected using availability sampling techniques to conduct interview. So, the final study was based on the responses of 498 students, 80 teachers, 2 school principals and 4 parent-teacher association members.

### 3.6. Data Gathering Tools

Questionnaires are the most commonly used data gathering instruments and consist of mainly closed questions with a choice of fixed answers(Creswell, 2003). Questionnaires can be close ended, open ended, or both close ended and open ended (mixed) (Kothari, 2004). The instrument

was prepared through consulting relevant studies in the extant literature, with the intent that it generates objective, numeric data on factors affect quality of education in secondary schools of Bishoftu City Administration.

The questionnaires were designed in five-point Likert-scale in which respondents were asked to provide relevant data on a set of statements about factors that affect quality education in secondary schools using the scales “strongly disagree”, “disagree”, “neutral”, “agree”, and “strongly agree”. It is preferred to use the Likert scale in this study because, it is easy to understand and it requires less effort to answer for respondents and also relatively easy to analyze and interpret the data.

The questionnaires were taken from existing literatures. Some modification was made to fit the questionnaires for the specific context and the objectives of this study. Questionnaires were the main instrument employed to collect data from sampled informants.. Interviews were also conducted with the selected secondary school principals and parent-teacher associations. Besides, Non-observation was made to collect additional information for this study. The questionnaires have two parts; the first part of which were about demographic information of respondents that is questions associated with age, sex, level of education, work experience. Part two of the questionnaires consist of closed ended questions intended to address factors affecting quality education taking in to consideration the two selected secondary schools of Bishoftu City Administration.

### **3.7. Procedures of the Study**

First related literatures were assessed to get information from what has been done in relation to the study area. Second, data gathering tools were prepared. After the data gathering tools has been prepared and some amendments made based on the comments of the advisor, the questionnaires were distributed to the respondents. Interview and observation was also made to collect additional data. After reasonable time, the questionnaires were collected and encoded in to SPSS 20 and the analysis of the data has been made using frequency, percentage, mean and

standard deviation. Finally, summary of the findings, conclusion and recommendations were made accordingly.

### **3.9. Methods of Data Analysis**

The data was described by using descriptive statistical techniques. Accordingly, mean, standard deviation, frequency distribution and percentage were used to describe the collected data. For items with a 5- point- Likert type that requested respondents about their level of agreement on factors that affect quality of education in secondary schools, the ideal mean value ranges as: 0-1.49 as “strongly disagree”, 1.50-2.49 as “disagree”, 2.50-3.49 as “neutral”, 3.50-4.49 as “agree” and 4.50-5.00 as “strongly agree.” All quantitative data were analyzed using Statistical Package for Social Science (SPSS-version 20.0). On the other hand qualitative data was analyzed by narration and description.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **INTRODUCTION**

In this section, the data collected through questionnaires from selected students and teachers of secondary schools in Bishoftu Town Administration is presented. 647 (547 for students and 100 for teachers) copies of the questionnaire distributed to the respondents. Out of the total questionnaires distributed, 578 filled and returned back. The rate of return of the questionnaire was 89%. The data collected were then categorized and tabulated. Based on the responses obtained, analysis and interpretation of data are presented following each table.

To assess the factors that affect the education quality of secondary schools in Bishoftu City Administration, respondents were requested to rate their agreement by using a five-point Likert scale ranges from 1-5 represents from strongly disagree strongly agree respectively The mean score of the data was valued as 0.5-1.49 as strongly disagree (shows great gap to be filled), 1.5-2.49 as disagree (needs much and timely measures), 2.5-3.49 as neutral (needs some timely measures), 3.5-4.49 as agree (interesting with little follow-up), and from 4.5-5 as strongly agree (encouraging and maintainable).

The data which were collected through close-ended items were analyzed quantitatively and those obtained from open-ended items were analyzed qualitatively to provide the answer for the basic research questions set for the study.

## 4.1. Respondent characteristics

Table 4.1: Respondents' characteristics

Variables	Student		Teacher		Princip		PTSA	
	Frequency	Percent	Frequency	Percent	Fre	Perce.	Fre	Percent
Sex								
Male	273	54.8	60	75.0	2	100.0	3	75.0
Female	225	45.2	20	25.0			1	25.0
Total	498	100.0	80	100.0				
Level of Education								
B.ED.			36	45.0				
BSC			24	30.0				
BA			8	10.0				
Other			12	15.0	2			
Total			80	100.0				
<b>Service year</b>								
1-3 years			4	5.0				
3-5 years			4	5.0				
11-15 years			8	10.0				
16-20 years			8	10.0				
>21 years			56	70.0				
Total			80	100.0				

Source: Questionnaire survey, 2021

### **Response Rate**

The characteristics of respondents in terms of gender, age, grade, level of education, and service years are presented in Table 4.1, as shown above. The gender composition of student respondents revealed that the majority of the respondents were male which comprises 54.8% (273) and the remaining 45.2% (225) were female. The gender compositions of teacher respondents were also 75% (60) male and 25% (20) female. From this it is possible to infer that

both the student and population in the studied secondary school during the study time were male dominated.

The data shows that the schools have more experienced teachers with sufficient educational background capable enough to elevate educational standard and to provide quality education to schools under study more over the educational background and experience of school principals are also capable enough to provide fruitful leadership to the school community and generally in the education system ,

With regard to teacher respondents' level of education, most of the respondents 85% (68) were BED/BSc/BA degree holders. These data revealed that the secondary schools considered in this study were staffed with the majority of BED/BSc/BA degree holders. This is really a very fascinating finding that showed secondary school teachers under the study had acquired the necessary teaching qualification and competency for secondary schools. Concerning respondents' distribution by their role, 86.17% (498) were students, and 13.84% (80) were teachers. Regarding teacher respondents' experience in secondary schools, 70% (56) of the total respondents were the most experienced respondents who have work experience in secondary schools above 21 years.

## 4.2. School Facilities and Resources

Table 4.2.School Facilities and Resources

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		mean	SD
	F	%	F	%	F	%	F	%	F	%		
My school has big classrooms	33	6.6	55	11.0	39	7.8	136	27.3	235	47.2	3.97	1.261
My school has enough benches and desks	61	12.5	54	10.8	30	6.0	100	20.1	252	50.6	3.87	1.448
We have enough textbooks	64	12.9	44	8.8	30	6.0	136	27.3	224	45	3.83	1.412
The school has science laboratory	137	27.5	55	11.0	123	24.7	56	11.2	127	25.5	2.96	1.532
The school has computers for learning	66	13.3	54	10.8	37	7.4	130	26.1	210	42.2	3.74	1.437
computers and laboratory kits to student ratio	174	34.9	109	21.9	84	16.9	60	12	71	14.3	2.49	1.431

Our school has clean water	125	25.1	59	11.8	55	11.0	76	15.3	183	36.7	3.27	1.637
Our school has latrine pits	232	46.6	92	18.5	31	6.2	46	9.2	97	19.5	2.37	1.588

Source: Questionnaire survey, 2021

As shown in Table 4.2, respondents were requested to rate the level of their school attractiveness, in this regard, 27.7% (138) rated that their school was an attractive place to agree and similarly 27.3 % (136) of the respondents strongly agreed that their school was an attractive place to. The mean value for the school attractiveness was 3.97. From this, it is possible to infer that the schools under study were agreed as reasonably attractive. With regard to the size of the classroom, 47.2% (235) of the respondents strongly agreed that the size of the class room was big and 27.3% (136) agreed that the school has a big classroom. The mean value of the responses for that the school has a big class room was 3.87. Hence, the rate of most responses indicates that the secondary schools under study agreed as having big class rooms. Respondents were also asked to rate that their school has enough benches and desks or not. In this regard, 50.6 % (262) and 20.6% (100) of the respondents strongly agreed that their school has enough benches and desks. The mean response for that school has enough benches was 3.83. This indicates that most of the respondents agreed as the schools under study have enough benches encouraging yet need attention and timely measures to maintain quality education.

Regarding the availability of textbooks, 45% (224) and 27.3% (136) of the respondents strongly agreed and agreed that their school has enough textbooks respectively. The mean response for this item was 3.83 which indicates most of the respondents agreed that the secondary schools under study have enough books encouraging yet needs attention and timely measures to contribute for quality education. Regarding the school science laboratory, 27.5 % (137) respondents replied that the school has a science laboratory; they disagree strongly while 25.5% (127) of the respondents noted that the school has a science laboratory to strongly agree. The mean response value for this item was 2.96 which indicates that the respondents have not much information about the science laboratory that their school has.

With regard to school computers for learning, 42.2 % ( 210) and of the respondents assure that the school has computers for learning to strongly agree and 26.1% (130) replied that school has computers for learning to agree. The mean value of response for this item was 3.87 which

indicates the availability of computers for learning in the studied secondary schools. 34.9 % (174) of the respondents also rated that computers and laboratory kits to student ratio was strongly disagreed. The mean response for computers and laboratory kits to student ratio was 2.49 which indicates insufficient support for quality education because of inadequate computer and laboratory kits. 57.8 % (288) of the respondents replied that their school has enough open space for games to strongly agree, while 15.3% (76) of the respondents noted that their school has enough open space for games to strongly disagree. The mean response for this item was 3.87 which nearly approaches that the school has enough open space for games. With regard to clean water, the mean response was 3.27. With respect to the school has latrine pits; the responses indicate that it timely measures with a mean value of 2.37. The interview responses of the school principals claimed that physical structure is not comfortable to physically disabled individuals.

### 4.3. Teaching and Learning Environment

Table 4.3.Students View on Teaching and Learning Environment

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		mean	SD
	F	%	F	%	F	%	F	%	F	%		
Our school is a safe learning environment	63	12.7	70	14.1	43	8.6	102	20.5	220	44.2	3.69	1.463
Teachers affirm and encourage students	134	26.9	75	15.1	63	12.7	122	24.5	104	20.9	2.97	1.520
Teachers have high expectations for students	114	22.9	82	16.5	49	9.8	110	22.1	143	28.7	3.17	1.557

Teachers use teaching and learning materials to help students understand the lessons	175	35.1	65	13.1	85	17.1	72	14.5	101	20.3	2.72	1.555
Teachers absence from class	139	27.9	75	15.1	140	28.1	68	13.7	76	15.3	2.73	1.395
Rules and regulations are proportionately applied in school according to an offense	121	24.3	63	12.7	93	18.7	78	15.7	143	28.7	3.12	1.547

Source: Questionnaire survey, 2021

Table 4.3, presents about students' view of the contribution of teaching and learning environment for quality education. In this regard, 41.6% (207) and 23.3% (116) of the respondents strongly agreed and agreed that their school has enough teachers respectively. 42.2% (220) of the respondents strongly agreed that their school is a safe learning environment and 20.5% (102) agreed that their school is a safe learning environment. 26.9% (134) of the respondents strongly disagreed that teachers affirm and encourage students, while 24.5% (122) of the respondents agreed that teachers affirm and encourage students. The mean response for this item was 2.97 which indicates that the respondents were neutral to provide information about their level of agreement on teachers affirm and encourage students.

With regard to teachers' expectations for students, 28.7% (143) of the respondents strongly agreed that teachers have high expectations for students, while 22.9% (114) of respondents strongly disagreed that teachers have high expectations for students. The mean response for this item was 3.17 which implies that it needs some timely measure.

With regard to teachers' answer questions in helpful ways that make students understand, 34.3% (171) of the respondents strongly disagreed, while 24.1% (120) agreed that teachers answer questions in helpful ways that make students understand. The mean response for this item was 2.74 which indicates that it needs timely measures to contribute for provision of quality education. Respondents were also requested to rate their level of agreement about the timely marked and return of assignments. In this regard, 38% (189) of the respondents strongly disagreed. The mean value of response for this item was 2.64 which implies that it needs timely measure.

Concerning the level of agreement of respondents on tests that are given regularly to assess students' learning, 29.9% (149) respondents strongly disagreed, while 18.9 % (94) of the respondents strongly agreed. The mean response for this item was 2.64 which implies that it needs timely measures to contribute to the provision of quality education. 35.1% (175) of the respondents strongly disagreed that teachers use teaching and learning materials to help students

understand the lessons, whereas 20.3% (101) strongly agreed. The mean score for this item was 2.72 which indicates that it needs timely measures.

Regarding teachers' absence from class, 27.9% (139) of the respondents strongly disagreed. The mean response for this item was 2.73, this shows that it needs some timely measures. With regard to the application of school rules and regulations, 29.5% (117) of the respondents strongly agreed that rules and regulations proportionately applied in school according to an offence, while 25.4% (121) of the respondents strongly disagreed. The mean response for this item was 3.12 which indicates most of the respondents were doubtful.

#### 4.4. School principals effectiveness in supporting quality education

Table 4.4. Students opinion about the school principal's attitude in the school

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		mean	SD
	F	%	F	%	F	%	F	%	F	%		
The school principals welcomes students in his/her office	193	38.8	94	18.9	48	9.6	104	20.9	59	11.8	2.48	1.469
The school principals compliments both students and staff	139	27.9	103	20.7	82	16.5	93	18.7	81	16.3	2.75	1.449
School principals has good relationship with teachers and students	169	33.9	72	14.5	113	22.7	89	17.9	55	11.0	2.58	1.395
The school principals encourages students to work hard	128	25.7	87	17.5	52	10.4	122	24.5	109	21.9	2.99	1.526

Source: Questionnaire survey, 2021.99

As indicated in Table 4.4, students were asked their opinions on the school principals' attitude in the school. In this regard, 38.8% (193) of the respondents strongly disagreed that the school principals welcome students in his/her office. The mean value for this item was 2.48 which indicates much effort should be exerted to change school principals' attitude towards their approach to students to provide quality education.

Concerning the school principals' compliment for students and staff, 27.9% (139) of the respondents strongly disagreed. The mean response for this item was 2.75 which indicates that much measure should be taken for school principals to be fairly treating both students and staff reasonably.

With regard to the school principals relationships, 33.9% (169) of the respondents strongly disagreed that school principals have good relationships with teachers and students. The mean response for this item was 2.58 which indicates that it needs much effort to improve school principals' relationship with teachers and students. Moreover, 25.7% (128) of the respondents strongly disagreed that the school principals encourage students to work hard, The mean response value for this item was 2.99 which indicates respondents need some timely measures about the issue which needs much work to improve.

#### 4.5. Parents/ Guardians participation in schools

Table 4.5. Parents/ Guardians Involvement and Support in School

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		mean	SD
	F	%	F	%	F	%	F	%	F	%		
My parents/ guardians visit our school	214	43.0	78	15.7	101	20.3	50	10.0	53	10.6	2.29	1.385
At home, my parents /guardians talk to me about my academic performance	108	21.7	55	11.0	41	8.2	165	33.1	129	25.9	3.31	1.502
My parents/ guardians and contribute for extra-school expenses	106	21.3	62	12.4	102	20.5	127	25.5	101	20.3	3.11	1.426
Parents/ participate in school meetings and other activities	70	14.1	81	16.3	74	14.9	147	29.5	126	25.3	3.36	1.381
Parents/ guardians and community members/ leaders are in involved in school decision making	89	17.9	72	14.5	118	23.7	108	21.7	111	22.3	3.16	1.395
Parents/guardians help school administration in issues of students	130	26.1	80	16.1	103	20.7	90	18.1	94	18.9	2.88	1.461

Source: Questionnaire survey, 2021

Table 4.5 depicted students view on parents/guardians and community members/leaders involvement and support in school to provide quality education. In this regard, 43.0% (214) of the respondents strongly disagreed that their parents/guardians and community members/ leaders visit their schools. The mean response for this item was 2.29 which indicate it needs much work to improve.

With regard to parents follow-up at home towards their academic performance, 33.1% (165) of the respondents agreed that their parents/guardians talk to them about their academic performance and 25.9% (129) strongly agreed, while 21.7% (108) strongly disagreed. The mean response for this item was 3.31 which imply that it needs much work to do. The level of agreement on parents/guardians and community members' contribution for extra-school expenses, 25.5% (127) agreed and 20.3% (101) strongly agreed, while 21.3 % (106) (strongly disagreed. The mean response value for this item was 3.11 which indicate the respondents' doubt on the issue which needs much effort to improve.

Regarding parents/guardians and community members/leaders participation in school meetings and other activities, 29.5% (147) agreed and 20.3% (126) of the respondents strongly agreed. The mean response for this item was 3.36 which imply that respondents were not sure that parents/guardians and community members/leaders participation in school meetings and other activities. With regard to parents/guardians and community members/leaders involvement in school decision making, 23.7% (118) of the respondents were neutral. The mean response value for this item was 3.16 which imply that respondents were doubtful which also needs much work to fully involve parents/guardians and community members/leaders on school decision-making which contribute to provide quality education.

With regard to parents/guardians and community members/leaders help school administration in issues of students, 26.1% (130) strongly disagreed. The mean response value for this item was 2.88 which indicate that much effort needs to exert parents/guardians and community members/leaders to help school administrators in issues of students.

#### 4.6. Factors affect Teachers' effort in providing Quality Education

Table 4.6. Teachers' effort in Provision of Quality Education: The factors limiting teachers' role in improving quality of education in school

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		mean	SD
	F	%	F	%	F	%	F	%	F	%		
Teachers lack motivation due to low salary	8	10	4	5	4	5	12	15	52	65	4.20	1.335
Teachers are few	16	20	8	10	12	15	12	15	32	40	3.45	1.574
Most teachers do not prepare a lesson plan for every class taken	4	5	20	25	8	10	40	50	8	10	3.35	1.115
Most teachers give home works and assignments to the students	4	5	4	5.0	40	50			32	40	4.25	.771
Teachers conduct continuous assessments to test students success	8	10	12	15			20	25	40	50	4.15	1.020
Teachers are getting training in subject wise, English language and ICT	20	25	8	10	28	35	12	15	12	15	2.85	1.360
Students with low educational achievement promote to the next class	12	15	8	10.0	16	20	12	15	32	40	3.55	1.475

Source: Questionnaire survey, 2021

In Table 4.6, the role of teachers' in provision of quality education was presented. In this regard, 65% (52) of the respondents strongly agree that teachers lack motivation due to low salary. The mean value of response for this item was 4.2 which indicate that believe on teachers lack of motivation due to law salary hampered the provision of quality education. With regard to the availability of adequate number of teachers in secondary schools, 40% (32) of the respondents strongly agreed that teachers were few in their secondary schools, while 20%(16) of the respondents strongly disagreed. The mean response for this item was 3.45 which imply that the number of teachers available in secondary schools under study were not adequate.

In relation to lesson plan preparation, 50% (40) of respondents agreed that most teachers do not prepare a lesson plan for every class taken, while 25% (20) disagreed. The mean response score for this item was 3.35. With regard to home work and assignment, given to students40%

(32) of the respondents agreed and 50% (40) of the respondents strongly agreed that most teachers give home works and assignments to the students. The mean response for this item was 4.25 which indicate that most of the respondents agreed that most teachers give home works and assignments to the students. With regard to conducting continuous assessments to test students' success, 50% (40) strongly agreed and 25% (20) agreed. The mean value of response for this item was 4.15 which imply that most teachers conducted continuous assessments to test students' success which in turn helps to maintain the provision of quality education.

In relation to teachers' training, 25% (20) of the respondents strongly disagreed and 35% (28) of the respondents disagreed that teachers getting training in subject wise, English language and ICT. Responses from parent teacher association members indicated that some teachers were incompetent. The mean response value for this item was 2.85 which indicate that teachers of the secondary schools under study did not get training on subject wise, English language and ICT. Promoting Students with low educational achievement to the next class is also one of the problems of quality education in secondary schools. In this regard, 40% (.32) of the respondents strongly agreed that students with low educational achievement promote to the next class. The mean value of response for this item was 3.55 which imply that the respondents did not have clear information about it.

**Table 4.7.School principals Leadership in Provision of Quality Education**

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		mean	SD
	F	%	F	%	F	%	F	%	F	%		
The school principals is easy to approach			12	15	4	5	40	50	24	30	3.95	.980
The school principals compliments both staff and students in their work	4	5	24	30	8	10	36	45	8	10	3.25	1.142
The school principals has a good relationship with staff, students, parents /guardians and community members/ leaders			16	20	8	10	24	30	32	40	3.90	1.143
In school issues, decision making is done in group	8	10	28	35	8	10	32	40	4	5	2.95	1.168
School principals is flexible	4	5	12	15	4	5	52	65	8	10	3.60	1.026

and open to other people's views or differences												
School principals communicates direct and clear to staff and students	4	5	8	10	8	10	44	55	16	20	3.75	1.049

Source: Questionnaire survey, 2021

As indicated in Table 4.7, respondents were asked their opinions on the school principals' approach in the school. In this regard, 50% (40) of the respondents agreed and 30% (24) strongly agreed that the school principals is easy to approach. The mean value for this item was 3.95 which indicate interesting with little follow up to change school principals to towards their approach to students to provide quality education.

Concerning the school principals compliment for both students and staff, 45% (36) of the respondents agreed that the school principals compliments both staff and students in their work, while 30% (24) of the respondents disagreed. The mean response for this item was 3.25 which indicate that need some timely measure that should be taken for school principals to be fairly treating both students and staff reasonably in their work.

With regard to the school principals relationships,40% (32) of the respondents strongly agreed and 30% (24) of the respondents agreed that the school principals has a good relationship with staff, students, parents /guardians and community members/ leaders. The mean response for this item was 3.90 which indicate that it is interesting with little follow up needs to improve the school principals relationship with staff, students, parents /guardians and community members/ leaders. Moreover, 40% (32) of the respondents agree that in school issues, decision making is done in group, while 35% (28) of the respondents disagreed. The mean response value for this item was 2.95 which indicate that most of the respondents were doubtful about the issue which needs much work to improve.

With regard to school principals attitude, 65% (52) of the respondents agreed that school principals were flexible and open to other people's views or differences. The mean response for this item was 3.60 which indicate that most of the respondents were doubtful about the issue which needs much work to improve. Moreover, 55% (44) of the respondents agreed and 20%(16) of the respondents strongly agreed that school principals communicates direct and clear

to staff and students. The mean response for this item was 3.75 which indicate that most of the respondents agree that school principals communicates direct and clear to staff and students.

**Table 4.8.School Environment factors for provision of quality education**

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		mean	SD
	F	%	F	%	F	%	F	%	F	%		
There are inadequate instructional materials for learning and teaching process in the school	4	5	24	30	8	10	32	40	12	15	3.30	1.195
Poor physical facilities (classrooms, desks, seats) have affected the quality of education in the school	16	20	12	15	8	10	20	25	24	30	3.30	1.529
My teaching is student-centered	20	25.5	12	15	12	15	28	35	8	10	2.90	1.383
My teaching is both content and student centered	20	25	12	15	12	15	36	45			2.80	1.257

Source: Questionnaire survey, 2021

Table 4.8, depicted that School Environment factors for provision of quality education. In this regard, 40% (32) of the respondents agreed that there are inadequate instructional materials for learning and teaching process in their school, while 30% (24) of the respondents disagreed. The mean response for this item was 3.3 which indicate that respondents have no clear information about it that needs much to do for its improvement. Moreover, 30% (24) of the respondents strongly agreed and 25% (20) the respondents agreed that poor facilities (classrooms, desks, seats) have affected the quality of education in the school. The mean response for this item was 3.3 which indicate that respondents have no clear information about it that needs much to do for its improvement.

With regard to the teaching method, 35% (28) of the respondents agreed that student-centered teaching approach was exercised, while 25% (20) of the respondents strongly disagreed. The mean response for this item was 2.9 which imply that student-centered teaching approach was not exercised in the studied secondary schools. Moreover, 45% (36) of the respondents agreed that the teachers exercised both content and student centered approach, while 25% (20) of

the respondents disagreed. The mean response for this item was 2.8 which indicate that teachers in the studied secondary schools did not exercise both content and student centered teaching approach at the same time.

**Table 4.9. Teachers view on the school environment**

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		mean	SD
	F	%	F	%	F	%	F	%	F	%		
There is a good school management style that offers good environment for teaching and learning	8	10	20	25	12	15	28	35	12	15	3.20	1.257
There is a cordial relationship between students and teachers			12	15	8	10	60	75			3.60	.739
Our school is safe, clean, and well-maintained	12	15	16	20	12	15	28	35	12	15	3.15	1.323
Students enjoy good interpersonal relationships	12	15	8	10	8	10	28	35	24	30	3.55	1.404

Source: Questionnaire survey, 2021

As depicted in Table 4.9 above, respondents were requested to rate their level of agreement on the extent of school environment to support the provision of quality education. In this regard, 35% (28) of the respondents agreed that there was a good school management style that offers good environment for teaching and learning, while 25% (20) of the respondents disagreed. The mean response for this item was 3.2 which indicate that it needs much work to improve.

With regard to relationship between students and teachers, 75% (60) of the respondents agreed that there was a cordial relationship between students and teachers. The mean response for this item was 3.6 which imply that it is interesting with little follow up . Moreover, 35% (28) of the respondents agreed that their school was safe, clean, and well-maintained, while 20% (16) disagreed. The mean response value for this item was 3.15 which imply that it needs much work to improve. With regard to students' interpersonal relationships, 35% (28) of the respondents agreed and 30% (24) of the respondents strongly agreed that students enjoy good interpersonal

relationships. The mean value for this item was 3.55 which indicate that it is interesting with little follow.

**Table 4.10. Parents/ Guardians and Community Members Involvement and Support in School**

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		mean	SD
	F	%	F	%	F	%	F	%	F	%		
Parents/guardians and community members are involved in school activities	24	30	24	30	12	15	12	15	8	10	2.45	1.330
Teachers always ask the help and support of parents/guardians and community members	24	30	16	20	24	30	12	15	4	5	2.45	1.211
In school, there is a good staff-parents/guardians working relationship	12	15	24	30	16	20	24	30	4	5	2.80	1.174
In school issues, parents/guardians and community members are always consulted	28	35	16	20	20	25	16	20			2.30	1.152
Parents/ guardians and community members are involved in school decision making	20	25	16	20	20	25	20	25	4	5	2.65	1.244
Apart from school fees, parents/ guardians and community members and leaders contribute financially for school extra expenses	12	15	12	15	28	35	20	25	8	10	3.00	1.191

Source: Questionnaire survey, 2021

Table 4.10 depicted teachers view on parents/guardians and community members/leaders involvement and support in school to provide quality education. In this regard, 30% (24) of the respondents similarly respond as disagreed and agreed that parents/guardians and community members/ leaders involved in school activities. The mean response for this item was 2.45 which indicate it needs much and timely measures to improve.

With regard to the level of teachers request for help and support of parents/guardians and community members, 30% (24) of the respondents strongly disagreed that teachers always ask help and support of parents/guardians and community members and 30% (24) were neutral about

this information. The mean response for this item was 2.45 which indicate it needs much and timely measures to improve. With regard to parents/guardians and community members/leaders parents/guardians and community members are always consulted about school issues, 35% (28) strongly disagreed. The mean response value for this item was 2.3 which indicate that much effort needs to exert parents/guardians and community members/leaders to consult on school issues. Regarding staff-parents/guardians working relationship in schools, 30% (24) disagreed and 30% (24) of the respondents agree. The mean response for this item was 2.8 which indicate it needs much and timely measures to improve.

With regard to parents/guardians and community members/leaders involvement in school decision making, 25% (20) of the respondents agreed and 25% (20) were neutral. However, the interview responses of school principals revealed that low level of parents’ engagement. The mean response value for this item was 2.65 which indicate it needs much and timely measures to improve the involvement of parents/guardians and community members/leaders on school decision making which contributes to provide quality education. The level of agreement on parents/guardians and community members’ contribution for extra-school expenses, 35% (28) were neutral to provide their level of agreement and 25% (20) agreed, while 15 % (12) strongly disagreed and disagreed. The mean response value for this item was 3.0 which indicate the respondents’ doubt on the issue which needs much effort to improve. The responses from parent teacher association member also assured that lack of close supervision of parents, related with the discipline of students

**Table 4.11.The Effective Ways and Suggestions that could be taken to improve the Provision of Quality Education**

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		mean	SD
	F	%	F	%	F	%	F	%	F	%		
We need more teachers	4	5	8	10	4	5	24	30	40	50	4.10	1.186

Motivate teachers by increasing salary and incentives	12	15	4	5	8	10			56	70	4.05	1.542
Provide adequate and quality teaching and learning resources	4	5	12	15	8	10	32	40	24	30	3.75	1.185
Continuous Professional Development is part of our work	4	5	8	10	8	10	48	60	12	15	3.70	1.011
Put more security measures to ensure secure learning environment			4	5	8	10	40	50	28	35	4.15	.797
Provide adequate physical facilities (good building and big classrooms)	8	10	8	10	4	5	8	10	52	65	4.10	1.420
More involvement of all school stakeholders in decision making	12	15	8	10	1	20	32	40	12	15	3.30	1.277

Source: Questionnaire survey, 2021

As depicted above in table 4.11, the 50% (40) of the respondents strongly agreed and 30% (24) agreed that on the need for more teachers. The interview responses of principals also confirmed that the shortage of teachers in their schools. The mean response for this item was 4.10 which imply that respondents strongly agreed on the importance of having more teachers in the near future. With regard to teachers’ motivation and salary increment, 70% (56) of the respondents strongly agreed that motivating teachers by increasing their salary and incentives would reduce the current education quality problems. The mean response score for this item was 4.05 which imply that most of the respondents agreed that increasing salary and incentives motivate teachers to provide quality education for their students. As a result, based on the finding above, it indicated that, the increase of teachers ‘salary and incentive would reduce the current education quality problem by motivating teachers.50%(40) and 35% (28) of the respondents strongly agreed and agreed respectively on putting more security measures to ensure secure learning environment would contribute for providing quality education in secondary schools. The mean response for this item was 4.5 which indicate the respondents’ agreement on putting more security measures to ensure secure learning environment would contribute for providing quality education in secondary schools.

Lack of adequate teaching and learning resources contribute much to current education quality problem. In this regard, 40 % (32) of the respondents agreed and 30% (24) strongly agreed that the provision of adequate and quality teaching and learning resources would reduce the current education quality problems. The mean response value for this item was 3.75 which indicates that the provision of adequate and quality teaching and learning resources would reduce the current education quality problem.

The provision of adequate facilities (good building and big classrooms) would also reduce the current education quality problems. In relation to this scenario, 65% (52) of the respondents strongly agreed. The mean response for this item was 4.1 which indicates that respondents agreed on the importance of providing adequate facilities (good building and big classrooms) would contribute for quality education. With regard to the involvement of stakeholders, 40% (32) of the respondents agreed that the involvement of stakeholders would contribute for education quality. The mean response for this item was 3.33 that indicates some timely measures are necessary.

*Interview informants- the school principals and parent-teacher committee members view on factors affecting the quality of education.*

**School Principals view in response to the questioners** –the head teachers responded that almost all teachers are qualified and they are first degree holders with long service year but they do not believe that the quality of education is maintained and they suggest that the causes of lower educational standard is multifaceted that is lower facility of schools, lower living standard of teachers, prior years students educational background, lower socioeconomic status of most parents and students are less motivated, more over the schools are under Severe financial constraint to manage routine works.

**Parents, Teachers association members of the schools view in response to questions** raised, associated to the quality of education in the schools and the factors affecting the standard of the education, they suggest that they are not satisfied in the overall performance of the students by taking in to consideration very few variables such as academic achievement of students, the discipline of students and they are in doubt on the competency and behavior of some teachers.

**Observation Analysis**-The structures and facilities of schools are not organized in a way to provide standardized service moreover schools looks stranded from other support providers, they do not have strategic plan, they do not have any contact with other voluntary professional individuals who can possibly support and advice to the schools in quality education.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

**This chapter comprises summery the findings in the study, conclusion and recommendation.**

#### **5.1. Summary**

The title of this research is factors affecting quality of education in secondary schools and specifically this study was conducted in Bishoftu Town Administration. The main objective of the study was to see the existing practices of schools, facilities and resources, an attempt was also made to identify what challenges the education system most. The study was guided by five research questions. To what extent facilities in school affect education quality? To what extent teaching and learning environment affect education quality? What factors are affecting Teachers' performance in the provision of quality education? What factors are affecting Teachers' performance in the provision of quality education? To what extent school leadership style affect education quality? To what extent Parents/ Guardians and Community Members/ Leaders participating to support education quality? In the designs of the study, Stratified random sampling and mixed methods of research were employed. The sampling techniques comprise both probability and non- probability sampling. The study mainly adopted survey research design techniques to collect data. Closed and open-ended questionnaires were used to collect quantitative data. Quantitative data were summarized and described with descriptive statistics. Accordingly, mean, standard deviation, frequency distribution and percentage were used to describe the data generated by using Statistics Package for the Social Sciences (SPSS) version 20. And the study shows that there is deficiency of facilities and resources in the schools and academic achievement of students is to the lower level, leadership effectiveness should be revisited teachers motivation is still beckoning consideration and the study shows lowest participation of parents.

## **5.2. Findings**

This research revealed the findings on the factors that affect quality of secondary school education particularly in Bishoftu Town.

### **1). School facilities and resources**

Most of the respondents positively replied that secondary schools under study were reasonably attractive, have big class rooms, enough benches, enough textbooks, and enough open space for games, while most of the respondents negatively responded that secondary schools under study lacks adequate school facilities such as enough science laboratory, inadequate computer and laboratory kits, low computers and laboratory kits to student ratio and no adequate clean water, latrine pits.

### **2). Schools Teaching and Learning Environment**

Most of the respondents reported that the existing teaching learning environment aggravates the educational quality and some of indicators noticed such as teachers didn't encourage students, teachers do not have high expectations for students, teachers did not answer questions in helpful ways that make students understand, teachers did not timely marked and return of assignments, tests did not given regularly to assess students' learning, rules and regulations did not proportionately applied in school according to an offence, student-centered teaching approach was not exercised, and teachers in the studied secondary schools did not exercise both content and student centered teaching approach at the same time.

### **3). School Leadership Style**

Most of the respondents agreed that school principals did not welcome students in his/her office, school principals' did not fairly threat students, school principals have no good relationships with students, and school principals did not encourage students to work hard

### **4) The Role of Teachers in quality of education**

Teachers with ample competency are the most demanding resource in imparting knowledge, quality education and in making learning effective, However most of replied that lack of teachers motivation due to low salary hampered the provision of quality education, number of teachers available in secondary schools under study were not adequate, teachers did not prepare a lesson plan for every class, and teachers did not getting training in subject wise, English language and ICT which hinders teachers to play their roles.

#### **5) parents/guardians and community members/ leaders participation**

Most of the respondents report that parents/guardians and community members/ leaders did not visit their schools, parents/guardians didn't talk to students about their academic performance, parents/guardians and community members' contribution for extra-school expenses was doubtful, parents/guardians and community members/leaders participation in school meetings and other activities was not detrimental, the involvement in school decision making was not sufficient.

### **5.3 Conclusion**

Based on the findings of the study, the following conclusions are drawn:

This study expands the existing literature related to factors related to secondary school quality education. The purpose of the study was to identify the factors that affect quality education in secondary schools of Bishoftu City Administration. Educators and educational policy makers need to identify and need to mitigate. As results of inadequate school facilities and resources, unfavorable teaching and learning environment, poor school leadership style, lack of teachers' motivation to play their roles and insufficient parents/guardians and community members/ leaders participation deteriorates the quality of secondary school education. Thus, the School facilities and resources, the teaching and learning environment, the school leadership approach, teachers role and parents/guardians and community members/ leaders participation required to continually improve to contribute for quality education. Therefore, it may be concluded that quality of secondary school education deteriorate due to inadequate school facilities and resources, unfavorable teaching and learning environment, poor school leadership style, lack of

teachers motivation to play their roles and insufficient parents/guardians and community members/ leaders participation.

#### **5.4. Recommendation**

Based on the major findings and conclusions drawn, the following recommendations are suggested:

- 1). Deliberate measures should be taken to improve the quality of secondary education by taking appropriate measures to avoid lacks adequate school facilities such as enough science laboratory, inadequate computer and laboratory kits, low computers and laboratory kits to student ratio and no adequate clean water, latrine pits.
- 2). the local school administrators in collaboration with the concerned stakeholders should provide sustainable and adequate support to quality of education by improving the schools teaching and learning environment.
- 3). the school principals of secondary schools should revisit and improve their leadership effectiveness in the way that it contributes for the provision of quality education.
- 4). Teachers should be encouraged to contribute their parts for the provision of quality education by taking the necessary and appropriate measures.
- 5). Mechanisms should be devised to participate and involve parents/guardians and community members/ leaders in decision making and other important educational activities to contribute their parts for the provision of quality education.
- 6). Threshold measure should be taken in developing effectiveness of teachers, and to see the results of the efforts made, implementing professional Responsibility and Accountability is indispensable issue.

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