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

**FACTORS AFFECTING EDUCATIONAL QUALITY IN GAMBELLA
TOWN SECONDARY SCHOOLS OF GAMBELLA REGION**

**BY
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**THIS THESIS IS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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ABBREVIATIONS

CSA	Central Statistical Agency
EFA	Education for All
EMIS	Educational Management Information System
EMPDA	Educational Materials Production and Distribution Agency
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
IIEP	International Institute for Educational Planning
OECD	Organization for Economic Co-operation and Development
MOE	Ministry of Education
NGO	Non-Governmental Organizations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WB	World Bank
GMR	Global Monitory Report
AED	Academic Education Development
EMIS	Education Management Information System
NLA	National Learning Assessment
AAGM	All Africa Global Media
AAPA	Associate Award Program Analysis
GEQUIP	General Education Quality Improvement Program

ABSTRACT

The purpose of this study was to identify the factors affecting education quality in secondary schools of Gambella town administration, of Gambella Region. Descriptive survey design was employed to carry-out the study which enabled the researcher to describe the present status of the problem under study. The necessary data from both primary and secondary sources were collected. The primary data for the study was collected from 80 students (45 Males and 35 Females), 55 teachers (50 Males and 5 Females) and 8 (7 male and 1 female) secondary schools principals and vice principals drawn from the four sample schools as well as, 21 parents teachers association. The secondary data was collected from documents. The four secondary school was selected through purposive sampling because they are the only government secondary schools existed in the Town and stratified sampling and purposive sampling for the students and teachers. The teachers were stratified based on their departments and they were also purposively selected based on their experiences. The students were stratified based on their sections and they were also purposively selected based on their experiences. And the purposive sampling was used for PTA members and school principals because they are very concerned bodies. The instruments employed to collect data from the respondents were questionnaire, interview, FGD observation and documents analysis. The quantitative data gathered from the respondents was analyzed by using frequency and percentage, and the qualitative data was analyzed through narration. The findings of the study revealed that, the main factors that affect education quality are: poor school physical environment such as, lack of toilets, cafeteria, classrooms, Shortage of learning and teaching materials, large number of students in a class and low motivation of teachers and principals because of lack of incentives and lack of stakeholders participation. The results of the study also shows that, to improve quality education ,Provide enough teaching materials, construction of more classrooms and toilets, motivate principals and teachers by increasing their salary and incentives, participate stakeholders and provide basic and necessary in school services.

CHAPTER ONE

INTRODUCTION

This chapter presents background of the study, statement of the problem, basic questions, objectives of study, significances of the study, delimitation of the study, limitations of the study, definitions of terms and organization of the study

1.1 Background of the Study

Education is a method by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education is playing significant roles to general socio-economy development of any given society. And it has a great contribution to human well-being to their respective environment and environment to its respective peoples.

It's enables individuals and society to make all-rounded participation in the development process in acquiring knowledge, ability, skills and attitudes; and aims to strengthen the individual and society's problem-solving capacity, ability and culture starting from basic education and at all levels.

Education enables man to identify harmful traditions and replace them by useful ones. It helps man to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual Understanding (MOE, 1994; p 1)

Education leads to lower incidence of health problems, reduced mortality and increased life expectancy. In a world of evolution, of technological know-how, education plays an essential role. It is a top rank social institution that can contribute to increased democracy and equality, facilitating the rapport between man and nature (Christ 2012)

Education Quality is a dynamic concept. Depending upon the specific areas on which one may focus, it may be defined from several perspectives on which one may focus. According to World Bank (2008) "A good quality education is one that provides all learners with capabilities they

require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. However the learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills including awareness and prevention of disease. Capacity development to improve the quality of teachers and other education stakeholders is crucial throughout this process.

According to Britain Standard Institution study by Soleimani state that, quality is relative matter and it has two dimensions. The first dimension is measuring the accuracy and precision, and the second dimension is meeting the customer's needs (Soleimani, 2006).

The education quality presupposes a number of factors including, correlation with national development objectives, Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.

Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society (UNICEF, 2000).

The Quality Education content refers to the intended and taught curriculum of schools. According to UNICEF, (2000), National goals for education, and outcome statements that translate those goals into measurable objectives, should also provide the starting point for the development and implementation of curriculum. However the majority Scholars on education seem to agree on the basic tenets of quality education to include efficiency, effectiveness and equity in education (MOE, 2016).

The international law stated that, the right to education is not only the right to access education but also the right to receive an education of good quality. Education must be available and accessible but also acceptable and adaptable. It must influences what students learn, how they

learn and what benefits they draw from their education. It evolves with time and is subject to social, economic and environmental conditions. 'Quality is at the heart of education' (EFA, GMR, 2005).

In 1990, international donors and country governments worldwide made a commitment to provide quality education for all children, launching the Education for All movement. Sixteen years later, between 77 and 115 million children remain out of school (USAID, 2007).

Moreover in the recent decade much has been done globally to provide quality basic education for children, as an obligation for the Convention on the Rights of the Child. For instant, when you reviewing the research literatures related to quality in education, on this processes, UNICEF takes a broader perspective. And it demonstrates that, program must encompass a broader definition involving learners, content, processes, environments and outcomes UNICEF (2000).

According to EFA Global Monitoring Report (GMR, 2005, p. 43), the quality of education 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 and, it's stated that more educated society may translate into higher rates of innovation, higher overall productivity and faster introduction of new technology.

To resolve the educational quality problem, significantly the Educational Quality Improvement Program (EQUIP), was initiated in 2003, by three USAID Office of Education, Economic Growth, Agriculture, and Trade (EGAT) Leader Awards.

On another hand this (EQUIP) have a three phase or programs based on their specific focuses. The EQUIP1 focuses on education quality at the classroom, school, and community levels; the EQUIP2 focuses on improving the sustainability and impact of programs through more effective policies, systems, management, and information; the EQUIP3 focuses on issues related to preparing youth and out-of-school children for the world of work, civil society, and family life.

Each EQUIP award has a consortium of partner organizations under the leadership of the prime award recipients. The American Institutes for Research (AIR) for EQUIP1; the Academy for Educational Development (AED) for EQUIP2; and the Education Development Center (EDC) for EQUIP3. Between 2003 and 2009, the three EQUIP LWAs Awards received 69 Associate

Awards in 41 countries with a total value of \$783,997,740 in funding from various USAID missions and bureaus. The awards are geographically dispersed, with the greatest number of awards Sub-Saharan Africa including Ethiopia, Academy for Educational Development (AED, 2010).

Since, our country Ethiopia has experienced unfair distribution of education facilities and opportunities that resulted to current education quality gap from region to region and town to town, for example, disparity among regions was very high, opportunities for high school education was limited to big towns and higher education institutions were found only in very few regions. However they are overcrowded and their research capacity is very low. The necessary infrastructure to provide relevant quality education to the rural population, which is over eighty-five percent of the population of the country, was an insignificant level of development according to education and training policy (MOE 1994, p. 3).

Therefore it's an obligation for a country who need sustainable development to establish and improve its educational quality system in order to produce well qualified human resources that can fit in to intended development goal. For this matter, the Federal Democratic Republic of Ethiopia issued two policy documents; these are Education and Training Policy and Education Sector Strategy in 1994. These policies stressed the need to address issues of access, equity, relevance, quality and efficiency (MOE, 2012).

Furthermore, from 1997-2002, to solve the educational quality gap, the Ministry of Education was initiated, prepared and implemented Education Sector Development Program (ESDPI) between 1997-2002 years. The policy emphasized on the development of problem solving capacity in the content of education, curriculum structure and approach focusing on the acquisition of scientific knowledge and practicum. It's aimed to improve quality of education expand access with special emphasis on primary education in rural areas as well as the promotion of education for girls. Increase access to educational opportunities at primary level, to achieve universal primary education by 2015.

Moreover, ESDP II was also been prepared as a continuation of ESDPI for the period 2003-2005 with the aim to ensure quality education in a sustainable manner. 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, i.e. good quality universal primary education by 2015 meeting qualitative and quantitative demand for manpower All Africa Global Media(AAGM, 2015).

The government of Ethiopia set the year 2015 as a goal for achieving good quality primary education in the proper context of the Millennium Development Goals. Later on the Ministry of Education embarked on the ESDP III and ESDP IV based on the experience of the implementation of the previous strategies MOE (1997-2002/O3/05).

To reduce the prevalent of educational quality problem, the Ministry of Education of FDRE issued a nationwide program for ensuring quality education in Ethiopia by introducing six major quality assurance packages which included school, improvement program, curriculum and assessment program, school management, structure and organization, teacher's development program, information technology program and civic and ethical education program (MOE, 2015).

Description of Study Area

Gambella People's National State is one of the regions in Ethiopia. Gambella is located to west of the country. The region borders Oromia to the North and East; Southern Nations, Nationalities and Peoples' State (SNNPS) to the south and South Sudan to the West. It is mentioned that the region covers 34,063 km². According to 2007 census, the total population of Gambella is 306,916 of which 159,679 are men and 147,237 are women. From the total population 25.37% live in urban. The estimated density of the region is 9.57 people per square about 20% of school age girls and 15% of school age boys were reported to be out of school.

1.2. Statement of the Problem

During the past decade much has been done globally to provide quality basic education for children, as an obligation for the Convention on the Rights of the Child. And UNICEF took a broader perspective and demonstrates that program must encompass a broader definition involving learners, content, processes, environments and outcomes (UNICEF, 2000P.2).

The World Declaration on Education for All (1990) was emphatic about the necessity of providing quality education for all children, youth and adults that is responsive to their needs and relevant to their lives.

All young people need to learn in active, collaborative and self-directed ways in order to flourish and contribute to their communities. Along with the basics, they need to acquire attitudes, values and skills as well as information. Their teachers, peers, communities, curriculum and learning resources must help prepare them to recognize and respect human rights globally and to value global well-being, as well as equip them with the relevant skills and competencies for 21st century employment opportunities. Moreover the Quality learning is not only essential for meeting people's basic needs, but is also fundamental in fostering the conditions for global peace and sustainable development (UNESCO, 2015).

According to (UNICEF, 2000), in order to approve that there is education quality, first we should consider the quality of learners, quality of learning environment (quality of school facilities, class size, safe environment, teachers behaviors,, effective discipline policies), service delivery and quality curriculum content.

The International and National education systems in developing countries including Ethiopia have try to provided quality education to secondary schools to the great Majority of children and youth (USAID, 2007 P.8). Unfortunately; based on MoE data from regional states, it show that the students' achievement is below the required levels, because of the following key factors identified through the assessment, these are, irrelevance of curriculum contents, low student learning outcomes, school environment; teacher training on new techniques; school supplies; lack of instructional materials, inappropriate implementation of continue assessment and low stakeholders participation MOE (2008).

Moreover according to Edwards (2002) cited in Ahmed (2016) stated that the common causes of poor quality in education include poor curriculum design, unsuitable and poorly maintained buildings, poor working environment, unsuitable system and procedures, lack of necessary resources and insufficient staff development. In addition, the special causes of quality problems could include lack of knowledge and skill on the part of members of the staff, lack of motivation, communication failures and problems with particular pieces of equipment for that matter, the

different studies have been conducted by different researchers based on factors affecting education quality in Ethiopia and the glob; these are: In School Factors Affecting Quality Education in Afder Zone Secondary Schools, Somali Regional State by Ahmed in Haramaya University (2016). His research finding reveal that, lack of adequate teaching-learning material and large number of students in class are the significant cause to poor education quality.

The second research study based on education quality, titled determinants of education quality of secondary schools of Bangladesh city was, conducted in Bangladesh, by Akareem and Hussain (2016), from Queensland University and Australia Institute of Statistical Research and Training. Their findings reveal that, the status of student's parents, lack of excess to extracurricular activities, age and school environment are the cause to the poor education quality.

Another study was conducted by Arega Yirdaw (2016) on quality of education in Private higher institutions in Ethiopia and the role of Governance

According to his finding, inadequate infrastructure, resources, lack of pedagogical skill, management, leadership, and institution structure are of paramount importance in determining the quality of education.

Furthermore there is no research that has been conducted in Gambella Regional State concerning factors affecting education quality improvement, while Gambella regional state like others Ethiopian regional states and towns, is facing educational quality improvement problem because of different factors. For that reason the researcher decided to study the factors affecting education quality in Gambella Town secondary schools of Gambella people's national state to narrow the knowledge gap about factors affecting education quality in the region. Therefore it seems like an obligation to study and solve the problem relating to education quality problem in order to meet National Education goal.

1.3. Basic Research Questions

1. To what extent curriculum is relevant to the world of work?
2. To what extent do facilities in school affect education quality?
3. To what extend students are ready to learn?
4. How is the staffs competence and motivation?
5. To what extend stakeholders are participating?

1.4. Objectives of the Study

1.4.1 General Objective

The major objective of this study is to identify factors that help improve the factors affecting the education quality in Gambella Regional State, Gambella city secondary schools

1.4.2 Specific Objectives

This study aimed specifically on the following:

1. To access the extent curriculum is relevant to the world of work
2. To access extent do facilities in school affect education quality
3. To access the extend students are ready to learn
4. To access the staffs competence and motivation
5. To access the extend stakeholders are participating in school

1.5. Significance of the Study

The study may offer the following significant benefits:

Through this study, the government and others stakeholders may get a better understanding of educational quality improvement challenges that can be solved to improve the education quality in schools.

The study may remind the government of Gambella and MOE to allocate enough resources and funds to the education sector in order to improve the standard and quality of education provision in the region and the document will remained for upcoming researchers.

1.6. Delimitation of the Study

A program of education quality improvement is very essential in improving students ‘achievement. However, it would be very difficult to investigate the factors that affect education quality at all levels of Gambella Regional State, Zones and Woredas secondary schools at the same, because , it is very difficult to manage successfully and come up with an optimum result in such large area. The study was delimited to the factors affecting education quality improvement, in Gambella city in Four Gambella Government secondary schools. These are Dualkuach

secondary school, Eley secondary school, Maremia secondary school and Gambella town secondary and preparatory school.

1.7 Limitation of the Study

Although the research has accomplished its aims, there were some remarkable limitations, these are: Due to the limit of time and finance, the security problem around Addis Ababa and Oromia roads, unwillingness of some parents teachers association members for interview, beside that, there was no totally organized association of parents, teachers association in one school, which is Gambella Marremia secondary school and this, limited my access to further information concerning about Gambella Maremia secondary school. Even though there were different problems, the researcher try to overcome through following mechanisms: The researcher try to complete his study within given deadline by using work plan. The researcher use air transport. The researcher tried to encourage the PTA members who were not willing for interview. And finally the researcher interviewed only 21 PTAS members because there was no PTA in Gambella Maremia bet secondary school

1.8 Operational of Terms Definitions

Curriculum: refers to the lessons and academic contents taught in a school or in a specific course or program

Secondary School: school of two years duration that is from grade 9-10 which will enable the students to identify their interests for further education, for specific training and for the world of work.

Quality: is the level of excellence in performance which can be measured by establishing acceptable criteria and standards of good performance

Improvement: it is the level of better change or progress from the previous standard

Stakeholder: in terms of education, a stakeholder is someone who has a vested interest in the success and welfare of a school or education system. This includes all parties that are directly affected by the success or failure of an educational system, as well as those indirectly affected.

1.9. Organization of the Study

This study was organized in to five chapters. The first chapter dealt with the problem and its approach. The second is concerned with the review of related literature while the third chapter provided the readers with the research designs and methodology of the study. The fourth chapter contained presentation, analysis and interpretation of data while the fifth chapter covered with the summary of the major findings, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

The purpose of this study is to identify the main factors affecting education quality improvement in Gambella Regional State, Gambella city secondary schools. Therefore, this chapter deals with the views of different, regional, national and international scholars about education quality and major strategies that can help to improve quality of education

2.1. General Concept of Quality

Different writers have tried to explicate quality. For instance, according to Hoy (2008), he said that, Quality can be defined by means of identifying longer-term aspire, which helps to define medium term goals and lead to the immediate short-term objectives. By closely specifying objective and determined to achieve them, we find ourselves led towards the achievement of related goods and pursuit of the ultimate aims.

The quality is at the heart of education. It influences what students learn, how well they learn and what benefits they draw from their education. The question to ensure that students achieve decent learning outcomes and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of nearly every country (Barrette, 2006).

Quality of education associated with high learning achievement improves the quality of human resources and is directly related to increased individual earnings and productivity, economic growth and governments' ability to alleviate poverty (UNESCO, 2005).

Although educators and researchers have yet to agree upon a consensus on the nature of educational quality and its determinants, it is typically measured by higher achievement in examinations (Chapman et al., 2005).

Learning is a product of families, communities and peers as well as formal institutions (Rothstein, 2000), and social, economic and cultural factors influence the extent to which family members support children's classroom learning.

Coleman et al. (1966) claimed that family characteristics were more important than formal education for children's learning in the United States. However, based on data from 29 developed and developing countries, Heyneman and Loxley (1983) found that the overall proportion of variance in student achievement was largely associated with school characteristics as compared to student background characteristics particularly in less industrialized countries and that "the predominant influence on student learning is the quality of schools and teachers to which children are exposed" (p. 1162).

In addition to the effects of family and school characteristics, child characteristics such as motivation, academic effort, involvement in household chores, homework and gender influence academic outcomes (Konu and Rimpela, 2002). Moreover, parents who provide support and opportunities to their children to explore and express ideas make a vital contribution to their academic achievement Prasad (2014)

Therefore, the Tenner and Detoro, state that, education quality is a multi-dimensional concept and cannot be easily accessed by only one indicator. In other words, different country and people may use different indicators to assess education quality and different strategies to achieve education quality. For assessing school education quality, different indicators or parameters may be developed to measure performance of an education institution in different aspects of input, process and outcome (Tenner& Detoro, 1992).

In the discussion so far, it has been explained that the expansion of education system at different times resulted in achievements in access, but has not been accompanied by sufficient improvements in quality .MOE (2005) pointed out that in response to quality deterioration; ESDP III gives high priority to quality improvement at all level of the education system (KINDE BULI. 2014)

In response to the dreadful education scenario, the MOE and its development partners have placed a high priority on improving the quality of education, In 2007, with in the frame work of the ESDPIII, the MOE developed a new package of interventions that is, General (KINDE BULI. 2014)

On the other hand, the quality of educational system or part of the system is often described in terms of inputs into the teaching process rather than in terms of student achievement, basically inputs are easier and less costly to measure. Furthermore, these measurements focus on formal rather than actual quality characteristics for example, a school can have highly qualified but not necessarily motivated staff, where as another can be poorly equipped and yet able to make good use of the few facilities it has. There are also some indicators which are frequently used by the planners in developing countries as approximately means of measuring quality, e.g. repetition, dropout, promotion and transition rates (Frost and Rolleston, 2013). Learning outcomes are typically being measured through standardized measurements of student learning implemented at the end of the schooling grades. Most countries now have some form of national standardized assessment given at the end of schooling cycle. In cases where those do not exist, results of simple school leaving examinations can be used as proxies, but the probable lack of comparability of the results. Finally, the participation in regional assessments or even international assessments would also provide a country with some measure of learning outcomes, and allow comparisons with other countries, providing some objective benchmarking of the country's performance (Gropello, 2003)

The general objective of EQUIP project is to improve infrastructure and supply of learning materials, Developing the theme focuses on activities. That develops or strengthens Sector wide systems and support existing policies or strengthening systems, measuring learning outcome, policy development, instructional materials, developing material and curriculum, increasing public demand, support for education, school/institution management and leadership, EQUIP Associate Awards, Program Analysis, (AAPA, 2003–2009, p. 15. 16)

Both EQUIP1 and 2 dealt with the education sector: education finance, education demand, successful interventions, teacher education and professional development, learning conditions, learning outcomes, school-to-work transitions, decentralization, information and management systems, intervention impact evaluations, returns to education, school-based management, and alternative and non-formal learning systems. While EQUIP3 programs, focus on out-of-school youth, assessed youth programming in the target countries. It explored opportunities for youth development such as public-private partnerships, micro-enterprise development, relationships between income and sexual knowledge, behavior and attitude; along with impact assessment of

new and existing programs EQUIP Associate Awards: Program Analysis, Seven Years, (AA, PA, 2003–2009, p. 19)

Although much of the international focus for the past decade has been on increasing primary school enrollment and completion, recent academic research emphasizes that the quality of learning within an education system is a more important factor for economic growth than is the quantity or number of years completed within a system. The quality challenge is substantially more difficult to solve than that of access, which can be addressed at relatively low cost and largely on the basis of increased resources at the national level, or cash transfers at more USAID (2010, P. 2).

The level of investment and prevalence of these three EQUIPs themes are prominently dominating by policy (90 percent of projects); developing and strengthening systems (83 percent); and public demand and support (79 percent).

Thirty seven percent of USAID funding to the EQUIPs was allocated to two thematic areas: The highest level of investment was on activities in instructional quality at 19 percent, followed by developing and strengthening systems at 18 percent. Forty-six percent of the funding was dedicated to four thematic areas: policy (12 percent), school or institutional management and leadership.

(12 percent), public demand and support, (11 percent) and curriculum and materials development (11 percent)(AA, PA, 2003–2009, p. 17).

Education quality was a priority, evidence over the past decade, showed that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if learners are to be attracted to education, stay there and achieve meaningful learning outcomes, World Education Forum held in Dakar, Senegal (2000).

In the Article 26 of the Universal Declaration of Human Rights (1948) - and the main treaties that guarantee the right to education – have defined the aims of education which impact on the content of education, teaching and learning processes and materials, the learning environment and learning outcomes, the right to education is not only the right to access education but also the

right to receive an education of good quality. Quality education is a crucial factor in combating poverty and inequality in society (VVOB, 2015).

2.2. The Role of Curriculum on Education Quality Improvement Program

There are a number of fundamental questions that help determine the development and implementation of a plan for instruction. Regardless of definition or approach, curriculum can be organized into three major components: objectives, content or subject matter, and learning experiences. Think of objectives as a road map (“where” are we going), content as the “what” of curriculum, and learning experiences as the “how.” The interrelationship of each of these components is examined using Tyler’s classic curriculum model Fred C Lunenburg (2011).

According to the William, he said that the curriculum developers must always be concerned about what should be included in the curriculum and how to present and arrange what is selected.

In other words, they must first deal with *content* or subject matter and then learning experiences. These tasks are preceded by formulating behavioral *objectives*, which act as a road map for the curriculum development and implementation process. Regardless of the curriculum approach or development model used, curriculum leaders cannot ignore these three components.

Committees charged with curriculum planning have options in selection of content and experiences—to be determined in part by the philosophical and psychological views of the committee members, the school, and the school district. Unquestionably, there is much content and a variety of learning experiences to include. Committee members must decide not only what content and learning experiences to include, but also, and more importantly, the relationship of objectives and content as well as the relationship of objectives to learning experiences objectives are usually stated in terms of expected outcomes (Williams, 2011).

Curriculum Development and assessment is major component of education quality Improvement Program. Quality improvement implies the correlation of the subject matter with life and vice versa. This is content and instruction which involves the selection of context based content close to daily life of the student enabling them to solve the problems they encounter. Curriculum development includes preparation and distribution of child friendly textbooks, manuals, instructional and science tool kits the curriculum development for schoolchildren at first and

second cycle primary school need to take in to account the age, needs, experience, maturity and psychological readiness of the students (MOE 2002). The specific content of school curriculum, however, depends on local and national values.

In the main subject areas of primary education, which include language, math, science and social studies, little variation is found among different regions in the developing world.

Nation states, however, “tend to have a high degree of consistency in curriculum emphasis over time, but differ sharply from each other, reflecting unique historical patterns” (Benavot & Karmen, 1989, cited in UNICEF, 2000).

2.3 The Students Learning Provision and Assessment

The World Declaration on Education for All (1990) was emphatic about the necessity of providing education for all children, youth and adults that is responsive to their needs and relevant to their lives. This paved the way for the concept of quality expressed in terms of needs based criteria. Addressing the crisis in quality learning requires redefining what education systems are for. The skills, knowledge, values and attitudes that learning and teaching promote must reflect and respond to the needs and expectations of individuals, countries, the global population and the world of work today. Not only teaching basic skills like reading and math, but encouraging critical thinking and fostering the desire and capacity for lifelong learning that adapts and shifts in local, national and global dynamics.

Moreover, quality education is not an easy concept to qualify. At a time when we are discussing a quality education for all our learners it is important to take time to understand this concept.

The document Tomorrow's Schools (1995) had asked the following question: "What are considered to be the basic requirements of a quality education - one that is meaningful, worthwhile, and responsive to individuals and social needs - and does each and every student, without fail get those requirements, regulated as these are by the principle of entitlement?"

The Quality Imperative two principles characterize most attempts to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education systems. The second emphasizes education's role in promoting values and attitudes of

responsible citizenship and in nurturing creative and emotional development." (EFA: GMR 2005 P.8 .17).

Quality determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits. According to Dakar Framework for Action (2000) emphasizes the need of a stimulating pedagogy. It is the teaching and learning process that brings the curriculum to life that determines what happens in the classroom and subsequently the quality of the learning outcomes.

The GMR (2010) emphasizes six policy issues which directly impact on teaching and learning:

1. Relevant aims. Policy dialogue must arrive at a relevant balanced set of aims describing what learners should learn and why; the development of cognitive, creative and social skills and values; respect for human rights, the environment, peace and tolerance and cultural diversity. These put citizenship, democracy and human rights at the fore.
2. Subject balance - how subjects are defined, how many are taught and the time allocated to each.
3. Good use of time. Positive correlations are noted between instruction time and student achievement at both primary and secondary levels. Between 850 and 1,000 effective hours (not necessarily official hours) of schooling per year is broadly agreed as a benchmark.
4. Pedagogic approaches for better learning. Child-centered active pedagogy, cooperative learning and the development of critical thinking and problem-solving skills need to be present.
5. Language policy. Language of instruction is a policy choice affecting curriculum, content and pedagogy. A balance needs to be struck between enabling people to use local languages in learning and ensuring that they have access to global languages.
6. Learning from assessment. Regular, reliable, timely assessment is a key to improving learning achievement. The goals are to give learners feedback and improve learning and teaching practices. Formative assessment is needed as a complement to formal examinations.

Quality learning is not only essential for meeting people's basic needs, but is also fundamental in fostering the conditions for global peace and sustainable development. All young people need to learn in active, collaborative and self-directed ways in order to flourish and contribute to their communities. Along with the basics, they need to acquire attitudes, values and skills as well as information. Their teachers, peers, communities, curriculum and learning resources must help prepare them to recognize and respect human rights globally and to value global well-being, as well as equip them with the relevant skills and competencies for 21st century employment opportunities

Therefore to achieve this, it is not enough to measure what learners learn: it is essential to target the classroom experiences that fundamentally shape student learning, and emphasize the range of skills required for lifelong well-being and societal cohesion (WEF, 2015).

2.4 The Role of Teachers on Education Quality Improvement

Teachers are a key element to educational quality because they orchestrate instructional interactions with and between students around academic content. According to Lee Nordstrum,(2016) to improve quality in education, reconsider true definition of 'good teacher' and rethinking what we consider to be effective teaching and how we facilitate it is an integral part of ensuring students receive a quality education. However, many countries, particularly the developing countries, are facing an acute shortage of qualified teachers, while serving teachers are paid poorly and sometimes irregularly.

The teachers and the actions they take in the classroom fundamentally impact students and what they learn, UNESCO (2015).According to Ethiopia National Learning Assessment (NLA), in 2007 stated that, lack of teachers training on new techniques is one among the factors that deteriorated the quality of education. Therefore, the professional development can help overcome shortcomings that may have been part of Teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement and facilitates the way to achieve good education quality (UNICEF, 2000).

Teachers are key to improving learning; because they have a powerful impact on the quality of student learning. However, many countries, particularly the developing countries, are facing an

acute shortage of qualified teachers, while serving teachers are paid poorly (and sometimes irregularly) and, because of the scant qualifications needed to enter, suffer from low social and professional status(WEF, 2015).

For example in Canada the teaching profession is held in high esteem. Despite teacher shortages, admission to teacher training is highly competitive and only 10% of applicants succeed. Even pre-primary teachers need a university degree. In-service training amounts to forty days per year in some parts of the country; participation is often obligatory or a condition for promotion, and is financially rewarded. And also it's similar to the system of accreditation in Ontario, which is under consideration elsewhere, tests teachers every five years, and those who fail lose their teaching certificate, As in Canada, selection for teacher training is very rigorous. Every teacher has masters' degrees in two subjects. There are no concessions on teacher quality, even where teacher shortages exist, EFA Global Monitoring Report (2005).

Teachers Development Programme is another important component of the quality education programme in Ethiopia. In this programme, induction sessions are organized for new teachers so that they will be able to accomplish their duties on equal footing with senior and experienced teachers in the schools who have been teaching in the schools for several years. Continuous professional upgrading is systematically arranged to teachers and in several cases on job training and granting of scholarships have been used to encourage teachers with higher level of performance (AAGM, 2011)

2.5 The Influence of School Environments on Education Quality Improvement

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Since learning environments are made up of physical, psychosocial and service delivery elements. However it stated earlier in education is difficult to define and measure (World Bank, 2005). Regarding this, Tegegn Nuresu (1998) cited in Ahmed Sulyeman (2016) expressed that a discussion on the quality of education usually focuses on level of pupils' achievement in examinations, parents' satisfaction of the outcome of education, relevant skills, attitude and knowledge acquired for life after schooling and the condition of learning environments.

However, some of these are subjective and hence, are difficult to measure. There are a number of indicators that contribute the quality of educational provisions. These are: class- size, availability of facilities and qualification of teachers. One indicators of the quality of school work is the rate and frequency with which students complete an assignment; the performance, moreover, must conform to the requirements of the task (Beratte 2005). Therefore, the quality of school facilities seems to have an indirect and indirect effect on learning, an effect that is hard to measure interaction between school infrastructures and other quality dimensions.

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, class size, provision of health services and working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of latrines and a clean water supply, faire psychosocial treatment among students despising of their sex and others social background, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task (UNICEF, 2000).

Most of the schools built particularly in the urban centers may take pride in their long service but fail to become environmentally friendly learning centers. They are located in areas that seriously obstruct the teaching/ learning process (AAGM, 20150).

Moreover, war and other forms of interpersonal and group conflict clearly have an impact on children's' mental health and their ability to learn. Many young victims of violence suffer lasting physical, psychological, social-emotional and behavioral effects. Although it is difficult for schools to provide safe havens from some forms of violence, other forms can be effectively prevented through interventions (WHO, 1998) cited in USAID (2011).

Pupil-Teacher Ratio (PTR), Pupil-Section Ratio (PSR) and Schools and Average School Size are the major problem facing by our country Ethiopia to sustain education development and to bring targeted education quality PTR is one of the common education indicators for efficiency and quality. There are two views on PTR; The lower the PTR the better the opportunity for contact between the teacher and pupils and for the teacher to provide support to students individually, thereby improving the quality of education; On the other hand, very low PTR may indicate inefficient use or underutilization of teachers resulting in low efficiency. Therefore, low or high

PTR alone does not explain the quality of education because quality of education depends on other factors such as mode of delivery, commitment, qualification of teachers, the supply of educational materials, and other issues according to current 2004 E.C MOE report (2011/12).

Pupil-Section Ratio (PSR) the PSR is generally an efficiency indicator. In Ethiopia's case, because there are a number of double-shift schools classrooms are shared, so that the PSR is not equivalent to a Pupil Classroom Ratio (PCR). A lower ratio in comparison to a national standard may mean underutilization of resources, while a higher ratio often indicates overcrowding 2004 E.C (2011/12), to bring this ratio to the target set, more schools will need to be built, or more sections should be created education Statistics Annual Abstract (ESA 2004). The quality and availability of textbooks and other materials have represented a challenge to effective teaching and learning for many years (MOE, 2008, P.10).

Secondary Schools and Average School Size as noted in the Ethiopia education books, nationally new secondary schools have been opened at an average annual growth rate of 12.0 % in the last five years, almost matching that of enrolment. However, not all regions have been able to open new schools so rapidly. Only In certain Ethiopian cities there are schools that are substantially larger making for a more compressed learning environment, however potentially a lower quality education, Ethiopia Education Statistics Annual Abstract 2004 E .C (2011/12, p. 47).

Therefore, a system that focuses on quality education allows children to develop and grow in school environments that are supportive and at the same time challenging, which nurture them to become confident, have good self-esteem and willing to strive forward yet at the same time feel a sense of responsibility towards others in their community. We believe that all our schools can be such places where children of different abilities develop, learn and grow together (Grace Girma, 2008).

The conflict and war has a great impact on education access and quality impacts basically on source of primary data, the repetition rate and the over-age rate at the primary and secondary levels, the dropout rate at the end of the basic education level. It can be true that schools continued to function during the war but problems accumulated and are still existing, One of the major problems is during the war teachers can be dislocated and Central administration lost control over the recruitment, appointment and transfer of teachers; with the result that many

schools have become overstaffed and some of them with more teachers than pupils. Presently, the number of teachers in public schools is high with a pupil teacher ratio (PTA) of 8:1, imposing thus a heavy burden on the finances of the government. The pre-service and in-service training of teachers have been continuously disrupted and, for years, completely stopped. Consequently, the number of unqualified or under qualified teachers increased.

2.6 The Involvement and Participation of School Stakeholders

Learning is a complex process and it involves not only children and their teachers but families as well. Factors affecting the achievements of Education quality can be broadly categorized into school-related and household related factors.

One cannot talk about quality of education without taking into account the ultimate and legitimate stakeholders of education and the problem that the education system is established to solve.

The stakeholders are those for whom the education sector is established to serve. Quality of education refers to the level of satisfaction of the stakeholders with the education provided. A quality of a product or service differs depending on the customers' or stakeholders' needs or demands. Schools and colleges can be seen as service providers. The quality goal is about why we do what we are supposed to be doing. Therefore, it is the value added as a result of learning which creates satisfaction of the ultimate stakeholders or meets their needs or expectations. Concerned Educators (2015).

It is widely believed, in principle, that an education system in any country is designed to serve the learners, the parents of the students, the employers of the school graduates, the public at large, and eventually the nation. The benefits of quality education also transcend national boundaries and help to make our world a better and peaceful place.

The teachers, faculty, administrators, and staff also have a stake in the quality of education, as they are the major role players, to enhance the quality of education. The ultimate goal is why we need education and what are the changes of condition we want to achieve through education. In Ethiopia, however, there is deliberate mismatch between the needs of the stakeholders and what the government is accomplishing through the public education MOE (2015).

It is commonly presumed that formal schooling is one of several important contributors to the skills of an individual and to human capital. It is not the only factor. Parents, individual abilities and friends undoubtedly contribute. Schools nonetheless have a special place, not only because education and ‘skill creation’ are among their prime explicit objectives, but also because they are the factor most directly affected by public policies.

It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have had. Generally speaking more schooling means higher lifetime incomes. These outcomes emerge over the long term. It is not people’s income while in school that is affected, nor their income in their first job, but their income over the course of their working life. Thus, any noticeable effects of the current quality of schooling on the distribution of skills and income will become apparent some years in the future, when those now in school become a significant part of the labor force EFA Global Monitoring Report (2005).

Generally, children who are fortunate in being born to educated parents or having caring, competent teachers do very well, and are able to find jobs demanding high productivity. However, the average is applying low. The results are low productivity, poor skills, and massive unemployment even after several years of schooling, or even college education.

Parents may not always have the tools and background to support their children’s cognitive and psychosocial development throughout their school years. Parents’ level of education, for example, has a multifaceted impact on children’s ability to learn in school (UNICEF, 2000).

They initially, focused on improving education access and equity. The Government then started to emphasize the importance of school governance. For example, the Education Sector Development Programmed (ESDPI), defined the roles and responsibilities of school governance at the federal, regional and district level (MOE 1998).

The poorest people, residents of remote areas, and the most disadvantaged populations—for example, girls and members of ethnic and religious minorities—are those either denied access to schooling or provided with the lowest quality schools by state-funded education systems MOE (2007).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This section included research design, type of data sources, sample size and sampling techniques, instruments for data collection, procedures of the study and method of data analysis and ethical considerations

3.1 Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell and Plano 2007). This study was attempted to obtain information to examine and describe the quality of four secondary schools of Gambella Town. Hence it was a descriptive survey design with the belief that this design is suitable to obtain sufficient information on the issue under study from a relatively large number of cases at a particular time.

3.2 Sources of Data

Both Primary and Secondary data was collected for the study from their respective sources.

3.2.1. Primary Sources of Data

The primary data was obtained from school principals, vice principals, teachers, parents teachers association (PTAS) and students of the respective secondary schools.

3.2.2. Secondary Sources of Data

Secondary data was collected from books, Journals, relevant documents prepared by ministry of education, regional education bureau and zonal Education Office yearly reports (2009 - 2010 E.C) and related documents from sample secondary schools

3.3 Population, Sample Size and Sampling Techniques

There are four government secondary schools in Gambella city. These are Dualkuach secondary school, Gambella secondary and preparatory schools, Eley secondary school and Gambella Maremiabet Secondary school. They were selected by using available sampling technique, because there are only these four government secondary schools in the city of Gambella. These

four secondary schools were represented by 55 teachers, 8 principals, 80 students and 28 participants from parents' teachers association (PTAS).

3.4 Sampling Technique

The researcher used purposive sampling technique and stratified sampling technique. The teachers were stratified based on their departments and they were also purposively selected based on their experience in their respective schools.

The students were stratified based on classes or sections and they were also purposively selected based on their experiences from the respective schools..

Moreover the school principals, vice-principals and parent-teachers association, were included in the sample by using purposive sampling technique since they are very concerned bodies because they are the school leadership

3.5 Instruments for Data Collection

To obtain firsthand information pertaining to the subject of the study questionnaire, FGD, observation, interview and documents analysis were used.

3.5.1 Questionnaire

The researcher used questionnaire because of its appropriateness to secure data from many people at a time and for its natural characteristics that allows informants express their ideas and opinions freely. This questionnaire is composed of both open-ended and close ended items was administered to Teachers and Students.

The questionnaires 'was prepared for students and teachers. Validity of items was checked by the experts from the Gambella city Education Bureau office experts and thesis advisor before practicing it. And the important comments or correction was accepted according to the contents of the items.

3.5.2 Observation

According to Abiy et al., (2009), cited in Ahmed (2016), observation refers to the process of observing and recording events or situations. The researcher have used observation for the purpose of

detail data and conduct classroom observation check list to see the actual facilities in the sample schools.

According to Mories (1988), cited in Ahmed, the observation check list was designed to examine the availability of classroom quality, seating arrangement of students and extent of application of classroom rule and procedure. The classroom observations were conducted in the total of 24 classrooms.

The researcher used observation for the purpose of detail data and conduct classroom observation check list to see the actual facilities, such as text book, laboratory, toilets, water service, curriculum contents and library in the sample schools. In addition, observation was also used to compare opinion of respondents with relevant issues.

The observation check list was designed to examine the availability of classroom quality, toilets, water, conduciveness of classroom physical environment, seating arrangement of students and extent of application of classroom rule and procedure.

3.5.3 Interview Guide

Interview was chosen for a face to face contact with principals and parents teachers association (PTA) members and it was permitted to raise different questions for further additional information. Semi-structured interview was used as an instrument to collect useful information from the respondents especially on issues of quality.

Since it was administered in secondary schools, the interview was prepared and conducted in English language; the researcher also used different options and translates the English language in to Amharic languages, Nuer language and Anywa language because, they are the most spoken languages in the city, while, most of the indigenous parents are not well in both English and Amaharic languages.

3.5.4 Focus Group Discussion (FGD)

FGD was conducted in English and Amharic and in some schools, the discussion was situational. Therefore, researcher find translator from five indigenous languages because parents of the students are not well in both English and Amharic language.

3.5.5 Documents Analysis

To strengthen the data obtained through questionnaires, interview and observation, document analysis was used in this study. Moreover, the documents were specifically related to previous education quality improvement studies. The instrument helps the researcher to easily identify the gap between previous studies and the current researcher study area. However, the factors affecting education quality improvement implementation are more.

This data gathering instrument was enabled the researcher to gain more information about to see schools' previous back ground and their common major problems concerning education quality. It was also help to suggest possible solutions for factors affecting education quality improvement.

3.6 Procedures of Data Collection

The questionnaire was initially developed in view of the basic research questions of the study.

Before it is administered to respondents, a pre-test was carried out in each Gambella city secondary schools to ensure language clarity and appropriateness. Expert in the field was consulted and appropriate change was made depending on comments collected during the try out. At last, this questionnaire was set in their final forms.

Objectives of the study were explained to respondents to maximize return of questionnaire. In addition, interview guide questions and observation check-list was developed.

3.7 Methods of Data Analysis

The collected data was analyzed both qualitatively and quantitatively.

The data gathered by using questionnaires is tabulated and analyzed. The open ended data was coded and analyzed in accordance with the questionnaires, interviews and observation checklist. The quantitative data was presented in the form of percentage.

The various information, ideas, views and narrations gathered from different groups of respondents through interviews, FGD and observation was organized and qualitatively was described in words to supplement the data that gathered through questionnaires.

Finally, interpretation was employed by explaining the findings carefully and fairly the findings.

3.8 Ethical Considerations

The researcher was communicated all secondary schools, principals, parents teachers association members, teachers and students legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal, belief and institutional wellbeing.

CHAPTER FOUR

4.1. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presents the study findings based on the research questionnaire, interview, focus group discussion FGD, observation and document analysis guides. The descriptive statistics design was used. The quantitative data were summarized using frequency and percentage of distribution tables. Qualitative data obtained from the interviews, FGD, observation and document analysis were presented in narration. This involved a critical assessment of each response and examining it using thematic interpretation in accordance with the research questions.

This part of the thesis deals with the presentation and interpretation of the data gathered from the sample schools to seek appropriate answers to the basic questions raised in part one of the research document.

Accordingly, presentation and analysis was made by making use of the data gathered from four secondary school principals, four vice principals, fifty five (55) teachers, 28 parents' teachers association (PTAS) and eighty (80) students. Five tools were used to gather data. These were a set of questionnaires including close ended and open ended items, an interview guide, focus group discussion (FGD), document analysis and observation.

Observation of the sample schools regarding class-size, availability of school facilities and other school related matters were made.

Therefore, analysis and interpretation of the data was made based on the responses obtained from the respondents and the data obtained from the documents of sample secondary schools and Gambella Education Bureau. Overall, this part of the research comprises of two major parts. The first part presents the characteristics' of respondents in terms of sex, age, service years and academic qualifications. The second part deals with the results of findings from the data which were gathered through the questionnaire, interviews, FGD, documents analysis and observation.

Finally, the data obtained from the interview session, document analysis, and observation were presented and analyzed qualitatively to substantiate the data collected through the questionnaires.

4.2 Response Rate

The researcher had four categories of respondents and the response rate is summarized in Table 1 below. From the table, it was established that 80 out of the 80 questionnaires issued to students were returned. Also 55 out of the 55 questionnaires issued to teachers were returned duly filled. Eight (8) out of 8 interview guides for principals were carried out and 21 out of 28 interview guides for parents teachers association (PTA) were also done. The 25 % of the parent's teachers association (PTA) were not found because one school among the four secondary schools, which is Gambella Maremia secondary school, has no parent teachers association, since only prisoners are learning there, while the police are not willing to form the association with teachers according to principals. The response rates were very good at 100% for students and 100% for teachers. In other words, all questionnaires were returned.

The response rate for the principals' interview guide was 100%, while for parents teachers association, it was exactly quarter of the targeted population was missed. This was accepted as fairly good, taking into account the situation of Gambella regional state; otherwise the data was reliable. Table below summarizes the response rates for all respondents.

4.3. Characteristics of Respondents

Table 1: The details of the characteristics of the respondents are given in table 1 below.

Table 1.		Characteristics of respondents							
ITEM		PTAS		Principles		Teachers		Students	
		No	%	No	%	No	%	No	%
Sex	Male	15	10	7	87.5	50	90.90	45	56.25
	Female	6	30	1	12.5	5	9.09	35	43.75
	Total	21	10	8	100	55	100	80	100
Level competence	Diploma	10	48.61	-	-	-	-	-	-
	BA/BSC	9	42.85	4	50	48	87.27	-	-
	Others	2	9.52	4	50	7	12.72	-	-
	Total	21	100	8	100	55	100	-	-
Age in year	15-19	-	-	-	-	-	-	18	22.5
	20-25	-	-	-	-	-	-	52	56.25
	26-30	-	-	-	-	10	18.18	10	12.5
	31-35	6	25.57	2	25	23	41.81	-	-
	36-40	8	38.09	3	37.5	12	21.81	-	-
	Above 40	7	33.33	3	37.5	10	18.18	-	-
	Total	21	100	8	100	55	100	80	100
Work Experience In years	0-5	-	-	-	-	7	12.72	-	-
	6-10	7	33.33	2	25	21	38.18	-	-
	11-15	5	23.80	2	25	10	18.18	-	-
	16-20	6	28.57	2	25	10	18.18	-	-
	Above 20	3	14.28	2	25	7	12.72	-	-
	Total	21	100	8	100	55	100	-	-

The Respondents Sex

As it is shown from table 1, the respondents were classified based on sex. Among 55 teachers, 80 students, 21 parent teachers association (PTAS), and 8 principals who participated in the study, only (47 or 28.6 percent) respondents were female. Moreover, all principals, that is, (7 or 87.5 percent) were males and 1 or 12.5 percent of respondents were female. Moreover, (16 or 76.19 percent) of the parents teachers association committee respondents were males. On top of that,

(50 or 90 percent) teacher respondents were males, while only (5 or 10 percent) are female teachers respondents. Finally, nearly half; that is, (56 or 56.25 percent) of the students respondents were males. From the table; thus, it can be deduced that the managerial positions of the Secondary Schools of Gambella Town or city in general were occupied by males. It is clear that the participation rate of females in the education quality improvement decision making process and their participation in managerial and leadership positions in these four schools was very low. This might be probably an indicator of less educational opportunity had been given to females. This can; moreover, imply poor gender sensitivity in attracting females into the leadership positions. Furthermore, such background could be one factor that affected effective planning and implementation of education quality improvement. Moreover, in the Millennium Development Goals document, it is indicated that the involvement of both girls and boys in education should be proportional.

The Respondents Age

Referring to the age of the respondents; majority of the parents teachers association PTA are around the age of 36, 40 and above which mean 71.42 percent of the parents teachers association PTA are in adult age level.

Moreover majority of principals are around age of 36 and 40 above or 75 percent) (9 or 60 percent). Which mean that majority of the principals were adult. Consecutively the majority of students were within the age group of 16-to-25 years; on the contrary, majority of the students (91 or 77.8 percent) were greater than 15 years old. On the other hand, the majority of the teachers (35 or 70.62 percent) of them were within the age group of 31-to-40 years. Followed by these majority of respondents, while (52 or 65 percent) of the students were within the age bracket of 16-to-25 years, (52 or 65 percent).

Furthermore, the (54 or 32.8 percent) of the teachers fill around the categories between ages of 31-to-40 years, moreover, (10 or 28.5 percent) of the parents teachers association committee members or respondents were within the age group of 35-to-40 years old. Hence, in order to lead these middle age staff safely and to secure the implementation of education quality improvement in secondary schools of Gambella Regional State, Gambella City, secondary schools, the school principals need to be well experienced not only in the understanding of their own schools in the

educational ladders specifically, but also in the understanding clearly what the, community, others stakeholders and their staff are going to accomplish in the schools for which they are responsible.

Respondents Educational Level

In discussing the educational level of the respondents, the (9 or 42.85 percent) of the parents teachers associations members had indicated that they had Bachelor Degree from different fields, the other majority of the parents teachers association members had indicated that they had (10 or 48.61percent) diploma. Moreover the half of principals had hold Master degree which is (4 or 50 percent) of them and their vice principals also hold Bachelor degree which is (4 or 50 percent) of population.

According to the table above the (48 or 87.27 percent) of teachers had had completed their Bachelor degree and the other (7 or 12.72 percent) had completed their Master degree. Besides that, (7 or 12.72 percent) of the teachers and (4 or 50 percent) of the principals a, (2 or 9.52 percent) of the parents teachers association PTA members were master holders.

Furthermore, the analysis also indicated that (48 or 87.27 percent) of the teachers and (9 or 42.85 percent) of the parents teachers association TPA member were Bachelor degree holders. Only (10 or 48.61 percent) of the parents teachers association PTA members were Diploma holders.

These data showed that the schools where this survey was undertaken were staffed with the majority of graduates of Bachelor degree. This is really a very good finding. Because, if the present set of teachers, principals and parents teachers association at those four secondary schools were Bachelor degree holders and master degree holders, while finding show that, parent teachers association members are only diploma holders.

Therefore, it's meant that the teachers and principals had acquired the necessary teaching qualification and competency requirements for those educational levels, and probably this might also mean that they could teach, manage and develop education quality up to the very required or expected point.

Regarding to parents within the parents teachers association, although the data showed that the majority of them were diploma graduates, it could be said that they acquired minimum reading and writing ability and they were believed to be supportive.

The Respondents Work Experience

As far as the work experience of the respondents was concerned, (7 or 33.33 percent) of the parents teachers association PTA members, (2 or 25 percent) of principals, and (21 or 38.18 percent) of the teachers, were fill around the categories between the (5-10 years of experiences). Furthermore the (5 or 23.80 percent) of the parents teachers association PTA members, the (2 or 25 percent) of the principals and the (10 or 18.18 percent) of the teachers had fill around the categories between the (11-15 years of experiences). The (6 or 28.57 percent) of the parents teachers association, the (2 or 25 percent of the principals and the (10 or 18.18 percent) were fill around the categories of (16-20 years experiences). Moreover, the (3 or 14.28 percent), the (2 or 25 percent) of the principals and the (10 or 18.18 percent) of the teachers were fill around the categories between (20 years and above). However only (7 or 12.72 percent of teachers were filled around the categories between (0-5 years of experiences).

Finally, as a result the information from table one shown that the female participation and involvement in schools leadership is very low. The male teachers dominated the major positions which shown that the male principals occupy 87.5 out of 100%. While female have only 12.5 % out of 100%.

Therefore the women empowerment and promotion in to educational leadership needed more works to be done in these four secondary schools of Gambella city to narrow the gap. Furthermore, in the table above concerned on qualification, the researcher observed that majority of teachers and principals had met the maximum requirement. However within table one above shown that (7 or 12.72 percent) of teachers were fill around categories between the (0-5 years of experiences). And the majority of the parents' teachers' association PTA members were Diploma holders. Therefore, the basic problem is not much caused by teachers and principals' competency, but because of lack of school facilities, teachers' motivation and lack of stakeholders' involvement and participation in school decision making others school activities.

Table 2: The Curriculum Content

Items	Disagree		Strongly disagree		Undecided		Agree		Strongly agree	
	No	%	No	%	No	%	No	%	No	%
Frequency										
Our school curriculum address the objective of the learning and where to go	10	7.40	7	5.18	25	18.51	61	45.18	32	23.70
Our School Curriculum address the subject matter of learning(relevant content)	11	8.14	12	8.8	21	15.55	51	37.77	40	29.62
Our school curriculum is children centered	19	14.07	11	8.14	32	23.70	64	47.40	9	6.6
Our school curriculum is contextually designed	11	8.14	9	6.6	34	25.18	57	42.22	34	25.18
Teachers make democratic classroom for students	23	17.03	12	8.8	27	20	60	44.44	13	9.62

According to Fred (2011), he said regardless of definition or approach , curriculum, can be organized in to three major components', these are objective, content or subject matter, and learning experiences, Think of objective is as a road map (where we going), content, as “what” of curriculum, and learning experiences as the “how”.

According to table 2, it showed that the majority of the respondents agreed, which is 61 Or 45.18 % of them, followed by 32 or 23.03 % of the respondents who strongly agreed that their school curriculum address the objective of their learning and state the way forward. And only 7or 5.81 % of the teachers and students strongly disagreed that their school curriculum didn't address the objective of learning. Moreover, the majority of the respondents (51 or 47.77%) agreed that, their curriculum address the subject matter (relevant curriculum content), followed by (40 or 29.62) of respondents strongly agreed that their schools curriculum address the subject matter of the learning. Moreover, the finding in the table indicated that 64 or 47.40% of the respondents strongly agreed that their school curriculum is child centered, while only11 or 8.14 % of the respondents are strongly disagreed that the curriculum is not child centered.

Therefore, the finding showed that, there is no much problem related to curriculum on addressing the objective of the learning, address the subject matter of learning and curriculum content is child centered and contextually designed.

Finally, because according to my observation in the table above from the five items, the finding indicated that, the school curriculum of given four secondary schools of Gambella have no relevant content problem because the majority of respondents rating scale are around =Agree and = strongly agreed positively. Therefore the school curriculum is related to the world of work.

4.4 View of Principals, PTA and Teachers on Curriculum Relevant

Ecological balance is of a particular importance in preparation for work because the student not only must also be prepared to participate in the deliberation that changes the nature of work.

In democratic classroom students learn how to back up opinions with logic and evidence. And they learn how to reflexively predict the logical consequences inherent in their opinions Tony Knight (1997).

As said by principals, PTAS, teachers and community leaders, the curriculum is inclusive and contextually designed. It included all things that should be included. The curriculum design and implementation is not the problem, but lack of teaching-learning materials, basic services and facilities are the essential problems that undermined the education quality improvement in the respective secondary schools.

Table 3: The Readiness of Students to Learn

Items	Disagree		Strongly disagree		Undecided		Agree		Strongly agree	
	No	%	No	%	No	%	No	%	No	%
Most of the students are participating in group work activities	23	17.03	15	11.11	25	18.51	54	40	18	13.33
Most of the students are doing their assignments	18	13.33	19	14.07	24	17.77	56	41.48	28	20.74
Most of the students are participating in classroom activities	12	8.8	17	12.59	25	18.51	54	40	27	20
Most of the students raise questions when the instruction is not clear to them.	61	45.18	25	18.51	11	8.14	23	17.03	15	11.11
Most of the students read different textbook for self development	23	17.03	5	3.70	55	40.74	30	22.22	22	16.29
Most of the students are not absents from class	11	8.14	10	7.40	34	25.18	60	44.44	23	17.03
Most of the students they like to shares their experience with other students	21	15.55	9	6.6	61	45.18	31	22.96	13	9.6

According to the table 3 above, the 54 or 40% respondents, agreed that the most of the students are participating in group work activities. However, only 15 or 11.11% are strongly disagreed. Furthermore, the majority of the respondents (56 or 42.48%) agreed that the most of students do their assignment. However, only 19 or 14.0% of the respondents strongly disagreed that most of the students do not do their assignment, which means, the gram of the finding indicated that more of the students' they do their assignments. Moreover, majority of the 61 or 45.18 respondents disagree that the most of students, do not ask question when the instruction is not clear to them, however only 23 or 17.03% of respondents agree, that most of the student raise the question when the instruction is not clear to them. Therefore the item three should that the majority of the students are passive learners.

According to table 3 above, the finding indicated those, majority of the respondents agree and strongly agreed levels, with exception of the respondents in item three who disagree that most of the students do not ask question when the instruction is not clear to them, which indicated that the majority of students are passive learners. Therefore, the majority of the respondents totally agreed that, the students are ready to learn, however, the respondents on item three disagree that the majority of students are passive learners, because their group work activities, class participation activities, class attendance and the ways they do their assignments etc.

4.5 View of Principals, PTA and Teachers on students Readiness to Learn.

As said by the respondents, the majority of students are ready to learn with exception of some small number of students who don't want to learn because of their own reasons and school related reasons. Thus minority of the students who are not ready to learn are particularly from the wealthy families, those who are in political positions and other government workers unlike the children of poor families who come from rural areas.

There are different factors that undermined the students learning readiness; these are lack of text books, lack of water service, no enough and clean toilets, no laboratory and secure environment. In another hand, as pointed out by the principals, the families of such kids are not helping the school leadership to control their children from their disciplinary problems in order to learn properly like other students. Furthermore, the parents are not willing to come when are informed to come by the leadership of the school. Therefore, the finding reveals that, the majority of students are ready to learn, however some small number of students are not.

Table 4: View of Teachers on How Students' Learning is Assessed

Items	Disagree		Strongly disagree		Undecided		Agree		Strongly agree	
	No	%	No	%	No	%	No	%	No	%
The students learning are measured through class participation	-	-	-	-	-	-	20	36.36	35	63.63
The students learning are measured through assignments	-	-	-	-	-	-	15	27.27	40	72.72
The students learning are measuring through quizzes	-	-	-	-	-	-	32	58.18	33	60
The students learning is measuring through cumulative assessment (e.g. middle term exams)	-	-	-	-	-	-	25	45.45	30	54.54
The students learning is measuring through their general first and second semesters performances improvement	-	-	-	-	-	-	10	18.18	45	81.81

According to Walliam (2011), there are different ways to measure students learning, these are: through assignments, class activities, like giving group activities, conceptual maps, individuals class work and giving quizzes, etc

The majority of the respondents from table 4 above, which is 35 or 63.63 percent of them, strongly agreed that, they measure the student learning through class participation, followed by the others 20 or 36.36 % of respondents or teachers who agree that they use class participation as tool to assess student learning improvement.

Moreover, the majority of teachers 40 or 72.72% strongly agreed that they also use assignment as a means of measuring student learning improvement, and the 15 or 27.27% of the respondents also agreed that they use the same measurement to assess the student learning improvement progress. Furthermore, the 32 or 58.18 respondents strongly agreed that they use quizzes to measure or assess the student learning improvement. And other 34 or 60% of the respondents or teachers agreed that they use quizzes as a means of measuring student learning improvement progress.

Therefore, the majority of respondents are on level of =strongly agree and =agree without another rating scale or option about the students learning measurement. All the respondents

agreed and strongly agree that, students learning is measured through, class participation, through giving assignments, through giving quizzes, through middle term exams, and through cumulative year's results.

4.6 View of Principals, PTA and Teachers on How to Measured Students Learning

As said by respondents there are different way the teachers uses to measure the student learning, these are quizzes, class works, class participations and assignments, to evaluate and assess the students' readiness to learn in order to know the level of student learning improvement. However, some parents' teachers' associations' members have no more knowledge concerning tools that can be use for students learning measurement.

The majority of teachers use thus different successive tools to measure students' academic performance improvement. However, some minority of teachers do not uses these successful tools regularly during teaching learning process in classrooms, because of their own problem and administration, as mentioned by teachers, PTA members and principals.

Therefore the finding indicated that the teachers use different measurement and assessment tools to know the level of students' readiness to learn, in order to meet education quality improvement goals.

Table 5. Teaching and Learning Environment (teachers responses)**5.1 Teaching-Leaning Materials**

The View of Teachers and Students on Teaching-learning Materials

No.	Item	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		No	%	No	%	No	%	No	%	No	%
1	There are adequate instructional materials for learning and teaching process in the school.	60	44.44	31	22.96	16	11.85	17	12.59	11	8.14
2	My school has active and good plasma.	32	23.70	57	42.22	23	17.03	22	16.29	4	2.96
3	My school has enough benches and desks.	28	20.74	34	25.18	53	39.25	20	14.81	-	-
4	We have enough textbooks.	34	25.18	65	48.14	21	15.55	15	11.11	-	-
5	The school has science laboratory chemicals.	11	8.14	34	25.18	57	42.22	27	20	6	4.44
6	The school has enough computers for learning.	-	-	24	17.77	23	17.03	62	45.92	26	19.25
7	Our school has enough sport materials	36	26.66	66	48.88	27	20	6	4.4	-	-
8	Our school has clean water	52	38.51	79	58.51	4	2.96	-	-	-	-

Students' capacity and motivation to learn are determined by the quality of the school environments, the students' health and nutrition status and their prior learning experiences (World Bank, 1995) cited in Ahmed Sulyeman (2016).

According to how it is written in table 5.1 above, the majority of the respondents, which is 60 or 44.44% of them had strongly disagree that there are no adequate teaching and learning materials, beside that the 31 or 22.22 other respondents disagree that their school has no enough teaching and learning material. Furthermore the 57 or 42.22 % of the respondents responded that their schools have no active plasma, followed by the 32 or 23.70 of the respondents who strongly disagree that there are no active plasmas.

Moreover, the majority 53 or 39.09 % of the respondents remained undecided about the availability of desks and chairs, followed by 34 or 25.18% of the respondents who strongly disagree that there no enough desks and seats.

The majority of the respondents which is 57 or 42.22 percent of the respondents were silent to decided whether there is laboratory chemical or there is no laboratory chemical. The other 34 or 25.18% of the respondents disagree that, there are no laboratory chemical in their schools. However, only 27 or 20% of the respondents agree that their schools have laboratory chemical. Moreover, the majority of the respondents, which is 62 or 45.92 of them, agree that their school has no enough computers for learning, while only 24 or 17.77 of the respondents disagree that their school has enough computers for learning. Furthermore, the most respondents which is the 66 or 46.88 percent of the them, strongly disagree that their school has no enough sport materials, and they are followed by 36 or 26.66 percents of the respondents who agree that, there are no enough sport materials in school; while only 6 or 4.4 percent of the respondents remained undecided. Moreover, the majority of the respondents, which is 79 or 58.51 strongly disagree that their school has no clean water. Therefore, the general finding indicated that, there is no teaching and learning materials and others important facilities and resources like, water services. Finally this shortage of teaching and learning materials and others resources, has a great effect on education quality improvement in these four secondary schools.

These four secondary schools of Gambella city were below the standard stated by MOE basically on their education materials and facilities. Therefore the 81.5 percent, 37.5 % of students strongly disagreed that their schools are not attractive, their schools class rooms are crowded, no enough text-books, no active laboratory, no good computers, no open space for games, and no enough water services, which mean the problem is not much on lack of qualify teachers.

4.7 View of Principals, PTA and Teachers on Teaching-learning Material and Services

As said by the respondents, there are no enough text books, active plasmas, laboratory chemical and water services. The students-textbook ratio is below standard one to one student-text book ratio that has been declared by (MoE, 2012), while there are different text books in the stores of Gambella Education Bureau (REB), with exception of Ethiopian History textbooks and Nuer language text book.

The laboratory chemicals since they expire, they have been in the room for five good years without being changed; this means the lab has been inactive all this time. They mentioned that everything in chemistry lab and computer lab is seen as garbage in the store. The following picture of chemistry lab speaks well than its words of description.

As said by the respondents from four secondary schools, particularly Dualkuach secondary school respondents, particularly Principals, they said that, there is no laboratory, water service, and health and cafeteria service. Thus absent of the teaching learning materials and water and others services like, cafeteria and health service, have undermined the education quality improvements, which lead to current education quality problem. As said by the respondents, as you can observed from the picture above, there was no water service since these water taps were build up to now; they are just a symbol of facility or services. Moreover, as said by the respondents, even though the desks and seats seem like, they are enough for students. The weather condition of the area is not good enough for three students to seat on one chair and desk, because the desks and seats are very small, while the area is very hot. Therefore the reaction of respondents concerning about students desk and seat ratio is supported by picture below.

Table 5.2: The view of Teachers and Students on school FacilitiesValaibility

N0	Items	Disagree		Strongly disagree		Undecided		Agree		Strongly agree	
		No	%	No	%	No	%	No	%	No	%
1	There is no enough and clean toilets in the school	-	-	-	-	-	-	46	34.07	89	65.92
2	Poor physical facilities (classrooms, desks, seats, and toilets) have affected the quality of education in the school.	-	-	-	-	45	33.33	55	40.74	35	25.92
3	The school has small space (overcrowded classes, field).	15	11.11	8	5.92	34	25.18	56	41.48	12	8.8
4	Our school compound is not attractive	27	20	10	7.40	30	22.22	50	37.03	18	13.33
5	the school is safe, clean, and well-maintained	54		24		26		27		4	
6	There is enough offices for teachers	51		17		20		41		6	

According to table 2.2 above, the majority of the respondents, which is 65.92% of them strongly, agreed that their schools have no enough and clean toilets (latrines). Moreover the 34.07 percent of them are just disagreed that there are no enough and clean toilets. Therefore it meant that 100% of the respondents are agreed that there are no enough and clean toilets.

The majority of the respondents, which is the 40.74 percent of the teachers strongly agreed that the poor physical facilities (eg. Classrooms, desks, seats and toilets) have affected the quality of education in their respective schools. And consecutively the 32.72 of the respondents are just agreed that the poor physical facilities affected education quality in their respective schools. Therefore, because the 87.26 of the respondents agreed that the poor physical facilities are affecting the educational quality, the problem of poor physical facilities should be consider as the one factor among others factors.

The majority of the respondents, which is the 58.18 percents of them strongly, agreed that their schools have small space, crowded classes and sport field. The 60 percent of the respondents also strongly agreed that theirs schools compounds are not attractive, and consecutively the 33 percent of the respondents also just agreed that theirs schools compounds are not attractive.

The 72.72 percent of the respondents strongly disagreed that theirs schools is not safe, clean and well maintained, consecutively the 27.27 of the respondents are just disagreed, that their schools are not safe, clean and well maintained.

Finally the 69.09 percent of the respondents strongly disagreed that there are no enough offices for teachers, however the 30.90 of the respondents are just agreed that, there are enough offices for teachers

4.8 View of Principals, PTA and Teachers on Facilities availability and adequacy

As said by respondents, there are very poor physical facilities in the schools. The Gambella secondary and preparatory school has no enough and clean toilets for both teachers and students, while the school is densely populated. For example there are only five holes for all male and female students, while the students' number is 900 and above. And the time given for rest time is only 30 minutes, which means all the students cannot be served by these five holes of toilet within this short period of time. Moreover, the Dualkuach Secondary school has no enough and clean toilets and there is no water service to clean the toilets, like Gambella secondary and

preparatory school. The teachers and students toilets are not clean; it is not advisable for female teachers and students to use the toilet, because females are very sensitive to infections, because there is no water service, while the area is very hot.

The Dualkuach, Maremiebet and Eley secondary schools have no laboratory rooms despite chemicals. The students who are from natural science department are lacking more sort of knowledge and skill on chemistry and physic laboratory practice, because of inactive laboratory and its chemicals. There are no enough class rooms for students. The minimum number of students per class in each school is 90 students in class except Eley secondary school; which mean, they are below the standard of (MoE, 2012).

Table 6: Role of principals and teachers

6.1. Role of Teachers

N0.	Statements	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	Frequency	No	%	No	%	No	%	No	%	No	%
1	Our teachers are coming on time.	0	0	20	25	30	37.5	9	11.5	21	26.5
2	Our Teachers keeps our school a safe and clean.	15	18.75	30	37.5	10	12.5	20	25	5	6.25
3	Teachers affirm and encourage students to learn.	10	12.5	17	21.25	13	16.25	23	28.75	17	21.25
4	Teachers have high expectations on students.	0	0	13	16.25	10	12.5	17	21.25	40	50
5	Teachers answer questions in helpful ways that make students understand.	12	15	3	3.75	6	7.5	30	37.5	31	38.75
6	Assignments are marked and returned on time.	6	7.5	12	15	5	6.25	40	50	17	21.25
7	Tests are given regularly to assess students' learning.	2	2.5	5	6.25	3	3.75	40	50	30	37.5
8	Teachers use teaching and learning materials to help students understand the lessons.	13	16.25	20	25	10	12.5	30	37.5	7	8.75
9	Rules and regulations are proportionally applied in school according to an offense.	15	18.75	12	15	20	25	13	16.25	20	25

When we take a look in table 6.1, the 30 or 37.5 of the respondents (students) were undecided concerning about the teachers' timely coming to school, thus respondents consecutively followed by 26.25 percent of the respondents (students) who were strongly agreed that their, teachers are coming on time. Therefore the researcher managed to choose the students who strongly scale that their teachers are coming on time, because the neutral students are voiceless, even though they are majority, for that matter, the students who strongly agreed, should be taken as the majority voice to conclude that the students have a good view on their teachers commitment concerning on timely coming to work.

Moreover, concerning about how the teachers keeps school safe and clean, the majority, of the respondents, which is 30 or 37.5 percent of the respondents (students) disagreed that their teachers do no keep their schools safe and clean. And thus disagreed respondents are followed by the 25 percent of the respondents (students) who agreed that their teachers are keeping their school environment safe and clean. Therefore, the finding indicated that the teachers are not keeping the schools safe and clean.

Furthermore, concerning about teachers affirm and encouragement of the students, the 23 or 28.75 percent of the respondents agreed that, the teachers are affirm and encouraging their students to learn, while 17 or 21.25 % of the respondents disagreed that teachers are not firm and encouraging students to learn. In another hand the 17 or 21.25 % of the respondents were strongly agreed that theirs teachers are firm and encouraging theirs students to learn. Therefore the findings reveal that, the teachers are firm and encourage their students to learn.

Furthermore, concerning about teachers expectation on students, the 40 or 50 percent of the respondents (student) strongly agreed that their teachers have more expectation on them; consecutively followed by the 21.25 percent of the respondents (students) agreed that theirs teachers have more expectation on them. Therefore, the finding in indicated that, the teachers have more expectation on their students.

Moreover, the 31 or 38 % of the respondents strongly agreed that their teachers answer questions in helpful way, followed by the 30 or 37.5% who agreed that their teachers answer questions in helpful ways. Contrarily, only 12 or 15% of the respondents strongly disagreed that their teachers do no answer the questions in helpful ways. Therefore, the finding indicated that teachers answer

question in helpful ways. Moreover, the 40 or 50% of the respondents in items 6, agreed that their teachers marked and return their assignment on time; followed, by 17 or 21.5 of respondents who strongly agreed that their teachers marked and return their assignments on time. Contrarily only 12 or 15% of the respondents disagreed that their teachers do not marked and return their assignments on time. Therefore, the finding indicated that, the teachers marked and returns assignment on time. Moreover, the 40 or 50% of the respondents in item 7 agreed that the tests are given regularly to assess student learning, followed by 30 or 37.5% of the respondents who strongly agreed that the tests is regularity given to assess students learning. In contrarily only 5 or 6.5 of the respondents strongly disagreed that the test are not given regularly to assess students learning. Therefore, the finding indicated that the teachers give regular tests to assess students learning. Furthermore, the 30 or 37.5% of the respondents in item 8 agreed that the teachers use teaching and learning materials to help students understand the lesson. Contrarily, only 20 or 25% of the respondents disagreed, that the teachers do not use teaching and learning materials to help students understand lesson. Therefore the teachers use teaching and learning materials to help students understand lesson based on finding. Furthermore, the 20 or 25% of the respondents in item 9 strongly agreed that, the rule and regulation is appropriately applying in the schools, while 20 or 25% of the respondents remained neutral. Contrarily only 15 or 18.75% strongly disagreed that the rules and regulations are not appropriately applying in schools. Finally based on finding above there are no more problems concerning the role of teachers in schools.

4.9 Views of Principals, PTA and Teachers on Teachers' Commitment on Teaching

Teachers are key elements to educational quality improvement because they orchestrate instructional interactions with and between students around academic content. According to Lee Nordstrum, (2016) to improve quality in education, reconsider true definition of 'good teacher' and rethinking what we consider to be effective teaching and how we facilitate it is an integral part of ensuring that students receive a quality education. The teachers and the actions they take in the classroom fundamentally affects students and what they learn, UNESCO (2015).

As respondents said, the teachers are committed to their work. They are present on time in school, they have work plan, they checks students absent and present attendances and they do students leaning assessments in the class. Even though most of the teachers are well committed

on their work, as education standard policy can expect from professional teachers. There some teachers who do not committed on their works, because of some administration problem, that lead to lack of motivation. These are the reasons: The teachers' job is not regarded as important job by many government leaders and workers particularly REB. They are not paid on time as per the good and important service they are providing to the community. They are always dictated by the politicians especially when they apply the rules and regulations of the school on misbehaved students. And delay of upgrading for the service they offer. Moreover some teachers spend more than one year without receiving their increment salary, after further educational field accomplishments; however, some teachers, they their own disciplinary problems, concerning their relationship with students.

Table 6.2 Principals on school leadership

		Items		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
		No	%	No	%	No	%	No	%	No	%	No	%
Students	The principal welcomes students in his/her office.	0	0	0	0	0	0	20	25	60	75		
	The principal compliments both students and staff.	3	3.75	21	26.25	10	12.5	32	40	14	17.5		
	Our principal has good relationship with teachers and students.	5	6.25	1	1.25	20	25	36	45	18	22.5		
Teachers	The principal encourages students to work hard.	6	7.5	7	8.75	20	25	40	50	17	21.25		
	There is a good school leadership style that offers good environment for teaching and learning.	21	38.81	12	21.81	10	18.18	12	21.81	0	0		
	The principal makes a cordial relationship between students and teachers.	9	16.36	10	18.18	18	32.72	18	32.72	0	0		
	Our principals made our school safe, clean, and well-maintained.	27	49.09	3	5.45	17	30.90	8	14.54	0	0		
	Our principals make Students to have good interpersonal relationships.	6	10.90	14	25.45	12	21.81	17	30.90	6	10.90		

According to table 6.2 above, the majority of the respondents which is 60 or 75% of the respondents reply that, their principals are welcoming them in to offices, followed by 20 or 25% of the respondents who agreed that their principals welcome them in office. Therefore the 100% of the respondents agreed that their principals welcome to office. Likewise, the 32 or 40% of students agreed that their principals compliment both students and staff. In contrarily, the 21 or 26.25 disagreed that their principals are not complimenting staffs and teachers. In another hand the 36 or 45% of students agreed that their principals have a good relationship with teachers. In contrarily the 20 or 25% of the respondents or students disagreed that their principals have no good relationship with teachers.

Furthermore, the 40 or 50% of the teachers agreed that the principals are encouraging students to work hard, followed, by 20 or 25% of teachers who were neutral to take decision. In contrarily only 5 or 7.5% of the teachers who strongly disagreed that the principals are not encouraging students to learn.

According to tables above the 21 or 38% strongly disagreed that there is no good leadership style that offer good environment for learning in the schools, followed by 12 or 21.815 of the teachers who disagreed that there is no good leadership style that offer good environment for learning. In contrarily the 12 or 21.81% of the teachers agreed that there is good leadership style that offer good environment for learning. Moreover, the 18 or 32.72% of the respondents agreed that their principals make cordial relationship between teachers and students, followed by 18 or 32.72% of the respondents who have remained neutral to decision. In contrarily the 10 or 18.18% of the respondents who disagreed that their principals do not make cordial relationship between teachers and students.

Moreover, the 27 or 49.09% of the teachers strongly disagreed that the principals are not making school safe, clean and well maintained, followed by 17 or 30.09% of teachers who remained neutral to take decision. In contrarily only 8 or 14.54% of respondents agreed that, the principals make school safe, clean and well maintained. Therefore, the finding indicated that the answer of teachers is similar to students on table 6.1, in which the principals and teachers are keeping school environment safe, clean and well maintained.

4.10 Views of Students, PTA and Teachers on Principals' roles

As said by respondents, especially the teachers, there is no good relationship style that offer health environment for learning. Even though there is good relationship between the teachers and the students, there is some disciplinary problems that happens between some teachers and students. For instance, there was a one student who hit his teacher in Eley because he is punished by that teacher. Even though, the majority of principals are playing their roles appropriately, there are some significant works they missed.

The principals based on their authority given by REB, do not make school environment safe and clean. They do not involve stake holders, as they can, even though the stakeholders are not much willing to participate in the schools activities.

The principals do not mobilize the funds from stakeholders to maintain the safety and cleanness of the school. In another hand some schools principals feel like they are political appointees; which means they are not much focusing on concerned problems, like academic issues rather than political issues.

Table 7: The Level of Competence of Principals and Teachers

The factors limiting teachers' role in improving quality of education in school

No	Statements	Disagree		Strongly disagree		Undecided		Agree		Strongly agree	
	Frequency	No	%	No	%	No	%	No	%	No	%
1	Most teachers have no adequate training.	30	54.54	5	9.09	10	18.18	10	18.18	0	0
2	Most teachers have low educational qualifications.	31	56.36	6	10.90	14	25.45	4	7.27	0	0
3	Most teachers they don't teach according to time schedule	0	0	3	5.45	10	18.18	20	36.36	22	40
4	Principals make good relationship between teachers and students	0	0	10	18.18	0	0	20	36.36	25	45.45
5	Most teachers do not prepare a lesson plan for every class taken.	11	20	5	9.09	9	16.36	25	45.45	5	9.09
6	Most of the principals they took educational leadership courses.	10	18.18	16	29.09	9	16.36	20	36.36	10	18.18
7	Most Teachers give home works or assignments to the students.	2	3.63	13	23.63	0	0	20	36.36	20	36.36

According to the table 7 above, the 30 or 54.54% of respondents strongly disagree that, most of the teachers have adequate training; followed 10 or 18% of the respondents who failed to take decision. In contrarily the 10 or 18% of the respondents agreed that, most of the teachers do not have adequate training. Moreover, the 31 or 56.36% of the respondents strongly disagreed that, most of the teachers have good educational qualification, followed by 14 or 25.45% of the respondents who remained neutral to take decision. In contrary only 4 or 7.25 agreed that most of the teachers have no good educational qualification. Therefore, based on finding from these two items, it indicated that most of the teachers have adequate training and high education qualification.

Furthermore, from the item 3, 22 or 40% of the respondents agreed that most of the teachers do not teach according to time schedule; followed by 20 or 36.36% of the respondents who also agreed that most of the teachers, do not teach according to time schedule. In contrary, 3 or 5.54% of respondents strongly disagreed that, most of the teachers teach according to time schedule. Therefore, based on the finding, most of the teachers do not teach according to time schedule.

Moreover, according to item 4, 25 or 45.45% of the respondents strongly agreed that, the principals make good relationship between teachers and students; and followed by 20 or 36.36% of respondent who agreed that the principals make a good relationship between teachers and students. In contrary the 10 or 18.18 of the respondents strongly disagreed that the teachers do not make a good relationship between teachers and students. Therefore, based on the finding in the table, the principals make a good relationship between teachers and students.

Furthermore, based on item 5, 25 or 45.45% of respondents agreed, that most of the teachers do not prepare lesson plan for every class. In contrary only 11 or 20% of the respondents disagreed that most of the teachers prepare lesson plan for every class. Based on finding, it indicated that most of the teachers do prepare lesson plan.

Furthermore, based on item 6, 20 or 36.36% of the respondents agreed that, most of the principals took the educational leadership courses. In contrary, 16 or 29.09 of the respondents .strongly disagreed that, most of the principals do not took educational leadership courses. Based on finding, it indicated that most of the principals took educational leadership courses.

Moreover, on item 7, 20 or 36.36% strongly agreed that most of the teachers give assignments and homework to students; and followed by 20 or 36.36 of the respondents who agreed that most of the teachers, give homework and assignment to students. In contrary, 13 or 23.63 strongly disagreed that most of the teachers do not give home works and assignments to students. Therefore, based on the finding on the item 7, it indicated that, most of the teachers give home works and assignments to students.

Furthermore, based on the last item, the majority of the respondents, that is 25 or 45.45% of the respondents agreed that most of the principals are master degree holders; and contrary followed by 20 or 36.35% respondent who strongly disagreed that most of the principals are not master degree holders.

Finally, even though there some teachers who do prepare lesson plan and do not teach according to time schedule, based on the total finding in the table 7 concerning, the competence of principals and teachers, it can be true to conclude that the principals and teachers are competence based on their academic background, roles and training

4.11 View of Principals, PTA and Teachers on Level of Competence and Experience of Principals and Teachers

The competence of the education providers is very crucial to provide good quality education. Since we all know that, the key elements of provision and implantation of education quality are teachers and principals (MoE, 2012).

As said by the respondents, the majority of the principals and teachers (education providers), met the minimum and maximum requirements. Even though most of the principals met maximum requirements academically, most of them lack leadership behavior to motivate their staffs. Furthermore some of the teachers they don't uses lesson plan, don't conduct continue students learning assessments and don't uses teaching methods.

Moreover, even though, the most of principals and teachers are competence and well experienced initiators of knowledge, they sometimes withhold their knowledge not to share to students.

According to what researcher observed from teachers and principals profiles and also in the respondents demography table, it indicated that the teachers and principals have met the maximum and minimum requirements based on their experiences and educational levels they hold. All the principals are master degree and most of teachers are bachelor degree holders and above. And the majorities of them have a more than five years of experiences.

Therefore, the most important problem that researcher observed and also spoken out by the respondents is lack of motivation from teachers. More of the teachers are not proud of their profession, which always leads more of them to quit teaching profession. This is connected to the way they are treated by the administration and the case of income as per the duty they perform.

Table 8: Teachers and Students response on Involvement and Participation of Stakeholders

No	Items	Disagree		Strongly disagree		Undecided		Agree		Strongly agree	
		No	%	No	%	No	%	No	%	No	%
	Parents and community Members/ leaders always visit our school.	54	40	23	17.03	42	31.11	16	11.85	-	-
	parents and community contribute for school expenses	23	17.03	27	20	50	37.03	30	22.22	5	3.70
	. Parents and communities leaders are in involved in school decision making	54	50	21	15.55	30	22.22	20	14.81	10	7.40
	Parents and communities leaders participate in school meetings and other activities.	76	56.29	21	15.55	20	14.81	18	13.33	--	--
	Teachers always ask the help and support of parents/guardians and community leaders	29	21.48	24	17.77	33	24.44	30	22.22	19	14.07

According to table 8 item 1, the 54 or 40% of the respondents disagree that parents and communities leaders are not always visiting our schools; and followed by 23 or 17.03% of the respondents who strongly disagreed that the parents and community leaders are not always coming to schools, while 42 or 31.11 % of the respondents were remained undecided. In contrary, 16 or 11.85% of the respondents agreed that the parents and community leaders are

coming to schools. Therefore, the finding indicated that the parents and community leaders are not always visiting the schools.

Moreover in table 8 above, item 2, the 50 or 37.03% of the respondents remained undecided based on parent and community contribution on school expend; and followed by 30 or 22.22% of the respondents who agreed that the parents and community contribute for school expend. In contrary 23 or 17.03% of the respondents who disagreed that the parents and community are not contributing to school expands.

The majority of the respondents strongly disagreed that the stakeholders are not visiting the school. Therefore, based on the finding above, it show that the parents and community are contributing to school expends.

Furthermore in item 3, the 54 or 50% of the respondents disagreed that the parents and community leaders are not involving in school decisions making; and followed, by 30 or 22.22% of the respondents who were remained undecided to take side or decision. In contrary the 21 or 15.55 are strongly disagreed that the parents and community leaders are involving in the school decision making. Moreover 20 or 14.18 of the respondents strongly agreed that the parents and community leaders are not involving in school decisions making. Therefore based on finding above it, indicated that the parents and community leaders are not involving in school decisions making.

Furthermore in item 4 the 76 or 56.29% of the respondents disagreed that the parents and community leaders are not participating in school meeting and others activities; and also followed by 21 or 15.55 of the respondents who strongly disagreed that the parents and community leaders are not participating in school meetings and other activities.. in contrary the 18 or 13.33% of the respondents agreed that the parents and community leaders are participating in school meetings and others activities. Based on finding above, it showed that the parents and community leaders are not participating in school meetings and others school related activities.

Furthermore based on item 5, the 33 or 24.44% of the respondents remained undecided, concerning if teachers ask help from and support from parents and community leaders; and followed by 30 or 22.22% of the respondents who agreed that the teachers ask help and support

of parents and community leaders. In contrary 29 or 21.48 of the respondents disagreed that the teachers do not ask help and support of parents and community leaders.

Finally based on the find in table 8 above, it is indicated that, the parents and community leaders are not participating and involving in school decisions making, meetings and other school related issues or activities.

4.12 The Stakeholders Participation and Involvement in Enhancing Students Learning

According to C Educators (2015), Learning is a complex process and it involves not only children and their teachers but families as well. The factors affecting the achievements of Education quality can be broadly categorized into school-related and household related factors. One cannot talk about quality of education without taking into account the ultimate and legitimate stakeholders of education and the problem that the education system is established to solve.

As said by respondents, the parents, TPAS and community leaders are not participating in school activities, even though they are invited by the principals. Most of the education stakeholders, particularly Regional Education Bureau are not participating in different concerns and school issues.

The stakeholders are not contributing their financial, physical, and psychological effort to support educational quality improvement in school. Moreover the school leadership is not struggling to involve and encourage the education stakeholders to participate in school decision making issues. Therefore, this low and zero participation of the stakeholders have a great influence on low quality education improvement in these four Gambella city secondary schools.

Table 9: the Effective Suggestions that could be taken to improve the Quality of Education,

N0.	Statements	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	Frequency	No	%	No	%	No	%	No	%	No	%
1	Provide water, cafeteria and health services in school	--	--	--	--	--	--	79	58.51	56	41.48
2	Motivate teachers by increasing salary and incentives.	--	--	--	--	20	14.81	67	49.62	48	35.55
3	Provide adequate and quality teaching and learning resources.	--	--	--	--	--	--	55	40	80	59.25
4	Provide adequate physical facilities (good building and big classrooms).	--	--	--	--	--	--	57	42.22	78	57.77
5	More involvement of all school stakeholders in decision making	--	--	--	--	--	--	49	36.29	86	63.70

According to above table 9 in item 1, the 79 or 58.51% of the respondents agreed that the provision of water, cafeteria and health services in school should limited the current education quality problem; and thus respondents are followed by 56 or 41.48 of the respondents who strongly agreed that the provision of water, cafeteria and health services can limited the current education quality problem. Therefore, based on the finding above, it indicated that all respondents agreed on the statement which means, lack of those services have a great contribution on current lack of education quality problem.

Furthermore based on table 9 above, in item 2, the 67 or 49.62% of the respondents agreed that, the motivation of teachers by increasing their salary and incentives, would reduce the current education quality problem. And consecutively the 48 or 35.55% of the respondents strongly agreed that the increasing of teachers' salary and incentives would reduce current education quality problem; while only 20 or 14.81% of the respondents remained undecided to agreed or disagreed. Therefore based on the finding above, it indicated that, the increase of teachers' salary and incentive would reduce the current education quality problem, in order to motivate teachers.

Furthermore based on table 9 above, in item 3, the 80 or 59.25 % of the respondents strongly agreed that the provision of adequate and quality teaching and learning materials would reduce

the current education quality problem; and followed by 55 or 40 % of the respondents who agreed that the provision of adequate and quality teaching and learning materials would reduce current education quality problem. Therefore based on the finding above, it indicated that the provision of adequate and quality teaching and learning materials would reduce the current education quality problem. That means the lack of the adequate of teaching and learning materials has a great cause to currents education quality problem.

Moreover based on table 9 above in item 4, the 78 or 57.77% of the respondents who strongly agreed that, the provision of adequate physical facilities, would reduce the current education quality problem; and followed by the 57 or 42.22% of the respondents who agreed by supporting the idea of the first respondents. Therefore based on the respondents' reaction, it indicated that, the provision of adequate physical facilities would reduce the current education quality, because lack of adequate physical facilities has a great cause to current education problem in Gambella secondary schools.

Based on the table 9 I tem 5 above, the 86 or 63.70 of the respondents are strongly agreed that the involvement of stakeholders would reduce the current education quality, followed by 49 or 36.79% of the respondents who agreed that the involvement of stakeholders would reduce the current education quality problem. That means the absent of stakeholders involvement has a great cause to current education quality problem.

Finally, the total finding of the table 9 above showed that, the education quality improvement should come when, the adequate and quality teaching and learning materials provided, teachers are motivated by increasing their salary and incentives, provision of adequate physical facilities, and inveiglement of stakeholders got done.

4.13 The Major Challenges Faced in Implementation of Education Quality and Suggestions to Improve Education Quality

Coleman et al. (1966) claimed that family characteristics were more important than formal education for children's learning in the United States. However, Heyneman (1983) found that the overall proportion of variance in student achievement was largely associated with school characteristics as compared to student background characteristics particularly in less industrialized countries. And that "the predominant influence on student learning is the quality

of schools and teachers to which children are exposed in addition to the effects of family and school characteristics, child characteristics such as motivation, academic effort, involvement in household chores, homework and gender influence academic outcomes (MoE 2004).

As said by the respondents, there are common challenges; however they may differ on their contents and level of difficulty on quality education the lack of stakeholders' involvement and participation is one challenge in improving education quality process.

- The lack of adequate and quality teaching and learning material; for instance textbooks, laboratory chemical, plasma, and computers etc is one challenge.
- The lack of education providers (teachers and principals) motivation is another challenge to improve education quality.
- The lack of commitment of the principals to participate stakeholders is another challenge
- The lack of basic services, for example, water service is another challenge.
- The lack of adequate physical facilities is another challenge
- The lack of clean toilets is another challenge.

Therefore to solve those challenges, here are the solutions provided: The first could be provision of adequate and quality teaching and learning materials, building adequate and quality school physical facilities. Again provide basic and necessary services, like water service, cafeteria and health etc for students and teachers in order they will not go out before time. Find the way to motivate teachers either by increasing their salary and incentives. Again encourage stakeholders to participate in schools activities by school leadership, quarterly evaluation of principals and teachers and involvement and participation of stakeholders in school decisions making can improve education quality.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings and conclusions on the basis of the findings and recommendations which are assumed to be useful in alleviating problems related to improving and ensuring quality education with particular preference to secondary schools of Gambella Town.

5.1. Summary

The main purpose of this study was to assess and improve the factors effecting educational quality improvement in Gambella Town secondary schools. To address this purpose, the following basic research questions were raised:

1. To what extent curriculum is relevant to the world of work?
2. To what extent do facilities in school affect education quality?
3. To what extend students are ready to learn?
4. How is the staffs competence and motivation?
5. To what extend stakeholders are participating?

Consequently, 55 teachers and 80 students were selected as a sample by using stratified sampling and purposive sampling techniques respectively. The teachers were stratified based on their departments and they were purposively selected based on their experiences from their respective schools. The students were stratified based on their sections and they were purposively selected based on their experiences from respective schools.

The four secondary schools, Parent Teachers Associations (PTAS), four principals and four deputy principals' were taken as a sample through purposive sampling technique. Data were collected from different sources through questionnaire, interview, observation and documents analysis. Interview was also conducted with the secondary school principals, parents teachers associations PTAS and observation. Moreover, checklists were used for document analysis and the observation. The quantitative data gathered though questionnaires were analyzed using frequency and percentage and. The qualitative data gathered through the open-ended question

item, interview, document and observation 69 were analyzed qualitatively by narration. Based on the analysis of the data, the following major findings were obtained:

The study indicated that majority of the sample schools carry out the teaching-learning during the morning time up to middle day because the area has very hot climate.

This implies that there is climate factor (hot area), which hinders appropriate support students require from their teachers. The findings of the study also indicated that attitude of the teachers towards the teaching profession is medium and low because they don't get their increased salary and others support on time from the Gambella Town Zonal education bureau.

The class-size in the sample schools has remained to be very large, which is 90 students in one class. It was almost twice the class-size of secondary schools set as a standard by Ministry of Education, which are 40 students.

As a result, the teaching- learning process is highly affected. School facilities and instructional materials such as textbooks, libraries, laboratories chemical, water, clinic and pedagogical centers were found to be insufficient in providing the necessary services in most schools.

The data collected has indicated that the curriculum for secondary school was good in terms of relevance and appropriateness to the level. However, difficulty level of some subjects seems to be beyond the background knowledge of the students.

In the study, it was found out that there were more qualified and well trained teachers, while the standardized education quality stated by MOE is not even met. Out of the 55 teachers serving in the sample schools, 55 (100%) satisfy the minimum requirement and above.

The data gathered from the document of Gambella Town Education Bureau also indicated that teachers teaching in the secondary schools of the zone with minimum requirements (BA/BSC and above) were 55 (100%). Therefore the finding revealed that, more of the teachers; they don't get their salary on time and others obligatory incentives. Thus reason made more of the teachers to relax from their work.

In the study, it was found out that, the school physical environment, is not safe and attractive, there are no laboratory chemical and there are no enough and good class room, almost 90 students are learning in one class out of the standard, while the area is very hot. Moreover the

schools facilities and resources from all these four Gambella city secondary schools are not sufficient to meet the minimum requirement to provide basic school services.

In the study, it was found that, about quarters of the students are not, ready to learn. They don't properly attend the class and properly doing their class activities and assignments.

The findings reveal that the school stakeholders are not participating and involving in school activities.

5.2. Conclusions

Based on the findings, the following conclusions were drawn.

- As, we all know from the policy of the education, the more important thing is the physical environment where the learning take place. However the findings of the study reveal that, the schools physical environments, such as, toilets/latrines, classrooms, clinic and cafeteria are not enough, and some are totally not provided. Therefore, the absence of good and enough physical environment have a great contribution to low education quality improvement.
- The findings of the study also indicated that, there were some teachers who did not receive their increased salary for almost two years after their graduation from different educational field. This kind of mistreatment of teachers has a great cause on education quality problem. In addition, for that matter, the majority of experienced and qualified teachers in the schools want to leave the schools. Moreover the teachers can appropriately teach and encourage the students to learn when they are happy and feel motivated when their essential needs are met. Therefore, as the finding indicated in chapter four, the lack of teachers and principals motivation has a great negative impact on current education quality problem.
- The school teaching and learning materials are the very important engine to bring fruitful education quality improvement. However, the finding reveal there is a short and totally absent of basic teaching and learning materials in schools. For example Shortage of textbooks, lack of active laboratory chemical and lack of library references resulted in ineffective learning of students since they lack this material at hand to work on the different activities on their own pace. Therefore the result of this study suggested that

inadequate teaching and learning materials are the significances cause to the current education quality improvement problem.

- The finding indicated that absents of education stakeholders involvement and participation, has cause great education quality improvement problems in these given four secondary schools. In other words, the low involvement and participation of parents, of the students and others stakeholders, like community's leaders and concerned NGOS is the significantly cause for today's bad performance of these four secondary schools.
- The findings of the study indicated that attitude of the teachers towards the teaching profession is low as well as their motivation is also low. From this finding, it can be concluded that even those teachers who are carrying out the teaching- learning process are not fully performing their tasks properly, which in turn affects quality of education in the sample schools.

5.3 Recommendations

Based on the major findings and conclusions drawn, the following recommendations were forwarded.

1. In the sample schools, there was poor school physical environment due to hot climate, high shortage of classrooms, lack of enough toilets/ latrine, lack of laboratory rooms and lack of enough teachers offices, that have a significant negative impact on education quality. Therefore, Gambella Education Bureau in collaboration with the Federal ministry of Education and stakeholders in order to solve this poor school physical environment, they are recommended to find fund and build another classrooms, toilet/latrines, laboratory, teachers offices and clinic rooms
2. In the study, it was found out that there was shortage of teaching and learning materials. These is shortage of textbooks, lack of laboratory chemicals, lack of active and adequate computers and plasmas etc, that have a significant negative impact on current education quality improvement problem. Therefore the REB in collaboration with MoE, is recommended, to find the sources of budget and provide these necessary teaching and learning materials to respective schools.

3. In the study it was found out that, there was a lack of stakeholders' participation and involvement in school decision making and other necessary school activities, lack of principals to encourage stakeholders to participate in school decisions making and other necessary inclusive school issues that negatively affect quality education improvement. Therefore, to solve the problems, the Zonal education Bureau, schools leaderships, PTA and community leaders are recommended to discuss the matters with other stakeholders. And create awareness to communities in general.
4. The finding also indicated that there was a lack of basic and necessary in school services, those have a significant negative impact on education quality improvement. Example lack of water service, lack of cafeterias and health services. Therefore in order to limited students and teachers movements out of school before time and limited education quality problem. The REB in collaboration to Regional Water Bureau, Regional Trade Bureau and Health Bureau should be recommended to provide these necessary service. .
5. The findings of the study also indicated that the school principals and teachers are not happy and proud of their profession because, of lack of respect to their profession and lack of necessary benefits by the Regional and Zonal bureaus, that cause lack of motivation to principals and teachers. Therefore the Regional education bureau support in collaboration with Zonal education bureau is highly needed in order to provide necessary teachers' incentives and introduce timely teachers' salary payment in their respective schools.

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Appendix I

Laboratory room



Students in crowded class



Gambella town secondary and prep school teachers toilet



Water taps



Gambella town secondary and prep students' toilet



Dualkuach secondary school's students toilet



Appendix II
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL ATUDIES
DEPARTMENT OF EDUCATIONAL PLANNING MANAGEMENT
RESEARCH TOPIC: FACTORS AFFECTING EDUCATIONAL QUALITY
IMPROVEMENT IN GAMBELLA REGIONAL STATE, GAMBELLA TOWN
SECONDARY SCHOOLS

APPENDIX 1: Questionnaire for Students

Dear Student,

I am a student at the Addis Ababa University pursuing Master's Degree in Educational Leadership and Management. As a part of academic requirement, I am conducting a research on Factors Affecting Educational Quality Improvement in Gambella town, Secondary Schools. You are kindly asked to share your knowledge and experiences to guide me in this study.

Your answers or responses will be used for research purposes only and your identity kept confidential. Please read and answer the questions by putting a tick within the provided brackets and writing where required.

Thank you for your co-operation.

Section A: Demographic Information

1. My Gender:

a) Male []

b) Female []

2. My age:

a) 15-19 years []

b) 20-23 years []

d) 24 and above []

Think About Your School Curriculum In Relation to the World of Work. For each statement, please tick [✓] the appropriate box

Items	Disagree	Strongly disagree	Undecided	Agree	Strongly agree
Our school curriculum address the objective of learning and where to go					
Our School Curriculum address the subject matter of the learning					
Our school curriculum is students centered					
Our school curriculum is contextually designed					
Do teachers make democratic classroom for students					

Section B: Facilities and Resources

3. Think about your school facilities and resources. For each statement, please tick [✓] the appropriate box.

No.	Statements	Agree	Strongly agree	Undecided	Agree	Strongly agree
a)	There are adequate instructional materials for learning and teaching process in the school.					
b)	My school Library has enough text books and others reference materials.					
c)	My school has enough benches and desks.					
d)	We have enough textbooks.					
e)	The school has science laboratory chemicals or facilities.					
f)	The school has computers for learning.					
g)	Our school has enough physical education materials					
h)	Our school has clean water					

The Commitment of Education Providers (principals and teachers) on their Role

The Role of the Teachers

Please think about the Role of your school Teachers

For each statement, please tick [✓] the appropriate box.

No.	Items	Disagree	Strongly disagree	Undecided	Agree	Strongly agree
a)	Our teachers are coming on time.					
b)	Our teachers keep our school safe and clean.					
c)	Teachers affirm and encourage students to learn.					
d)	Teachers have high expectations on students.					
e)	Teachers answer questions in helpful ways that make students understand.					
f)	Assignments are marked and returned on time.					
g)	Tests are given regularly to assess students' learning.					
h)	Teachers use teaching and learning materials to help students understand the lessons.					
	Rules and regulations are proportionately applied in school according to an offense.					

The Role of Principals

Think about the role of your school principal. For each statement, please tick [✓] the appropriate box.

No.	Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a)	The principal welcomes students in his/her office.					
b)	The principal compliments both students and staff.					
c)	Our principal has good relationship with teachers and students.					
d)	The principal encourages students to work hard.					

The competency of Teachers

Thing about your teachers' competency in improving quality of education in your school

For each statement, please tick [√] the appropriate box.

No.	Statements	Disagree	Strongly Disagree	Undecided	Agree	Strongly agree
a)	Some teachers have no adequate training.					
b	Some teachers have low educational qualifications.					
C	Most teachers do not prepare a lesson plan for every class taken.					
	Some teachers they don't come					
d	Teachers use various teaching methods and teaching aids depending on the topic being covered.					
e	Teachers give home works and assignments to the students.					
f	Teachers conduct continuous assessment exams to test students' progress through performance.					

Section D: Involvement of Stakeholders

. In your school, how much are parents and community members/ leaders involved in and supported school activities? For each statement, please tick [✓] the appropriate box.

Statements		Disagree	Strongly disagree	Undecided	Agree	Strongly agree
a)	My parents and community Members/ leaders visit our school.					
b)	At home, my parents talk to me about my academic performance.					
c)	My parents and community members/leaders contribute for extra-school expenses.					
d)	Parents and community members/leaders participate in school meetings and other activities.					
e)	Parents and community members/ leaders are in involved in school decision making.					
f)	Parents and community members/leaders help school administration in issues of students" discipline.					

7. What are the challenges that you face in your school_____

8. What are practical suggestions you would give to improve the quality of education in your school?.....

Thank you for completing this questionnaire

The Effective Ways and Suggestions that could be taken to improve the Quality of Education

Think about improvement of quality education in your school, to what extent do you agree with the following statements as the most effective ways and suggestions that could be taken to improve quality of education? For each statement, please tick [√] the appropriate box

No.	Statements	Disagree	Strongly disagree	Undecided	Agree	Strongly agree
a)	Curriculum content should be redesigned					
b)	Students learning assessments should be apply regularly as needed					
c)	Motivate teachers by increasing salary and incentives.					
d)	Provide adequate and quality teaching and learning resources.					
e)	Provide adequate physical facilities (good building and big classrooms).					
f)	. More involvement of all school stakeholders in decision making					

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COLLEGE OF EDUCATION AND BEHAVIORAL ATUDIES
DEPARTMENT OF EDUCATIONAL PLANNING MANAGEMENT
RESEARCH TOPIC: FACTORS AFFECTING EDUCATIONAL QUALITY
IMPROVEMENT IN GAMBELLA REGIONAL STATE, GAMBELLA TOWN
SECONDARY SCHOOLS

APPENDIX 2: Questionnaire for Teachers

Addis Ababa University

Faculty of Education

Dear Teacher,

I am a student at The Addis Ababa University pursuing Masters Degree in Educational Leadership and Management. As a part of academic requirement, I am conducting a research on Factors Affecting Educational Quality Improvement in Gambella Town Secondary Schools. You are kindly asked to share your knowledge and experiences to guide me in this study.

Your answers or responses would be used for research purpose only and your identity kept confidential. Please read and answer the questions by putting a tick within the provided brackets and writing where required.

Thank you for your co-operation.

Section A: Demographic Information

1. Gender:

a) Male []

b) Female []

2. Age.

a) 20-25 years []

b) 26-30 years []

c) 31-35 years []

d) 35-40 years []

e) 41-45 years []

f) 46-50 years []

g) 51 years and above []

3. What is the level of your professional qualifications? Please tick [√] the appropriate box.

a) Diploma []

b) B. ED []

c) B. SC []

d) B. A []

e) Others (please describe) _____

4. Are you a trained or untrained teacher? Please tick [√] the appropriate box.

a) Trained []

b) Untrained []

5. How long have you been teaching? Please tick [√] the appropriate box.

a) 1-3 years []

b) 3-5 years []

c) 6-10 years []

d) 11-15 years []

e) 16-20 years []

f) More than 21 years []

6. What is teacher-students ratio (the number of students per class)? Please tick [√] the appropriate box.

a) 30-35 students []

b) 36-40 students []

c) 41-45 students []

d) 46-50 students []

e) 51 and above students []

7. How many hours do you spend preparing your lesson? Please tick [√] the appropriate box.

a) 1 hour or less []

b) 2 hour []

c) 3 hours []

d) More than 3 hours []

1. Think about your School Curriculum Contents In relation to the World of Work. For each statement, please tick [√] the appropriate box

Items	Disagree	Strongly disagree	Undecided	Agree	Strongly agree
Our school curriculum address the objective of the learning and whereto go					
Our school curriculum address the subject matter of the learning					
Our school curriculum is children centered					
Our school curriculum is contextually designed					

Please I'm kindly requested your additional ideas about your school curriculum in relation to the world of works? _____

2. To what Extend Students are Ready to Learn? For each statement, please tick [√] the appropriate box

Items	Disagree	Strongly disagree	Undecided	Agree	Strongly agree
Most of the students are participating in group work activities					
Most of the students are doing their assignments					
Most of the students are participating in classroom activities					
Most of the students raise questions when the instruction is not clear to them.					
Most of the students read different textbook for self development					
Most of the students are not absents from class					
Most of the students they like to shares their experience with other students					

As a teacher how did you know that your students are ready to learn?-----

3. How Students learning are measured? For each statement, please tick [√] the appropriate box

Items	Disagree	Strongly disagree	Undecided	Agree	Strongly agree
The students learning is measured through class participation					
The students learning is measured through assignments					
The students learning is measuring through quizzes					
The students learning is measuring through cumulative assessment (eg. middle term exams)					
The students learning is measuring through their general first and second semesters performances improvement					

As a teacher would you write some tools you use to measure the learning of your students?-

Section B: Facilities and Resources

3. Think about your school facilities and resources, to what extent would you rate the following statements about facilities and resources in your school to support the effectiveness of students' academic performance? For each statement, please tick [✓] the appropriate box.

No.	Statements	Agree	Strongly agree	Undecided	Agree	Strongly agree
a)	There are adequate instructional materials for learning and teaching process in the school.					
b)	My school Library has enough text books and others reference materials.					
c)	My school has enough benches and desks.					
d)	We have enough textbooks.					
e)	The school has science laboratory chemicals or facilities.					
f)	The school has computers for learning.					
g)	Our school has enough physical education materials					

Section D: School Environment

10. To what extent do you rate the following on school physical environment facilities which may affect the provision of quality education in school? For each statement, please tick [✓] the appropriate box

No.	Statements	Disagree	Strongly disagree	Undecided	Agree	Strongly agree
a)	Our school is safe, clean, and well-maintained					
b)	Poor physical facilities (classrooms, desks, seats) have affected the quality of education in the school.					
c)	The school has small space (overcrowded classes, field).					
d)	My school compound is not attractive					
e)	There is no enough and clean toilets in our school					
f)	There is crowded class rooms in our school					

Section B: The competency of Teachers

Thing about the competency of Teachers in improving quality of education in your school

For each statement, please tick [√] the appropriate box.

No.	Statements	Disagree	Strongly Disagree	Undecided	Agree	Strongly agree
a)	Some teachers have no adequate training.					
b	Some teachers have low educational qualifications.					
C	Most teachers do not prepare a lesson plan for every class taken.					
d	Some teachers they doesn't correct their students assignments					
e	Teachers use various teaching methods and teaching aids depending on the topic being covered.					
f	Teachers give home works and assignments to the students.					
g	Teachers conduct continuous assessment exams to test students' progress through performance.					

Section E: Stakeholders Involvement and Participation

How much do you rate parents and community members"/leaders" involvement and participation in school? For each statement, please tick [√] the appropriate box.

No.	Statements	Disagree	Strongly disagree	Undecided	Agree	Strongly agree
a)	Parents and community members are involved in school activities.					
b)	Teachers always ask the help and support of parents and community members for students "good behavior.					
c)	In school, there is a good staff parents working relationship.					
d)	In school issues, parents and community members are always consulted.					
e)	Parents/ guardians and community members are involved in school decision making.					
f)	Apart from school fees, parents/ guardians and community members and leaders contribute financially for school extra expenses					

The Effective Ways and Suggestions that could be taken to improve the Quality of Education

Think about improvement of quality education in your school, to what extent do you agree with the following statements as the most effective ways and suggestions that could be taken to improve quality of education? For each statement, please tick [√] the appropriate box

No.	Statements	Disagree	Strongly agree	Undecided	Agree	Strongly agree
a)	We need more teachers.					
b)	Motivate teachers by increasing salary and incentives.					
c)	Provide adequate and quality teaching and learning resources.					
d)	Put more security measures to ensure secure learning environment.					
e)	Provide adequate physical facilities (good building and big classrooms).					
f)	More involvement of all school stakeholders in decision making.					
g)	Students should be involved in decisions about things that affect them in school.					

What the challenges that you face as a teacher in provision of quality education?

What are the major works that can be prioritize to improve the education quality?_____

Thank you for completing this questionnaire.

APPENDIX 3: Interview Guide for school principle

Section A: Demographic Information

1. Gender:

a) Male []

b) Female []

2. What is your age bracket?

a) 25-30 years []

b) 31-35 years []

c) 36-40 years []

d) 41-45 years []

e) 46-50 years []

f) 51-60 years []

g) 61 years and above []

3. What are your qualifications?

a) Diploma []

b) B. ED []

c) B. SC []

d) B. A []

e) Others (please describe) _____

4. Are you trained or untrained in administration and management?

a) Trained []

b) Untrained []

5. How long have you been a head teacher in this school?

a) 1-3 years []

b) 3-5 years []

c) 6-10 years []

d) 11-15 years []

e) 16-20 years []

f) More than 21 years []

6. How long have you been school principals?

- a) 1-5 years []
- b) 6-10 years []
- c) 11-15 years []
- d) More than 16 years []

7. What is teacher-students ratio (the number of students per class)?

- a) 30-35 students []
- b) 36-40 students []
- c) 41-45 students []
- d) 46-50 students []
- e) 51 and above students []

8. How many streams in your school?

- a) 1 stream []
- b) 2 streams [] c) 3 streams []
- d) 4 streams []
- e) 5 streams []

9. How many support staff do you have in your school?

- a) 5 support staff []
- b) 6 support staff []
- c) 7 support staff []
- d) 8 support staff []
- e) 9 support staff []
- f) 10 support staff []
- g) Others (please describe).....

Section B: principals' Experiences and Knowledge of Provision of Quality Education

1. To what extent curriculum contents are related to the world of work?--

2. To what extent students are ready to learn?

3. How students learning are measured? _____

4. How are the views of students about teachers commitment on teaching and learning? _____

5. To what extend do the school physical environment affect education quality? _____

6. To what extend do the level of competence and experience of school principals and teachers affect the education quality improvement in school? _____

7. To what extent stakeholders are participating in enhancing students learning? _____

8. What are the major challenges in implementation of education quality and effective ways or suggestions to improve the quality ? _____

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APPENDIX 4: Interview for Parents, Teachers Associations:

Demographic Information

1. Gender:

a) Male []

b) Female []

2. What is your age bracket?

a) 20-25 years []

b) 26-30 years []

c) 31-35 years []

d) 35-40 years []

e) 41-45 years []

f) 46-50 years []

g) 51 years and above []

3. What are your professional qualifications or are you working?

a) A doctor []

b) A teacher []

c) A nurse []

d) A lawyer []

e) Others (please describe)..... 224

Section B: Parents/ Guardians' Role in Provision of Quality Education in School

1. To what extent curriculum contents are related to the world of work? _____

2. To what extent students are ready to learn? _____

3. How students learning are measured? _____

4. How are the views of students about teachers commitment on teaching and learning? _____

5. To what extend do the school physical environment affect education quality? _____

6. To what extend do the level of competence and experience of school principals and teachers affect the education quality improvement in school? _____

7. To what extent stakeholders are participating in enhancing students learning? _____

8. What are the major challenges in implementation of education quality and effective ways or suggestions to improve the quality ? _____

FOCUS GROUP DISCUSSION (FGD) GUIDE LINE

Sex

Male-----

Female-----

Age

18-----25

26-----30

31-----35

36-----39

40 above

Education level

Diploma

Degree

Master

Others

1. To what extent curriculum contents are related to the world of work?-----

2. To what extent students are ready to learn??-----

3. How students learning are measured?-----

4. How are the views of students about teachers commitment on teaching and learning?-----

5. To what extend do the school physical environment affect education quality?-----

6. To what extend do the level of competence and experience of school principals and teachers affect the education quality improvement in school?.....
.....

7. To what extent stakeholders are participating in enhancing students learning?.....
.....

8. What are the major challenges in implementation of education quality and effective ways or suggestions to improve the quality ?.....
.....

APPENDIX 6: Observation Guide

Rating scale:

3 = Excellent, very adequate, always, very much

2 = Good, a lot, adequate, often

1 = satisfactory, usually, little

0 = Very little, unsatisfactory, never, rarely

2. School Physical Environment

No.	Statement	0	1	2	3
a)	Classrooms size.				
b)	.Laboratory				
c)	Toilets“ Holes.				
d)	Library				
e)	Water supply services.				
f)	Disabled students (toilets, chairs and passing ways).				
g)	Sports field.				
h)	Cafeterias				
i)	Assembly Halls. Administration Block and staffroom				

2. School Materials or Resources

No.	Statement	0	1	2	3
a)	Library facilities				
b)	Student desk/chairs ratio.				
c)	Students text book ratio				
d)	Laboratory chemicals				
e)	Physical education materials				
f)	Teaching equipment/science equipment				
g)	Plasma				

APPENDIX 7: Documents Analysis Guide

Documents to be analyzed

Statements	0	1	2	3
The regional education curriculum document/book				
Education Bureau and school year reports documents concerning education quality improvement				
Teachers work plan and implementation				
Previous researches documents				
The National curriculum books				