ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHER
PROFESSIONAL DEVELOPMENT STUDIES

# THE ROLE OF USAID/BASIC EDUCATION PROGRAM IN IMPROVING QUALITY OF PRIMARY EDUCATION IN OROMIYA REGION

AMARE BEREDA



A THESIS PRESENTED TO SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN CURRICULUM AND INSTRUCTION.



JULY 2007

ADDIS ABABA

# Acknowledgements

I am very much grateful to my advisor Ato Akalewold Eshete, assistant professor at Addis Ababa University, for his unreserved and polite advice while I was conducting the study.

I am also indebted to the Academy for Educational Development/AED for the support it had rendered me throughout my study at the university.

Finally, I would like to thank my family members: w/ro Yeshimebet W/Ab, Abiy Amare and Mahlet Amare for the morale they had given me from the beginning to the end of the program

# Table of Contents

**Contents** **Page**

List of Tables

List of Figures

# Acronyms

AED: Academy for Educational Development

BEP: Basic Education Program

BESO: Basic Education System Overhaul/Strategic Objective

CA: Continuous Assessment

CRC: Cluster Resource Center

E.C.: Ethiopian Calendar

ESDP: Education Sector Development Program

ETP: Education and Training Policy

FDRGE: Federal Democratic Republic Government of Ethiopia

JRM: Joint Review Meeting

IIEP: International Institute for Educational Planning

MoE: Ministry of Education

NGO: Non-Governmental Organization

NOE: National Organization for Examinations

PTA: Parent-Teacher Association

REB: Regional Education Bureau

SPC: School Pedagogical Center

TEI: Teacher Education Institute

TESO: Teacher Education System Overhaul

ToT: Training of Trainers

USAID: United States Agency for International Development

WEO: Woreda Education Office

# *ABSTRACT*

*The main purpose of this study was to survey the contribution of USAID/BEP- the In-service Teacher Education Component to the improvement of quality primary education in Oromiya region.*

The study was both quantitative and qualitative one employing descriptive research and survey method. *The samples of the study were 10 cluster resource centers, which were selected from 95 CRCs using purposive sampling. The purposive sampling was used to incorporate the best, medium and the lagged behind CRCs in the study. The data sources were 130 teachers, 20 directors, 18 education officers, 20 education board/PTA members and 30 students drawn from the 10 sample cluster resource centers, 10 woredas, 5 zones and 1 REB.*

*In order to collect data from respondents, questionnaire was employed for teachers; interview was used for directors, education officers, education board/PTA members and students. In addition to these instruments, observations were used to collect data from cluster resource centers.*

*Percentage was used to analyze data from teachers; the information obtained from directors, education officers, education board/PTA members and students were explained using narration in combination with percentage where the need arises.*

*The study identified the following major findings: 1) clustering of the nearby schools had helped much for the professional development of teachers and directors, 2) trainings and materials offered by USAID/BEP helped to improve the teaching learning process, 3) teachers and directors acknowledged the technical assistance given by woreda supervisors to improve the teaching learning process, 4) some improvements had been observed in academic achievement of students after the intervention of USAID/ Basic Education Program in sample schools, 5) Although it was realized that the majority teachers had conducted action researches to solve problems that faced them in the teaching learning process, many of their findings had not been put into practice.*

*Finally, to strengthen the support of USAID/Basic Education Program in the future, the following recommendation were forwarded: 1) CRC level trainings have to be strengthened, 2) continuous trainings should be provided for education board/PTA members, 3) strategies should be developed to minimize dropout rate, 4) experience-sharing visits across CRCs/satellite schools have to be established and strengthened, 5) in the future, attention must be given to the implementation of action research results and 6)in order to have better works, there should be some awards for those teachers , directors , students and supervisors who perform their duties efficiently.*

# CHAPTER ONE

# Introduction

## 1.1 Background of the Study

Currently, it is being observed from the official documents of the Ministry of Education in Ethiopia that access to primary education is increasing from time to time; that is, gross enrolment rate of primary education is almost reaching about 80 percent (Amare et al. 2006:5). This initiation is resulted from the commitment that Ethiopia has to achieve the universal primary education by the year2015.

The concept of universal primary education, according to Bastian *(2003:1):*

> *Is a desirable and essential goal for the political, social, and economic development of the developing nations. Leaders in developing countries increasingly look upon the task of providing all their citizens with basic skills in literacy and numeracy with greater urgency. This is a manifestation of the recognition of basic education in nation building through increasing the economic productivity of the society.*

All these efforts are framed from the World Declaration on Education for All at Jomtien (Thailand) 1990, the Dakar Framework for Action 2000 and the Millennium Development Goals. The above mentioned documents urged the nations, particularly, the developing countries:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to complete free and compulsory primary education in good quality;

3. Ensuring that learning needs of all young people and adults are met through equitable access to appropriate learning life-skills program;
4. Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and
5. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (International Institute for Educational Planning, 2006: 28).

Thus, Ethiopia, being one of the developing countries, is striving to achieve the millennium goals through the provision of basic (primary) education as one of the strategies of national development and poverty reduction. In its official document the Ethiopian Government states, "... in relation to this [the provision of primary education], we are working to universalize primary education to all citizens freely" (Ministry of Information, 1994 E.C.: 34-35).

As a result of this, the primary education enrolment increased considerably through out the nation. It is true that the increment of the enrolment in primary education has a pressure on the quality of education where there is a resource scarcity. It was mentioned in one of the documents of the UNESCO that,

> *Rapid enrolment expansion is in many cases achieved at the expense of quality, especially at the primary level. The desire to avail (benefit) themselves of the new opportunities brought a large number of students go into the system and the class size in primary schools increases from time to time. As a result of this, many classrooms are unsuitable, poorly furnished and over-crowded; the demand for*

*teachers will increase faster than the supply, all these and others, can deteriorate the quality of education in primary levels (Joint Ethiopia-UNESCO Team, 1985: 16).*

Furthermore, it is documented that the pressure of high increment of enrolment on quality education as "... fast increases in enrolments; there have been deterioration in the pedagogical conditions. Symptoms of deteriorating quality are: Shortage and/or non-availability of textbooks, increasing student – teacher ratios... shortages of classrooms and qualified teachers at upper primary ...schools" (Ministry of Education, ESDP II-final report 2004: v).

The concept of quality education is a controversial issue, which is under debate by different nations and scholars in the world. This is because they define quality education depending on their economic, social and political development; and on the aim of education that it should solve the basic problems of their society. For instance, according to the International Commission on Education for the 21st Century conceptualizes the quality of education in four pillars:

- Learning to know- acknowledges that learners build their own knowledge daily, combining indigenous and external elements. This is to mean that learners acquire knowledge by bringing together the potential they had with the factors they gain in their environment;
- Learning to do- focuses on the practical application of what is learned. This is to say that unless we put into practice what we learnt and change our lives; learning becomes meaningless;
- Learning to live together- addresses the critical skills for a life free from discrimination, where all have equal opportunity to develop themselves, their families and their communities. This means learning

should develop the outlook of individuals to help them thinking internationally; and

- Learning to be- emphasizes the skills needed for individuals to develop their full potential. Any education system should give opportunity to individuals as much as possible to upgrade their potential for self-actualization (IIEP, 2006: 30).

UNICEF, on the basis of Dakar framework emphasizes five dimensions of quality education: Learners, environments, content, processes and outcomes, on the rights of the whole child and all children to survival, protection, development and participation (UNICEF in IIEP, 2006: 31).

According to the information obtained from http://www.unesco.org/iie and whuitt@valdosta.edu), quality education is understood in three aspects: the input, process and output/outcome.

1) The input aspects of quality education- the availability of effective teachers, basic educational materials and other equipment, recurrent budget, and a relevant curriculum and conducive teaching learning environment;
2) The process aspects of quality education - the presence of effective instructional leadership, the implementation of the curriculum using active learning methodology, the active participation of community in school affairs, a day- to- day follow up of the teaching learning process to give a technical support to teachers and school managers, and teacher/student relationships; and
3) The out put/out come aspects of quality education - this is the academic achievement and behavior exhibited by learners.

Other scholars who had conducted deep-rooted researches in the field of education viewed quality education as follows: For instance, William K. Cummings in Amare et al., 1998: 489 observes quality education as doing well on learning assessments, implement the intended curriculum and make educational management reforms. Dunham Rowley also states that educational quality has to do with improving: the teaching-learning process, the learning climate and the leadership of the school to encourage and motivate every one to learn and work as a whole unit (Amare et al 1998: 489). Furthermore, Chen in Teshome (2005: 6-7), recognizes quality education in three perspectives: the use of financial input as quality criteria, the retentively of schools – the extent to which schools retain their pupils in schools until they reach a certain grades and the product or outcomes of education.

The Ethiopian Government, on its side, recognizes quality of education within the following frameworks; i.e. the availability of qualified teachers with high professional ethics; a curriculum which is student-centered/active learning methodology; effective educational organization and management; basic and adequate educational materials/facilities and adequate learning time (Ministry of Education, 1998 E.C.: 10).

**1.2 Statement of the Problem**

As it was explained in the background of the study, high enrollment has resulted in the deterioration of quality education in primary schools of Ethiopia. In relation to the multi dimensional problems that entangled primary education quality in Ethiopia, Patrick O. Yalokwu (in Amare et al, 2002: 114-116), depicts the following major challenges:

1. Shortage of qualified teachers- the shortage of well-trained teachers remains a crucial problem affecting quality education in primary schools. Girmay (1998) cited in Patrick O. Yalokwu, ... despite the decentralization of education management, the education authorities have not been able to train and retrain sufficient teachers for primary schools;
2. Inadequate teaching materials and student-support facilities- in most primary schools there is a shortage of teaching facilities such as charts, models laboratory apparatus, chemicals, textbooks, reference materials, toilets etc.;
3. Low efficiency of program- High student dropout and repetition rates are indicators of low efficiency of the primary education program;
4. Low teacher motivation and commitment- there is generally low level of teacher motivation and commitment to work. The classroom behavior of some teachers is not student-friendly the instructional time of students is not efficiently used and this affects adversely the coverage of the syllabus in most subjects of primary education;
5. Lack of managerial competence- some of the school managers (directors) do not have the professional competence required for pedagogical leadership and control. There is generally a low level of policy knowledge at all levels of the primary education system; and
6. Curriculum that is not sufficiently customer-focused- the primary school curriculum is largely ... teacher-centered. It has been observed that some teachers tend to resist the new teaching learning method (active learning method) that would enhance students learning.

Consequently, primary school graduates have little or no useful skills for the world of work.

In order to minimize the above mentioned challenges of quality education in primary schools of Ethiopia, many efforts had been exerted by the government and non governmental organizations.

One of the international non governmental organizations that strive to promote quality primary education is the USAID/Basic Education Program, formerly known as AED/BESO project. The USAID / Basic Education Program, starting from 2002 has launched its program in all regions of the country; of the regions focused Oromiya was the one.

Thus, this study tried to look into the role of USAID/ Basic Education Program in improving quality of primary education(from the input, process and output/outcome aspects of quality education) during 2003/04 -2006/07 in Oromiya region raising the following basic research questions.

1) What kind of interventions had been used by USAID/Basic Education Program to address the quality issues of primary education in Oromiya region?
2) What are the opinions of the beneficiaries to the interventions in relation to their contribution of quality education improvement?
3) What additional supports of USAID/Basic Education Program should be there for a better improvement of quality primary education in the region?

### 1.3 Purpose of the Study

The purpose of this study was to survey the contribution of USAID/Basic Education Program in improving quality of primary education in Oromiya region and forward some possible suggestions for more support in the following years.

### 1.4 Significance of the Study

The student researcher believes that this study has the following significances:

- It may serve the organization (USAID/Basic Education Program) as a reference for further services to improve quality of primary education in Oromiya Region as well as in Ethiopia too ; and
- It lays a ground for other researchers who will have interest to carry out further studies in the supporting areas of USAID/Basic Education Program.

### 1.5 Delimitations of the Study

The former AED/BESO Project, now USAID/ Basic Education Program has different type of components that work on quality of primary education. These components include: the Pre-service Teacher Education; In-service Teacher education; educational planning and management; Female Teachers Support; Materials Development; Measurement, Evaluation and Research Analysis (MERA) etc.

However, this study was delimited only to the In-service Teacher Education Component; even from the component activities, the trainings, material supports and the technical supports were considered.

## 1.6 Limitation of the Study

The study lacks profundity into the subject due to a shortage of time that the student researcher faced. This shortage of time was because of the student researcher's engagement with a fulltime office work while the study was underway.

## 1.7 Operational Definitions of Terms

**Cluster resource center/ CRC**: According to USAID/Basic Education Program, it is a school which is center for other schools that are organized in its surrounding to utilize the meager resources commonly and effectively.

**Key teacher**: a best teacher in his/her qualification and experience compared to other teachers in his/her school.

**Primary School**: In Ethiopian situation, primary schools are classified into two: First Cycle Primary School (grades 1-4) and the Second Cycle Primary School (grades 5-8) Ministry of Education in NOE (2004: 7). Both cycles were incorporated in this study.

**Quality education**: Although it is defined by different organizations and intellectuals with diverse approaches, quality education in this study means the input, process and output / the academic achievement of learners of the schools under study.

**Satellite school:** According to USAID/Basic Education Program, it is a school, which is organized under the CRC (usually 5-8 km. distance from the cluster resource center/CRC) for the common use of educational resources.

**Teaching forces**: teachers, directors and education officers/supervisors.

## 1.8 Organization of the Study

The study was organized into five chapters. Chapter one deals with the introduction of the study- background, statement, purpose, significance delimitation, limitation definition of terms used and organization of the study.

Chapter Two is about the review of related literature to the study- some basic concepts of schools' clustering, active learning methodology, continuous assessment, action research and instructional leadership.

Chapter Three includes the research methodology and procedures of the study- the research design, research population, samples and sampling techniques, sources of data, data gathering instruments and methods of data analysis.

Chapter Four contains the presentation, analysis and interpretation of data.

Chapter Five incorporates summary of the findings, conclusions and recommendations.

# Chapter Two

# Review of Related Literature

The quality of education can be explained in relation to school activities from three dimensions: the input, process and result dimensions (Carron and Chau in IIEP, 2006:246).

The input dimension comprises the quality of the teaching force, the materials that are necessary for the teaching-learning process, the pedagogical conditions-including the pupils' compositions, skilled educational personnel who give technical support to teachers, the contributions of parents (community) to the development of the school etc.

Activities that are going on in a school are categorized under the process dimension. The process dimension includes the way teachers teach, the effective use of time by teachers that is allocated for each subject, the extent to which teachers give feedback to the activities of their students, the extent to which teachers regularly assess the knowledge acquired by students etc.

The result dimension can be defined as the direct out come of the teaching learning process as measured against its objectives (Carron and Chau in IIEP, 2006: 247).

In relation to this, USAID/Basic Education Program-AED is implementing one of the intermediate results of Strategic Objective's of USAID (SO 14) which is the use and provision of quality primary education services in all regions of Ethiopia (Academy for Educational Development, 2005: 5).

The In-service Teacher Education Component, being one of the components of the Academy for Educational Development (AED) is working to improve the in-service teacher education program in the country. The component is

addressing quality of primary education with two sub-sub intermediate results: 1) improving the quality of the teaching forces [teachers, head teachers and education officers] and 2) strengthening the application of student centered/active learning methodology (AED/BESO II Project, 2006: 26).

On the bases of the above mentioned sub-sub intermediate results, the key activities of the component are summarized as: establishing and furnishing cluster resource centers with some basic materials and equipment; providing trainings to teachers, directors and education officers on different type of themes like active learning methodology, continuous assessment, action research, instructional leadership etc.; developing and providing modules on different type of themes that improve quality primary education; conduct school follow up visits etc. (USAID/BEP-Oromiya Regional Office Briefer,2007: 3).

The concepts of 1) clustering schools, 2) active learning methodology, 3) Instructional leadership, 4) continuous assessment, and 5) action research will be discussed in this chapter for the very reason that the In-service Teacher Education Component /USAID Basic Education Program is operating on them as major strategies for the improvement of quality of primary education in Oromiya region.

## 2.1 Clustering of Schools

As it has been cited in the TESO final document, the general objective of school clustering program is "To improve the quality of teaching and learning in Ethiopian schools by a means of low cost professional development through the cluster model" (Ministry of Education, 2003: 106).

Furthermore, Maekelech pointed out the specific objectives of clustering schools as to: assist teachers in understanding and effectively implementing the new curriculum; encourage experience sharing of teachers from different schools and facilitate a process of collegiality in order to reduce teachers' isolation, particularly in the rural areas; develop a cooperative and participatory attitude among teachers for the overall development of the schools, acquiring the experiences about various school problems and solutions; provide a forum for the professional development of teachers and enhance their professional and social status; develop teachers' inbuilt supervision and problem solving skills in teaching, administration, and instructional leadership and make efficient use of scarce material, financial and human resources in the education sector (Maekelech, 2002: 12-13).

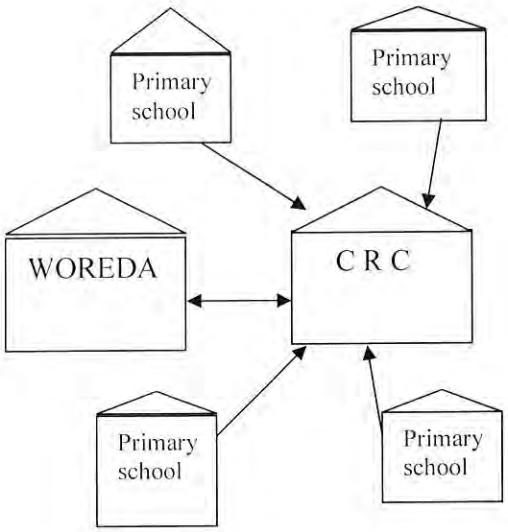
The strategy for the implementation of the program, awareness creation in different levels of the education system is carried out. Workshops are held to familiarize the teachers, zone, woreda and Regional Education Bureau officers with the program, which included training on how to supervise and support cluster resource /school-based professional development/trainings.

The cluster resource center schools may be selected based up on the following criteria: accessible to all-weather roads (easy to reach or visit); a complete primary, i.e. grades 1-8 or 5- 8; common workspace available such

as a classroom with extra storage or a pedagogical center; within reasonable distance of 5-8 kilometers at least three other primary schools (not more than one and a half hours' walking distance), and within reasonable distance of woreda (sub-county or school district) and zone (county) education offices; experienced directors and/or teachers with some training experiences; a mixture of young and experienced teachers willing to work together ; and active school committee members (Maekelech, 2002: 14).

There are several patterns of clustering (location map) of schools. For example, according to TESO final guide, the following major clustering of schools are identified with other many possibilities: cluster schools within 8-kilometer model and teacher education institute model (Ministry of Education, 2003: 112).

Figure 1 Clustering of schools within 8 km model.




- Training is given at CRC, or rotated though other schools
- Training is given by identified skilled teachers
- Training needs are identified by cluster management group
- CRCs report to Woreda

TO BE SUCCESSFUL

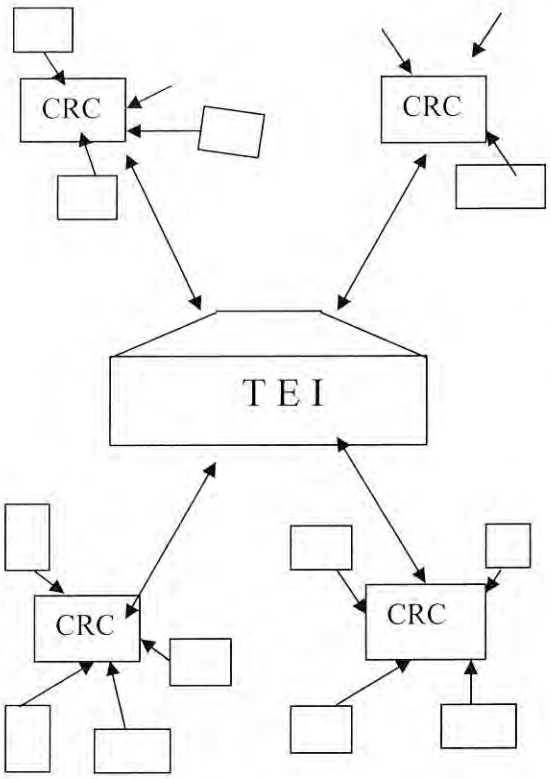
- Trainers need good training in order to provide useful, practical and relevant training

BUDGET

- Internal revenue generation is necessary or allocation from the REB to provide lunch, mattresses etc. for teachers who need to travel.

**Source:** Ministry of Education (TESO-final), 2003: 112.

Figure 2: Clustering of schools within TEI model.




- Training is given at CRC level
- Training can be primarily given by qualified TEI staff, only when they have completed their own professional development
- Training needs are identified by schools and relayed to the TEI cluster coordinator
- Monitoring of cluster activities is done at TEI level and REB

TO BE SUCCESSFUL

- TEI staff must have sufficient identified time to work with schools
- TEI staff must become more familiar with problems associated with primary school teaching in order to provide effective training

BUDGET

- Funding must be available for transport etc during extended visits to CRCs (less expensive than having all teachers come to TEI)

**Source:** Ministry of Education (TESO-final), 2003: 113.

Of the two models mentioned above, the most appropriate clustering model that USAID/BEP-the In-service Teacher Education Component employed is the clustering of schools within 8 km model (Figure 1); while the TEI model ( Figure 2 ) is used by Pre-service Teacher Education Component as linkage schools to strengthen relationship between TEIs and schools for quality education improvement.

Generally, clustering of schools is the most important mechanism to improve the quality of education via the professional development of teachers, school heads and supervisors; effective use of material and financial resources and experience sharing among the clustered schools members; and of course all these involvements help to improve quality of education.

## 2.2 Active Learning Methodology

A paradigm shift from the traditional method i.e., the simple lecture type to active learning methodology is a recent phenomenon which is prevailing in the educational institutes of the country, particularly, in the USAID/Basic Education Program supported primary schools through out the country after the issuing of the Education and Training Policy of Ethiopia in 1994.

In many official documents of the Ministry of Education, it was articulated that active learning/student centered approach is practiced in schools to make the learners more active and problem solver in their daily life as well as in the society where they live in (Ministry of Education, 2004: 16).

Different scholars in many approaches explain the importance of active learning methodology from the point view of retaining knowledge, skill and attitude. For instance, Silberman quotes from the words of Confucius that,

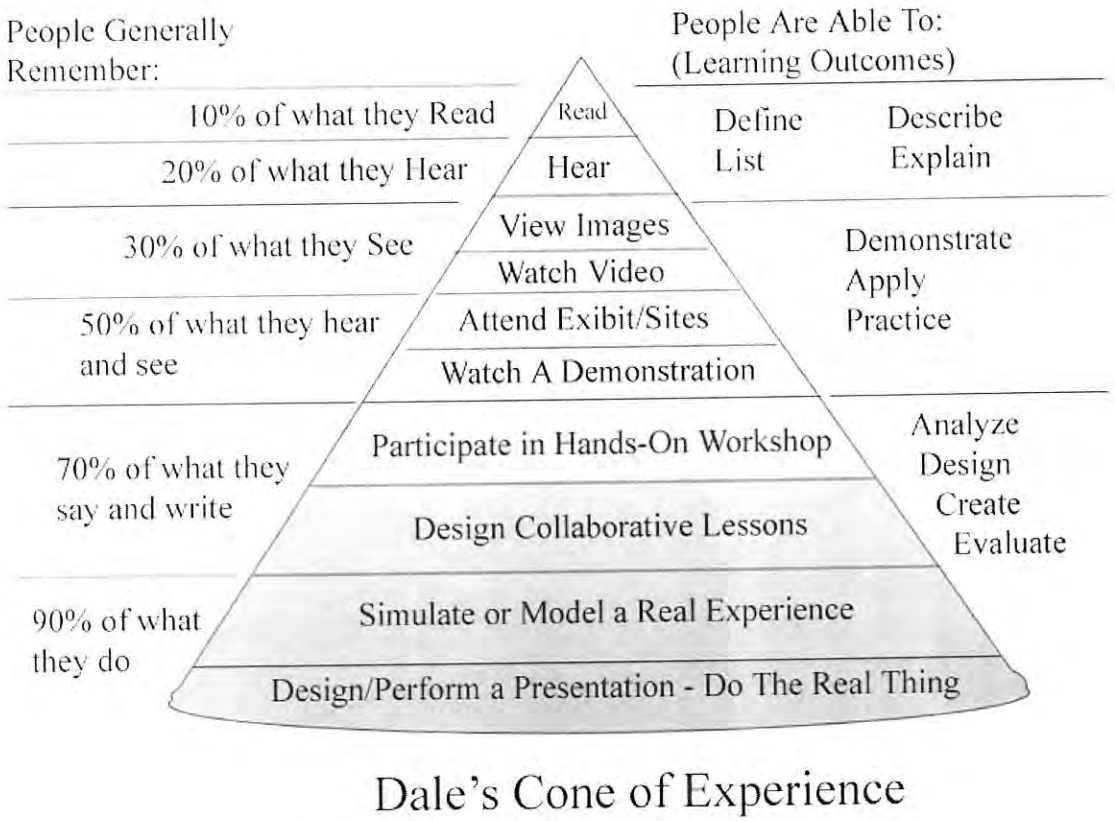
what I hear, I forget; what I see I remember; what I do, I understand. He (Silberman) modified these words into what he calls Active Learning Credo (philosophy) as follows: "What I hear, I forget; What I hear and see, I remember a little; What I hear, see and ask questions about or discuss with some one else, I begin to understand; What I hear, see, discuss, and do, I acquire knowledge and skill; What I teach to another, I master" (Silberman, 1996: 1).

Silberman is telling us that active learning methodology is the best approach to retain the knowledge, skills and attitudes that are gained in teaching learning process.

Dale on his cone of experience, agues that students learn best when learning process is achieved by doing. This approach is used to increase the level of retention and understanding by reducing the convectional activity of learning-listen, take note, etc

Furthermore, Dale demonstrates the retention percentages of learning using our different sense of organs in his Cone of Experience as follows.

**Figure 3. Dale's Cone of Experience**




**Source**: http://teacherworld.com/dalescone.gif

Here, what we can learn from the cone is that although other ways of learning-reading, hearing, seeing, saying and writing are necessary, learning by doing – active learning is the most useful in retaining and internalizing what have been learned in the teaching learning process.

Thus, active learning methodology is expected to improve quality of education by engaging the learners to problem solving approach and sustain what have been learned for a long period of time; and as a result of this students' academic achievements are enhanced.

## 2.3 Instructional Leadership

Several authors in different wording; but having similar goal, i.e. dealing with people, have defined leadership. For instance, according to Michael Fullan, leadership is "the process of persuasion ... by which an individual (or leadership team) induces (encourages) a group to pursue objectives held by the leader or shared by the leader or his followers" (Fullan, 2000: 3).

From this definition of leadership, three important elements are very important in any leadership process: Objectives to be achieved, workers who perform the duty and a leader who coordinates, persuades the people to achieve the intended results on a required quality and quantity. In a leadership process, unless and other wise these three elements are integrated, there is no a real leadership.

To achieve the desired goals of an organization, a leader should have some basic skills of leadership. According to the information obtained from internet, there are eleven major skills of leadership: communicating; knowing and using resources; understanding the characteristics and needs of the members; planning; controlling (follow up); group performance; effective teaching; representing the group; evaluating; sharing leadership responsibilities; counseling and setting the example (http://mywebpages.comcast.net/.

However, of the eleven skills enumerated above, only the seven ones, that are most crucial in leadership process will be discussed shortly hereunder.

**Communicating-** is giving information; and involves the same five senses used to receive it. In giving information, however, speaking or writing clearly, using visual methods, watching and being sensitive to the group, asking for

feedback; and summarizing what has been given results in an effective transfer of information.

**Knowing and using resources**- leaders must know what resources (human, material and financial) they have in their hand; and have to know where to get some additional resources that are not at their hand. After having the resources, they have to use them efficiently.

**Understanding the characteristics and needs of the members**- a characteristic is "a trait, quality, or property distinguishing an individual, group, or type." A need is "a want, a requirement, feeling the lack of something that would be useful." The characteristics and needs of people can vary widely from person to person. They often depend on the person's background in the home, school, church, and other organizations as well as the particular situation at the moment.

Each member of a group has some important needs. At the basic level is the need for food, water, shelter, and warmth. The next level involves the need for safety and security. Next is the need for friends, association with others, interpersonal relationships, order, and a feeling of belonging. At the fourth level, needs include recognition, self-respect, independence, and esteem. The final level involves the need for self-fulfillment, confidence, achievement, and growth to the individual's full potential.

Recognizing these needs and how well they are met will often explain the characteristics of the members of the group. If one level of needs has been somewhat met, then other needs emerge as dominant. For instance, a boy from an unstable family in a poverty stricken urban neighborhood beset with

street crime may respond quite differently than one from a stable and loving middle-income family residing in a safe suburb (community). A relationship between observed characteristics and the true needs of an individual may be misleading, however. The seemingly self-assured individual might in fact be playing a role in an attempt to feel secure. On the other hand, the quiet and reserved person might be so self-confident that he or she sees no need to attract attention.

**Planning-** Effective planning is usually the result of seven specific steps.

1. Consider the task. This involves what has to be done, who does what, when, where, and how.
2. Consider the resources. What time is available? What are the skills of the group? What equipment and supplies are needed and available? What other items should be considered?
3. Consider alternatives. What happens if something goes wrong? What are the emergency procedures? What is the alternate plan? Could the alternate plan be better than the original plan?
4. Reach a decision. Who has the responsibility? Is a poor decision better than no decision? Is no decision a decision? Is a group decision best? A decision usually is needed at every step in the process.
5. Write down the plan. The act of writing down an action plan may cause it to be revised or refined. The final plan might need considerable discussion.
6. Put the plan into action. All too often, great plans are formed but never followed.

7. Evaluate. Evaluation must take place all during this process. As each step is taken, it is evaluated against the previous steps to assure that the original task is still being considered.

**Controlling (follow up) group performance-** controlling group performance is an important but often misunderstood function of leadership. To some, control implies that a whip-cracking boss is in charge.

A group needs control to keep its members moving in the same direction for best results. If a plan is to be properly carried out, someone must direct the effort. Controlling is a function that the group consciously or unconsciously assigns to the leader in order to get the job done. The group welcomes skillful control. The expression "Come on, you guys, let's get our act together" is a request for someone to take charge and bring the group under control. Control of group performance involves six basic operations.

1. Observing. The leader should be in a position to see the group, communicate with its members, and be available, but not appear to dominate.
2. Instructing. The leader must often give instructions as the work proceeds and the situation changes. The leader must communicate well, apply the skill of effective teaching, and allow members to use their own initiative. As long as the work is progressing well, the leader should not intrude.
3. Helping. When a group has decided that it wants to perform a task, the leader must help the members be successful. The leader does a good job personally, takes a positive approach, and gives a helping hand

when needed. Care is taken to see that an offer to help is not implied criticism.

4. Inspecting. The leader must know what to expect to see. The leader should know the plan and the skills involved. A checklist is valuable. If the work is not correct, the worker is led to the proper performance of the task. Again, a positive approach with helpful suggestions for improvement is vital.
5. Reacting. How the leader reacts to the efforts of the group is important. Praise the person if the work is good, but the praise must be sincere. If the work is not correct, praise the parts that were done well and accept responsibility for work not done well. A reaction such as "Gosh, I guess I didn't explain it very well" doesn't hurt the leader but makes the person feels good about corrections that are suggested. React to the total job--do not focus on obvious weak points.
6. Setting the example. The most effective way of controlling group performance is the personal example of the leader. How the leader observes, instructs, helps, inspects, and reacts is vital.

**Evaluating** - When a program or project has been completed or in a process, it is important to find out how well the objectives-were met and if improvements can be made for the future. An evaluation should reflect two dimensions of the project-its effect on the total group and its effect on each individual member.

**Setting the example**- the most persuasive Leadership skill is the personal example of the leader. A good leader sets a positive example in these ways:

*meaningfully in the school and to serve as its ombudsmen within the local community (Bekele, 2007: 13).*

From the above expression, we can deduce that the instructional leader holds two major responsibilities: internal responsibility – to improve the curriculum that is being implemented in the school, assisting the teachers to develop their professions in updating and up grading programs and thereby building up the knowledge, skills and attitudes of their students. In general, he capacitates the school in all directions for a better teaching learning process. The other responsibility that he shoulders is to bridge the school with its social vicinity; this is because a school cannot achieve its objectives without a proper support from the community. Related to this, an instructional leader is expected to have six main competencies: Visioning, Relational Discourse, Teaching, inquiry and cultural competencies.

**Visioning competence -** the instructional leader with visioning competence has moral purpose and acts with the intention of making a positive difference to others, builds and articulates a vision and mission (and can distinguish between these two),sets goals and clarifies expectations in relation to the vision etc.

**Relationship competence-** the instructional leader with relationship competence builds and fosters relationships, maintains an insider/outsider stance, exercises emotional intelligence (empathy) and provides forums for the emotional support that change necessitates, understands the importance of trust to effective schools, and to powerful teaching and learning, and actively works to foster trust etc.

**Discourse (communication) competence-** the instructional leader with discourse competence is sensitive to tone and use of language in context. Understands how language functions both to reflect and to construct our relationships and circumstances, and that how we talk matters deeply; able to adjust discourse style in different contexts, for different audiences and purposes etc.

**Teaching competence-** the instructional leader with teaching/scaffolding competence blends support and challenge, engagement and provocation, projects, energy, confidence, enthusiasm, and optimism; and is able to assess where learners are on a developmental continuum, and provides appropriate scaffolding at any given time etc.

**Inquiry competence-** the instructional leader with inquiry competence builds time and structures for inquiry-based knowledge-sharing into school (or classroom and community); and makes school and classroom decisions based on analysis of pertinent data (both qualitative and quantitative) grounded in knowledge of local context. Furthermore, he is willing and able to support teacher-inquiry or teacher-research processes etc.

**Cultural competence-** the instructional leader with cultural competence recognizes that people's perceptions and experiences of school are fundamentally informed by their cultural and social identities; and also listens to and values the perspectives, skills, and experiences of people especially their cultural mediation skills for connecting between school and home and their skill in crossing cultural and linguistic boundaries in school contexts as well as their critical perspectives about schooling etc (Bekele,2007: 12-18).

As it had been discussed above, a school is a special "factory" where the future generation is produced. This special place –a school needs more attentions compared to other organizations. This is because unless and otherwise the learners are looked after and taught properly today, the existence and development of the future society will be questionable. It is from this crucial reason that scholars in the field of educational leadership and others who critically understand the mission of a school urge that having efficient and far-cited instructional leaders in schools is a paramount concern. The most important concerns that are expected from an efficient school leader among other things are: to mobilize the human, material and financial resources effectively to achieve the objectives of his school. By doing so, the head teacher can improve the quality of education in his school.

## 2.4 Continuous Assessment

Continuous assessment is an instrument employed to get the necessary information about the progress of learners in a given educational institute. Different scholars define it in different terms but having the same goal. For instance, in Minale Adugna, a paper which was presented for a National Workshop on Continuous Assessment June, 2005, the following definitions are identified; continuous assessment is

1) "A process of obtaining information that is used for making decision about the students, curricular programs and educational policy" (Nitko, 1996).
2) "A crucial means through which teachers connect with the pupil thinking" (Pollard, 2000).

3) "A powerful tool for raising standard and empowering life long learning" (Ibid).

4) "A student evaluation system that operates at the classroom level and integrated with instructional process; and it helps to determine whether children are truly learning or not" (Capper, 1996).

Whatever the definition is given to it using different words, continuous assessment is a close follow up of learners' for the improvement of their all-rounded personality by teachers. In relation to this, Minale elaborates more as "Continuous assessment (CA), is a close and frequent follow up and evaluation of students of behavior, attitude, instruction, classroom conditions and capabilities and constraints of the teaching learning process" (Minale, 2005:3).

Furthermore, Farrant, 1980 in Nitko, in his paper for National Workshop on Continuous Assessment June, 2005: 5, Minale noted that:

> *Continuous assessment is a way of recording a pupil's progress without using examinations. It depends on carefully kept assessments of the child's work throughout his course, building up gradually into a profile of his performance. Considerable thought should go into what is assessed and into the method of assessment, so that all the child's skills in the subject are recognized and not simply the intellectual and literacy ones which examinations normally measure.*

Regarding the advantages of continuous assessment, many professionals have forwarded their opinion in the following way: ... continuous assessment will possibly improve the validity of the evaluation system, integrate curriculum, pedagogy and assessment, and provide an overall picture of students' academic achievement and practical performances (Erkyhun, 2005:4).

In order to carry out continuous assessment effectively, it is very important to recognize its characteristics. Many characteristics of CA are identified by many scholars; but the basic ones are: it is on going process of gathering information about students' learning, it uses a variety of techniques to make decisions (about what to teach, how to teach, how well students have learned), it is timely feedback and it should be aligned with the curriculum (Nitko in Minale, 2005: 3).

It is also necessary to be aware of when to accomplish CA in a teaching learning process. Continuous assessment must be carried out before instruction (to know the previous knowledge of students), during instruction (how well are students learning) and after instruction (what students have learned from the current lesson, Ibid).

Hopkins and Harris in Helen Papworth, 2005: 2, identified four ways in which assessment can help students improve their learning. These were: motivation that would lead to development of self confidence; providing feedback to help them know what to learn; developing self-appraisal skills and learning strategies so that they learn to apply their knowledge; and finally helping them to judge the effectiveness of their learning which enable to make best of existing learning.

Continuous assessment can be implemented using different type of techniques. According to Nitko in Helen, 2005, : 4, the following major types of formative assessments are identified: 1) conversation with the student or another person such as a teacher 2) questioning during or after instruction 3) written homework or class activities 4) quizzes 5) practical assignments and progress portfolios that show the development of the

students. Along with other tasks that focus on procedures, processes, products and projects are also used in the summative assessments. In this case, the main purpose of continuous assessment is to maximize the students' result through the reduction of drop out and repetition rates of students. This process helps for the improvement of the internal efficiency of the education system- quality education improvement.

## 2.5 Action Research

Compared to the history of the traditional research, the concept of action research is a recent idea which was developed after the paradigm shift- an idea that initiates instead of conducting researches by outside researchers from institutions, it is advisable to carry out the research by the practitioners themselves. That is why today, in many parts of the world teachers in schools are being initiated to carry out action researches for the improvement of quality education in their respective schools. According to Morwenna, "The purpose of action research is, always and explicitly, to improve practice" (Morwenna, 1998: 21).

" Improving practice involves jointly considering the quality of both outcomes and process" (Elliott, 2001: 50). Furthermore, Elliott emphasizes that " the practice of teaching also needs to be appraised in terms of its intrinsic qualities: product and process...." (Elliott, 2001: 50).

Action research has many names in the literatures of educational research; these names include: teacher research, practitioner-inquiry, teacher professional development, teacher as a researcher, school-based and teacher self-evaluation (L.R. Gay, and Airasian, 2000: p. 593).

Scholars have defined action research in different terms with the same concept. For instance, Johnson categorizes the definitions of action research by scholars into: Definition 1, definition 2 and definition 3 (Johnson, 2004: 4).

Definition 1, Action research is the process through which practitioners study their own practice to solve their personal problem (Gory, 1953). According to Kemmis and Mac Tapgart (1982), action research is a deliberate, solution-oriented investigation that is group or personally owned and conducted.

Definition 2, Action research is the systematic study to improve educational practice, [using] their own practical means, and applying the results to solve problems (Ebbut, 1985).

Definition 3, Action research is a disciplined process of inquiry conducted by and for those taking the action. It is designed to help the "actor" in improving and/or refining his or her actions (Sagor, 2000).

Therefore, from the three definitions above, it is possible to summarize that action research is conducted to improve ones' own day to day activities by the help of the research results; and of course it can be carried out and implemented by an individual or a team.

Action research, compared to other traditional researches, has specific characteristics. According to Ministry of Education and AED, 2006:18-20, the following major characteristics were pointed out.

1) Practical- the results and insights gained from the research are not only of theoretical importance to the advancement of knowledge in

the field [it has been conducted in] , but also lead to practical improvements during and after the research process;

2) Participative and collaborative- the researcher is not considered to be an outsider expert conducting an inquiry with " subjects", but a co-worker doing research with and for the people concerned with the practical problem and its actual improvement;
3) Emancipatory- the approach is not hierarchical; rather, all people concerned are equal participants contributing to the inquiry;
4) Interpretive- social inquiry is not assumed to result in the researcher's positivist statements based on right or wrong answers to the research question, but in solutions based on the views and interpretations of the people involved in the inquiry; and
5) Critical- the critical communities of participants not only search for practical improvements in their work within the given socio-political constraints, but also act as critical and self-critical change agents of those constraints. They change their environments and are changed in the process.

The above mentioned specific natures of action research also can serve in educational action researches too; since educational action researches are carried out in settings where the teaching learning process takes place.

The philosophy of carrying out of action research by teachers is to help them solve the problems that exist in classroom in their respective subject areas and school level problems that impede the teaching learning process.

# Chapter Three

# Research Methodology

### 3.1 Research Design

The study is both quantitative and qualitative one employing descriptive research and survey method. According to Gay and Airasian, descriptive or survey research involves collecting data in order to answer questions about the current status of a subject or topic of study. In addition, quantitative descriptive studies are carried out to obtain information about the preferences, attitudes, practices, concerns or interests of some group of people (Gay, and Airasian, 2000: 11).

### 3. 2 the Research Population

The population of the study are the 95 cluster resource centers that the In-service Teacher Education Component-USAID/Basic Education Program working in, starting from its official operation time (2003/4. – 2007) in Oromiya region

### 3 .3 Samples and sampling techniques

The samples of the study were 10 cluster resource centers, which had been drawn from the 95 cluster centers of the total population. The samples were selected using purposive sampling because the student researcher had information on each CRC –which one was strong, medium and lagging behind in its activities; so that each category was considered to be included in the study. After selecting sample CRCs, out of 422 teachers those who were found in the 10 sample CRCs, 130 teachers had been selected to fill out the questionnaire.

### 3. 4 Sources of Data

In order to answer the basic questions that had been raised in the study, 130 teachers , 20 directors , 18 education officers from REB, zonal and woreda education offices , 20 Kebele education board /PTA members and 30 students, totally 218 participants were included in the study from sample cluster resource centers, woredas, zones and REB.

### 3. .5 Data Gathering Instruments

Questionnaire was employed as a major data gathering instrument from teachers; and interview had been used for directors, education officers, school board /PTA members and students to get more detailed information for the study. Besides, documents of USAID/Basic Education Program that are related to the study and students' academic achievement records in each sample school were consulted. Observations were also used to see the status of active learning, activities of libraries, SPCs, laboratories, teacher study groups and offices guided by the checklist.

### 3 .6 Methods of Data Analysis

Data collected from teachers were analyzed using percentages. The information gathered from directors, education officers, education board/PTA members and students were analyzed in a form of narration wherever necessary.

# Chapter Four

# Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of data that were gathered from the respondents of the study.

## 4.1 Characteristics of the Respondents

The respondents were teachers, directors, educational officers, students and education board/PTA members drawn from the sample schools, woredas, zones and regional education Bureau.

In order to get first hand information from the respondents, questionnaire was used to collect data from 130 teachers; and interviews were employed for directors, education officers, students and education board/ PTA members. All the distributed questionnaires to teachers were returned and analyzed (because the questionnaires were administered by the student researcher in physical presence in sample CRCs) complementing with the qualitative data obtained from directors, education officers, students and education board/PTA members, documents and observations.

Thus, in the following tables (Table 1.1 and 1.2), major characteristics of the respondents will be presented.

**Table 1.1:** Background of the Respondent-teachers, directors and education officers.

| Category of the respondents | Sex | | | Educational level | | | | | Service in years | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | T | MA/MSc. | BA/ B.Sc | Diploma | Certificate | Total | 1-5 | 6-10 | Above 10 | Total |
| Teachers | 94 | 36 | 130 | | | 64 | 66 | 130 | 20 | 19 | 91 | 130 |
| Directors | 19 | 1 | 20 | | | 18 | 2 | 20 | 3 | 5 | 12 | 20 |
| Educational officers | 18 | | 18 | 3 | 5 | 10 | | 18 | | 2 | 16 | 18 |

**Table 1.2:** Background of the Respondents- students and education board/PTA members.

| Category of respondents | Sex | | | Educational level | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | M | F | T | 6th | 7th | 8th | 9th-12th | Above 12th | Total |
| Students | 27 | 3 | 30 | 10 | 10 | 10 | | | 30 |
| Education board/PTA members | 19 | 1 | 20 | 3 | 2 | 2 | 9 | 4 | 20 |

As it can be seen from Tables 1.1 and 1.2 of the respondents' category (teachers, directors, education officers, students and education board /PTA members), the number of male is 177 (81%). This shows that the majority of the respondents those participated in the study were male dominant.

Regarding the educational standard of the respondents, 64 (49%) and 66 (51%) teachers were diploma and certificate graduates respectively. Of the 66 certificate graduate teachers 25 (38%) were teaching in 5-8 grades.

The majority of directors 18 (90%) were diploma graduates and 2 (10%) were certificate holders. With regard to education officers, 3 (17%) had MA degree, 5 (28%) BA/BSc degree and 10 (56%) were diploma holders. Education officers with high to low qualifications are assigned ranging from regional education bureau to woreda education offices (the majority i.e. 55%) were working at woreda levels. The students were from grades 6, 7 and 8 (who had been selected purposely on the bases of their academic achievement to get pertinent information for the study. With reference to education board/PTA members, 7 (35%) had completed 6 - 8 grades, 9 (45%) were in the ranges of 9-12 grade levels only and 4 (20%) were above $12^{th}$ grade. The presence of under qualified teachers in the education system may harm the quality of education. On the other hand, the availability of highly qualified education officers at all levels can result in a better professional support to teachers and directors.

With reference to the service variable, the majority of respondents i.e. teachers 91 (70%), directors 12 (60%) and education officers 16 (89%) had above 10 years experience. In this regard, the respondents mentioned in Tables 1.1 can

support the teaching learning process in their respective schools because of the accumulated experience they had in the field.

**4 .2 Schools Clustering and Teachers' Professional Development**

"The hallmark of a good teacher is that he is himself always learning and always developing his knowledge and understanding of children and young people" (England Ministry of Education in Aggarwal, 2004:303. This statement reminds us that in order to promote quality education, the teacher must be in a process of learning throughout his life; he should be updated now and then.

One of the major strategies to update teachers' profession is to bring teachers together and share their experiences in a form of seminars, workshops, group discussions, etc. In this regard, schools' clusters play the most important roles.

Maekelech, 2002: 12, mentions that one of the major objectives of schools' clustering is to provide a forum for the professional development of teachers and enhance their professional and social status.

In relation to the advantage of schools clustering, teachers in sample CRCs were asked to reflect their opinions whether or not clustering of schools helped them in developing their profession. Table 2 summarizes the result obtained.

**Table 2**: Teachers' opinion to the contribution of schools' clustering

| Item | Agree | | Neutral | | Disagree | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Number | % | Number | % | Number | % | Number | % |
| The clustering of schools helped to improve the professional development of teachers. | 126 | 97 | - | - | 4 | 3 | 130 | 100 |

As indicated in Table 2, almost all teachers 126(97%) had replied that the clustering of schools helped to improve their professional development. Furthermore, in open- ended question of the questionnaire, teachers were requested to list out some specific contributions of clustering schools to their professional development. Accordingly, they reported that the clustering of schools helped them to share experiences in areas of preparing lesson plans within the context of active learning methodology; how to manage problems related to continuous assessment in a large class size; how to develop the culture of doing action research on the bases of some action research models that were conducted by teachers of different schools in their cluster center etc.

In their interview sessions, all directors –20 (100%) and 10 (56%) woreda supervisors also confirmed that clustering of schools had helped a lot in improving teachers' professional development.

### 4 .3 The Participation of Teachers in USAID/BEP Supported Trainings.

A variety of trainings can have a positive impact on the daily activity of the teaching profession (MoE & AED, 2006: 96); and it is generally observed that a teacher with many trainings becomes more mature and confident to perform his task more efficiently (Aggarwal, 2004: 413). Having this in mind, USAID/Basic Education Program- the In-service Teacher Education Component provided different type of trainings for teachers in Project supported schools of Oromiya region.

In Table 3, the responses of teachers were organized in which of the trainings (those were given by USAID/ BEP) they had participated and how many rounds.

**Table 3**: The participation of teachers in USAID/BEP supported trainings.

| Items | Yes | | | | | | No | |
|---|---|---|---|---|---|---|---|---|
| | Frequencies of trainings by participants | | | | | | | |
| | 1- 3 rounds | | 4- 5 rounds | | Total | | | |
| | Number | % | Number | % | Number | % | Number | % |
| Participated in active learning methodology training | 38 | 29 | 90 | 69 | 128 | 98 | 2 | 2 |
| Participated in continuous assessment training | 23 | 18 | 97 | 74 | 120 | 92 | 10 | 8 |
| Participated in action research training | 19 | 15 | 93 | 71 | 112 | 86 | 18 | 14 |
| Participated in managing large class size training | 37 | 28 | 79 | 61 | 116 | 89 | 14 | 11 |
| Participated in instructional leadership training | 26 | 20 | 38 | 29 | 64 | 49 | 66 | 51 |

As it has been indicated in Table 3, teachers were asked whether they had participated or not in the different type of trainings organized by USAID/Basic Education Program centrally or at cluster resource centers in the last four years Accordingly, 90 (69%), 97 (74%), 93 (71%), and 79(61%) of the teachers responded that they had taken part 4- 5 rounds of active learning methodology, continuous assessment, action research and managing large class size trainings respectively. Except in leadership training, the majority of teachers had taken part to the maximum in the rest of the trainings. This indicates that the participation of more teachers in such updating programs/ trainings can help for the improvement of the teaching learning process (Aggarwal, 2004: 413).

**4. 4. Teachers' Opinion to the Contributions of USAID/BEP Supported Trainings**

Of the trainings given by USAID/Basic Education Program- the in-service Teacher Education Component to improve quality of education, active learning methodology, continuous assessment, action research, instructional leadership etc. are the major focuses. All these trainings were offered from the very assumption that they contribute for the improvement of quality education. To this regard, teachers were requested to rate how far these trainings helped to improve the teaching learning process in their respective schools.

Table 4 presents the opinions of teachers about the contributions of the trainings in improving the teaching learning process.

**Table 4**: Teachers' Opinion to the Contributions of USAID/BEP Supported Trainings.

| Items | Agree | | Neutral | | Disagree | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Number | % | Number | % | Number | % | Number | % |
| The training given on active learning methodology helped to improve the teaching learning process | 126 | 98 | 2 | 2 | - | - | 128 | 100 |
| The training given on continuous assessment helped to improve the teaching learning process | 115 | 96 | 3 | 2 | 2 | 2 | 120 | 100 |
| The training given on action research helped to improve the teaching learning process | 98 | 88 | 8 | 7 | 6 | 5 | 112 | 100 |
| The training given on managing large class size helped to improve the teaching learning process | 98 | 85 | 12 | 10 | 6 | 5 | 116 | 100 |
| The training given on instructional leadership and supervision helped to improve the school management | 57 | 89 | 5 | 8 | 2 | 3 | 64 | 100 |

In Table 4, all respondents who reported that they took part in the trainings were further asked to rate the importance of these trainings to the improvement of the teaching learning process. . Accordingly, the majority of the respondents 126 (98%), 115(96%), 98 (88%), 98 (85%) and 57(89%) witnessed that the trainings have contributed for the improvement of teaching learning process in their schools. During the interview, all directors 20(100%) and education officers 18

(100%) revealed that the trainings were vital to improve the teaching learning situation.

In addition to the respondents' opinions, the importance of the trainings to the teaching learning process was also verified during the classroom Observations that took place from March 15 to April 10, 2007 in sample CRCs of the study. During this time, for instance, the student researcher observed that students were given different types of group activities to work on and report to the class what they have discussed in their small groups; questions and answers were there by the students themselves. Role-plays, pair works, games etc. activities were observed. All these activities show high participation of students in the teaching learning process. The more learners are active participants in the teaching learning process, the better they retain knowledge and skills they learned; and this is of course the major indicator of active learning (AED, 2004: 2).

During the above mentioned observation periods it was also observed that teachers were using different types of continuous assessment schemes to boost the achievements of students. In this assessment process, students were attended in relation to the progress they showed in their learning achievement. After the gathering of information about students, remedial actions were observed to improve the situation; tutorial was a case in point for those students who lagged behind in their academic achievement-especially, girls.

Another observation, during the aforementioned days was about the efforts being made by teachers to solve the educational problems in their schools and

classrooms using action research. Many action researches were conducted by teachers in thematic areas like major causes of students' disciplinary problems, problems related to academic achievement of students, usage of school resources, teachers' attitudes to teaching profession, some problems and solution on implementation of active learning methodology, etc. In some schools it was also observed that the results of the action research were implemented and improved the situation (for the detail, please refer appendix Nine page 88).

The effectiveness of the instructional leadership and supervision was seen during observations. The school directors were observed in relation to the preparation and implementation of their annual plans; the quality of their reports; the mobilization of human, material and financial resources; in establishing and strengthening inbuilt supervision; their external relations with the community, NGOs and other governmental organization to improve the teaching learning process in their schools.

Generally, it was proved that the trainings, which were offered by USAID/BEP-the In-service teacher education component, had contributed a lot for the improvement of teaching learning process in the USAID/BEP, supported schools. However, teachers have some comments on the provision of the trainings. According to the strategy of the In-service Teacher Education Component, trainings are given at two levels: at central venues (ToTs) and CRC levels. Participants at central venues are: key teachers, directors and education officers/supervisors at woreda level. After they received the trainings at center, they are expected to train teachers in their respective schools/woredas. But

teachers are not satisfied with this process; rather they requested that USAID/BEP officers should conduct the trainings at CRC levels face to face with teachers. This was due to the fear that centrally given trainings during ToTs may not reach them as complete as required.

Besides, all teachers, directors and education officers forwarded their suggestions that CRC level trainings should be supported with stationery and coffee/tea budgets.

**4. .5 Material Supports by USAID/BEP to Schools**

"In order to promote the quality relevance and expansion of education, due attention will be given to the supply of ... educational materials... and facilities" (FDRGE-ETP, 1994: 27). Furthermore, in another document of the Ethiopian government, the importance of educational materials to the improvement of teaching is mentioned out as follows:

> *Improving the quality of teaching and the standard of education cannot be achieved without an extensive improvement in school facilities and provision of better instructional materials. Such plan of action will require a great deal of financial resource, which has to be met through... and substantial external assistance (FDRGE- Education Sector Strategy, 1994: 19).*

In both official documents of the Ethiopian government, it was clearly stated that education quality is unthinkable without appropriate educational materials and facilities. These materials and facilities can be available to schools not only by the government effort alone; rather they require a due attention by other partners of the education sector –NGOs, private sectors and the community at large. It was from this basic reason that the USAID/BEP- In-service Teacher Education Component had involved in supplying educational materials to schools.

In the following table (Table 5), teachers were asked to mention their opinions about the importance of the materials offered to schools by USAID/Basic Education Program.

**Table 5:** Respondents' Opinion to the Material Supports by USAID/BEP.

| Item | Agree | | Neutral | | Disagree | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Number | % | Number | % | Number | % | Number | % |
| Materials provided to schools by USAID/BEP helped to improve the teaching learning process in your school. | 120 | 92 | 4 | 3 | 6 | 5 | 130 | 100 |

In Table 5, teachers were requested to give their opinion to the importance of the materials for education quality improvement. In this judgment, of the total 130 teachers who filled out the questionnaire, 120 (92%) valued that the materials were important for the improvement of the teaching learning process. The case was also capitalized by all directors 20(100%), students 30 (100%) and education officers 18(100%) in their interview replies as the major successes of USAID/ BEP- the In-service Teacher Education Component in the effort it is doing for quality education improvement.

On the other hand, as it can be observed from Table 5, 6 (5%) teachers disagreed with the statement; and 4 (3%) teachers showed their neutrality to the importance of the materials for education quality improvement. The reason for this could be they did no have enough information about the materials.

### 4. 6: The Need for Action Research

Of the many reasons that action research to be conducted in the school is that many educational researchers have showed enthusiasm to help practitioners (teachers) improve the teaching learning process solving the day-to-day problems they face at classroom/school level (Ministry of Education & AED, 2006: 16-17). In relation to this, the In-service Teacher Education Component of USAID/BEP initiated teachers to carryout action research for the purpose of solving problems that they face in the teaching learning process. In the following table (Table 6), teachers were asked to report their culture of doing action research the implementation status of action research in their schools.

**Table 6**: The Responses of Teachers on the Issues Related to Action Research.

| Items | Yes | | No | | Total | |
|---|---|---|---|---|---|---|
| | Number | % | Number | % | Number | % |
| Have you conducted any action research so far to solve the teaching learning problems in your classroom/school? | 87 | 67 | 43 | 33 | 130 | 100 |
| Have you implemented the findings of your action research? | 39 | 45 | 48 | 55 | 87 | 100 |

As indicated in the first item of Table 6, teachers were asked whether or not they had conducted action research. Accordingly, of the total 130 teachers included in the study, 87 (67%) of them replied that they had carried out action research.

In another open-ended question administered to teachers in what areas were the topics of their action researches; they listed out topics such as" Factors that affect female students to come to schools on time", "Factors that affect students' discipline", "Factors affecting education quality", " How to increase schools' internal income " etc.

This was also verified by 20 (100%) of the directors and 10 (56%) woreda supervisors.

The second item of Table 6 was about the implementation status of action researches conducted by teachers in their schools. As it had been depicted in the table, of the total 87 teachers conducted action research only 39 (45%) of them tried to implement the findings of their action research.

Although many teachers had tried to exercise action research for the purpose of solving educational problems they encountered in the teaching learning process, only a few of them have implemented the results of their action research. This situation contradicts the principle of action research, which emphasizes that action research is not carried out for the sake of doing a research; rather to solve problems faced in the daily activities of a practitioner.

**4 .7 Technical/Supervision Supports Given to Teachers**

Teachers require collegial supports in their daily activities of the teaching learning process from those who are better than them in all aspects of knowledge, skills and attitudes. The main purpose of these supports is to help them to be efficient practitioners in their profession. Technical/supervision support is an effort to serve the beneficiaries (students in the final analysis) through the continuous

improvement of the teaching learning process (Ministry of Education, 2006: 2, part III).

It is from this basic reason that USAID/BEP- the In-service Teacher Education Component considered education officers at all levels as supportive forces for education quality improvement and incorporated them in its training package.

In Table 7, teachers were asked whether or not they had professional supports from woreda supervisors and their opinions to the contribution of the support for the teaching learning improvement.

**Table 7**: Technical/Supervision Supports from Education Officers to Teachers

| Item | Yes | | No | | Total | |
|---|---|---|---|---|---|---|
| | Number | % | Number | % | Number | % |
| Do you get regular technical /supervision supports from woreda or other education officers –particularly from supervisors? | 92 | 71 | 38 | 29 | 130 | 100 |
| The technical supports given by woreda supervisors helped to improve the teaching learning process | Agree | | Neutral | | Disagree | |
| | Number | % | Number | % | Number | % |
| | 70 | 76 | - | - | 22 | 24 |

In item one of Table 7, out of the total 130 teachers who incorporated in the study, 92 (71%) of them confirmed that they received continuous professional support from woreda education supervisors. Woreda supervisors are expected to give technical support to every cluster resource center and satellite school 6 and 4 times in each year respectively with the help of school follow up visit format that

was developed by USAID/BEP- the regional In-service Teacher Education Component.

38 (29%) teachers recognized that they hadn't received any technical support from education officers. This could happen as a result of the shortage of time supervisors have to stay in a given school; in any case the issue requires special attention as to how supervisors reach each teacher/ a group of teachers during their visits to schools.

In item two of Table 7, teachers were requested to provide their opinion to the technical supports they received from education officers, particularly woreda supervisors. Accordingly, as it had been observed in the table, of the total 92 teachers who witnessed they had technical support, 70 (76%) of them agreed that the support they obtained helped them to improve the teaching learning process. 22 (24%) of them, on the other hand, disregarded the importance of the technical support to the improvement of the teaching learning process. Although few teachers ignored the significance of supports given by supervisors, the majority of respondents concurred the support so as to improve education quality by large. This opinion agrees with the belief of most intellectuals in the field, which can be stated as "The supervisor is expected to have considerable influence upon the instructional program, particularly the instructional decisions and behavior of classroom teachers" (Ministry of Education, 2004: 3, supervision part).

### 4 .8 Students' Learning Progress in the Teaching Learning Process

The process from enrollment to the output is a passage way, which needs a special attention for the improvement of education quality. Researches in education revealed that dropout and repetitions are the two major challenges that affect the quality of education in developing countries.

To this end, USAID/Basic Education Program- the In- service Teacher Education Component has involved to enhance the internal efficiency of schools through reduction of dropout and repetition rates.

In Table 8, the whole process related to enrollment, dropout and repetition rates will be exhibited (1993-1995 E.C.) were taken as a baseline data before the intervention of USAID/BEP and (1996-1998 E.C.) after the intervention of the organization in sample schools.

**Table 8:** Students' Learning Progress in the Sample Schools of the Study.

| Grade level | Academic year | Enrolled | Dropped out | | Promoted | | Repeated | |
|---|---|---|---|---|---|---|---|---|
| | | | Number | % | Number | % | Number | % |
| 4th | 1993- 1995 E.C. | 4424 | 402 | 9 | 3618 | 82 | 404 | 9 |
| | 1996- 1998 E.C. | 4162 | 249 | 6 | 3693 | 89 | 220 | 5 |
| 5th | 1993- 1995 E.C | 5516 | 484 | 9 | 4253 | 77 | 779 | 14 |
| | 1996- 1998 E.C. | 6500 | 620 | 10 | 5097 | 78 | 783 | 12 |
| 6th | 1993-1995 E.C. | 4025 | 279 | 7 | 3501 | 87 | 245 | 6 |
| | 1996- 1998 E.C. | 5496 | 439 | 8 | 4683 | 85 | 374 | 7 |
| 7th | 1993- 1995 E.C. | 6221 | 641 | 10 | 4713 | 76 | 867 | 14 |
| | 1996- 1998 E.C. | 6683 | 707 | 10 | 5400 | 81 | 576 | 9 |
| 8th | 1993- 1995 E.C. | 5094 | 269 | 5 | 3974 | 78 | 851 | 17 |
| | 1996- 1998 E.C. | 6488 | 466 | 7 | 4868 | 75 | 1154 | 18 |

**Source:** collected from 10 sample CRCs of the study.

Table 8 portrays what was going on in sample schools of the study in relation to dropout, repetition and academic success. Furthermore, the table compares the variables i.e. the dropouts, repetition and the academic success of students from 1993- 1998 E.C. of grades four through eight. All the phenomena related to the students' learning pace seen from 1993- 1995 E.C. (3 years) were baseline data before the intervention of USAID/ Basic Education Program-the In-service Teacher Education Component to schools; while the data from 1996- 1998 E.C.

(3 years) were durations in which the organization had taken part in sample schools of the study. Grades 1-3 had been excluded from the table due to the fact that they don't indicate the whole picture of the variables (according to the policy, these grades deal with free promotion).

If we look into the variables i.e. dropout, repetition and promotion of students in grade four, before the intervention of USAID/BEP- the In-service Teacher Education Program (1993- 1995 E.C.) 402 (9%), 404 (9%) and 3618 (82 %) were recorded in each variable respectively. In years 1996-1998 E.C. (after the intervention of the organization to the schools), 249 (6%), 220 (5%) and 3693 (89%) achievements were observed in dropout, repetition and promotion variables respectively. Here, better accomplishments had been seen in relations to drop out, repetition and promotion rates after the intervention of the organization (a difference of 3%, 4% and 7%) respectively compared to the years 1993-1995 E.C. (before intervention).

According to the data in grade 5, 484(9%), 779(14%) and 4253 (77%) of dropout, repetition and promotion respectively were there in the years 1993- 1995 E.C. while 620 (10%), 783(12%) and 5097 (78%) were recorded in the above mentioned variables respectively of the years 1996-1998 E.C. Compared to 1993- 1995 E.C., improvements of 1 and 2 percents in promotion and repetition had been observed in years 1996-1998 E.C.

Except the dropout information, the data in grade 7 of Table 8 illustrate that still improvements were there in both repetition and promotion rates by 5% in the years 1996- 1998 E.C. contrasted with the years 1993-1995 E.C.

The data in grades 6 and 8 revealed different facts compared to the other grades in Table 8. Some increasing rates were observed in drop out and repetition; while the promotion rates decreased in both grades. For instance, in the years 1993-1995 E.C. the dropout, repetition and promotion rates in both grades were 12%, 23% and 165% respectively; and in the years 1996- 1998 E.C., the dropout, repetition and promotion rates were 15%, 25% and 160% respectively. Some possible guess like the instability of schools, the administration of examinations etc can be given why these happened.

As a whole, despite the fact that a few deteriorations had been there in grades 6 and 8, considerable students' academic achievement improvements have been observed after the intervention of USAID/BEP- the In-service Teacher education Component to schools in the region. This reality can be proved by the data presented in Table 9.

**Table 9**: Summary of Students' Learning Progress in Sample Schools of the Study.

| Academic year | Enrolled | Dropped out | | Promoted | | Repeated | |
|---|---|---|---|---|---|---|---|
| | | Number | % | Number | % | Number | % |
| 1993- 1995 E.C. | 25280 | 2075 | 8 | 20059 | 79 | 3146 | 13 |
| 1996- 1998 E.C. | 29329 | 2481 | 8 | 23741 | 81 | 3107 | 11 |

**Source:** summarized from Table 8.

As it had been observed in Table 9, 2% in both cases – promotion and repetition rate improvements were registered after the intervention of USAID/Basic Education Program.

On the other hand, dropout was a serious challenge in both times- before and after the intervention of the organization. This shows that a deep research is necessary to dig out the cause.

# Chapter Five

## Summary, Conclusions and Recommendations

The study was designed to survey the contribution of USAID/Basic Education Program –the In-service Teacher Education Component in improving quality of primary education in Oromiya region.

To conduct the study, the following basic questions were raised.

1. What kind of interventions had been used by the component to address the quality issues of education in the primary schools of Oromiya region?
2. What are the opinions of the beneficiaries to the interventions in relation to their contribution of quality education improvement?
3. What additional supports of USAID/Basic Education Program should be there for a better improvement of quality primary education in the region?

To obtain information for the above mentioned questions, data were collected from teachers, directors, education officers, students and education board/PTA members. The data revealed the following findings.

### 5.1 Summary of the Findings

The following major findings were identified in the course of the study:

1. Of the 66 teachers who were certificate graduates, 25 (38%) of them were teaching in 5- 8 grades due to a shortage of diploma graduate teachers;
2. Clustering of schools helped to improve the professional development of teachers and directors;

3. The trainings and materials that were offered by USAID/ Basic Education Program the In-service Teacher Education Component to schools for the improvement of the teaching learning process were helpful. However, teachers had not been satisfied with the trainings at CRC level, which were offered by their colleagues due to the fear that these trainings may not reach them as complete as given at central venue during ToTs. As a result of this, they requested the CRC level trainings to be managed by USAID/BEP-the In-service Teacher Education Component itself. In addition to this, they forwarded their opinions that CRC level trainings should be supported with some basic budgets like stationery and coffee/tea;
4. Although the majority teachers (67%) in sample schools had exercised action research, many of the results of their action research have not been put into practice;
5. The study revealed that teachers and directors were getting continuous professional supports from woreda supervisors;
6. Some improvements of students' learning progress in areas of repetition and promotion rates in grades 4-8 were recorded compared to the base years data (1993-1995 E.C.) after the intervention of the organization (1996-1998 E.C.);
7. In the study, it was found that the problem of dropout was a serious challenge before and after the intervention of the project to sample schools;
8. All teachers, directors and education officers that were included in the study reflected their feelings that there should be

a) Awards for those who performed best in implementing USAID/BEP's objectives;

b) Experience sharing visits across CRCs/satellite schools that are exemplary in their performances; and

c) Continuous trainings for education board/PTA members in relation to their duties and responsibilities.

**5.2 Conclusions**

The conclusions of the study had been made on the bases of the contributions made by USAID/Basic Education Program in relation to the three dimensions of quality education: the input, process and output in primary schools of the region.

These contributions include:

1) In terms of input: it was identified by the study that a considerable teachers, directors and education officers were given different type of trainings in areas of active learning methodology, continuous assessment, action research, instructional leadership etc. In addition to these, materials such as microscopes, duplicating machines, typewriters, chemicals, school pedagogical materials, some recurrent budget (Birr 1,000.00 for each school for one year only) etc. were provide to schools.

2) In relation to process: the organization supported teachers and directors to implement the curriculum using active learning methodology, evaluate learners using continuous assessment, use the human, financial, material and time resources effectively, use action research to solve problems that encounter in the teaching learning process etc.

c) Regarding the output: all things being equal, promotion and repetition rates showed improvement after the intervention of the organization to the schools. Beneficiaries at the grass root level witnessed that all the above mentioned activities of the organization helped to improve the teaching learning process in their respective schools.

Therefore, when the effort of USAID/ Basic Education Program in the primary schools of the region was seen with regard to the three dimensions of quality education, it was encouraging.

### 5 .3 Recommendations

On the bases of the findings obtained and conclusions made, the following are recommended.

1. In order to ensure the improvement of quality education in the USAID/Basic Education Program supported schools of the region for a long term , updating programs/trainings for teachers and directors need to be continued at CRC level in a sustainable and strengthened manner in collaboration with regional teacher Education Colleges, REB and woreda education offices. Furthermore, it will be better if the CRC level trainings are supported with some basic budgets such as stationery, coffee/tea etc. The participation of regional education colleges, the REB and woreda education offices in CRC level trainings will help the sustainability of USAID/ Basic Education Program activities when the organization stops working with the schools.
2. To assure quality of primary education in the region, it will be good if USAID/ Basic Education Program can participate in upgrading those teachers who teach 5-8 grades without the required qualification. The

approach for upgrading can be through distance education or summer programs.

3. To maximize the implementation status of action research results, USAID/Basic Education Program requires working closely with woreda supervisors focusing on the issue. Woreda supervisors or USAID/Basic Education Program officers can attend the implementation of action research results during their school follow up visit programs or through reports.
4. To minimize the rate of dropout in the USAID/BEP supported schools of the region, the organization is expected to take the first initiation in digging out the cause of the issue by the help of a research and implement the result of the research with other partners like REB, woreda education offices and regional teacher education colleges as soon as possible.
5. To strengthen school-community relationships, USAID/Basic Education Program requires offering continuous trainings for Kebele education board/PTA members that help them to exercise their duties and responsibilities in supporting schools.
6. In order to transfer the exemplary works of CRC/satellite schools to other CRC/satellite schools, more attention is needed by USAID/Basic Education Program to initiate and support experience sharing visit programs across CRCs/ satellite schools. This experience sharing visit programs can take place by department heads / selected teachers during semester break or at the beginning of the year.

7. To have a better work in schools and woredas, it is essential for USAID/Basic Education Program to establish an award scheme for best-performed teachers, directors, students and supervisors at the end of each academic year.

## BIBLIOGRAPHY


Academy for Educational Development/ BESO II and Ministry of Education (2005). *Successful Schools in Ethiopia: A study of How Dropout and Repetition Rates Were Reduced in the Primary Education System*. Addis Ababa: AED/BESO II Project.

Academy for Educational Development (2004). *Integrated School Leadership and In-service Teacher Developments Strategies* - (unpublished).

Academy for Educational Development ( ). *How to Help Students Learn More Effectively Using Active Learning Method (grades 1 to 4)*, Addis Ababa: AED/BESO II Project.

Aggarwal, J.C. (2004). *Development and Planning of Modern Education* (8th revised edition). New Delhi: Vikas Publishing House, Pvt. Ltd.

Aggarwal, J.C. (2002). *Theory and Principles o f Education: Philosophical and Sociological Bases of Education*, (12th revised edition). New Delhi: Vikas Pvt. Ltd.

Almack, John C. (2006). *Research and Thesis Writing*, California: Cosmo, Indigo books.

Amare Asgedom, et al. (2006). *Quality in Education, Teaching, and Learning: Perception and Practice* (draft), Addis Ababa: Institute of Educational Research, AAU,

Amare Asgedom, et al. (2002). *Quality of Primary Education in Ethiopia: Proceedings of a National Conference*. Addis Ababa: Institute of Educational Research, AAU.

Amare Asgedom, et al.(1998). *Quality of Education in Ethiopia Visions for the 21st Century: Proceedings of a National Conference.* Addis Ababa: Institute of Educational Research, AAU.

Bastian, M. Joseph (2003). *Universal Primary Education: An Operational Definition for Ethiopia* (unpublished).

Befekadu Gbre-Tsadik (2001). *A Study of Causes of Teacher Attrition in the Selected Regions of Ethiopia (*M.A. Thesis) - unpublished), AAU.

Bekele Tadese (2007). *Instructional Leadership: A Seminar Paper Presented at a Regional Workshop on Instructional Leadership* (unpublished), Adama College of Teacher Education.

Blake, et al. (1993). *The Elements of Technical Writing.* USA:Longman.

Cummings, W. and Dall, F. (1995). *Implementing Quality Primary Education for Countries in Transition.* New York: Jordan Press Foundation.

Development Planning and Research Department -MOFED (2005). *Ethiopia: Sustain Development and Poverty Reduction Program.* Addis Ababa: Ministry *of Finance and Economic Development.*

Cohran, Wiliam G.( 1977) . *Sampling Techniques* (3rd edition). New York: John Wiley and Sons.

Devi, Shakunttla (2003). *System of Education.* New Delhi: R.Kumar.

Elliot, John (2001). *Action Research for Educational Change.* Philadelphia: Open University Press, Milton Keynes.

Erkhun Desta (2005). *Perspectives of National Organization for Examinations on Implementations of Continuous Assessment at School Level in Ethiopia* -A seminar paper presented on a national workshop of continuous assessment (unpublished).

Federal Democratic Republic Government of Ethiopia (1994). *Education and Training Policy*. Addis Ababa: Ministry of Education.

Federal Democratic Republic Government of Ethiopia (1994). *Education Sector Development Strategy*. Addis Ababa: Ministry of Education.

Flippo, Edwin B. (1984). *Personnel Management*. (6th edition). Singapore: McGraw-Hill Book Company.

Fullan, Michael (2000). *Educational Leadership*. New York: Wiley and Sons.

Gay, L.R. and Airasian, Peter (2000). *Educational Research: Competencies for Analysis and Application* (6th ed.). New Jersey: Prentice- Hall,

Gezahegn Gurmu (2001). *Classroom Instructional Problems and Other Constraints as Correlates of School Interruption in East Shoa Zone* (M.A. thesis (unpublished), AAU.

Gibaldi, Joseph (, 2004). *MLA Handbook for Writers of Research Papers* (6th edition). New Delhi: Affiliated East-West Press Pvt. Ltd.

Griffiths, Morwenna (1998). *Educational Research for Social Justice*. Philadelphia: Open University Press.

International Institute for Educational Planning (2006). *Challenges and Strategies to Improve Access, Equity and Quality in Basic Education* (seminar 2). Addis Ababa: AED/BESO II Project and Ministry of Education.

International Institute for Educational Planning (2006). *Leadership and Management –supplementary reading materials* (seminar III). Paris: UNESCO,

International Institute for Educational Planning (IIEP) (2006). *Training in Educational Planning and Management*. Addis Ababa: Ministry of Education.

Internet. http://www.unesco.org/iie whuitt@valdosta.edu (Accessed on Oct 26, 2006),

Internet, http://teacherworld.com/dalescone.gif (Accessed on December12, 2006).

Internet, http://mywebpages.comcast.net/ (Accessed on December 26,2006).

Internet, http://wwwusaid.gov/location/asia-near-east/countries/cambodia (Accessed on January 10, 2007).

Internet, (http://www.usai.gov/locations/sub-saharan.africa/countries/kenya/ (Accessed on January 10,2007).

Joint Ethiopia-UNESCO Team (1985). *Education and Training Projects for Self –Reliance.* Paris: UNESCO.

Koul, Lokesh (1996). *Methodology of Educational Research.* New Delhi: Vikas Publishing House Pvt. Ltd.

Marion, Russ (2002). *Leadership in Education: Organizational Theory for the Practitioner.* New Jersey: Merrill, Prentice, Hall.

Minale Adugna (2005). *Continuous Assessment in the College of Education at Addis Ababa University* –a seminar paper presented at national workshop on continuous assessment-(unpublished).

Ministry of Education and Academy for Educational Development (2006). *Action Research in Primary Schools in Ethiopia*, Addis Ababa: AED.

Ministry of Education (2004). *ESDP II –JRM -final report.* Addis Ababa: Ministry of Education.

Ministry of Education and Academy for Educational Development (2004). *Woreda Capacity Building Program: Course Workbook.* Addis Ababa: AED/BESO II Project.

Ministry of Education (2003). Education Sector Development Program (ESDPI), Addis Ababa: Ministry of Education.

Ministry of Education (2003). *Teacher Education System Overhauls (TESO) - Final*, Addis Ababa: Ministry of Education.

Ministry of Education (2002). *Education Sector Development Program: Consolidated National Performance Report* -2000/2001 (1993 E.C). Addis Ababa: Ministry of Education.

Ministry of Finance and Economic Development (2002). *Ethiopia: Sustainable Development and Poverty Reduction Program*, Addis Ababa: Ministry of Finance and Economic Development.

Njabili, Agnes F. (1999). *Practical Guide for Classroom Measurement and Testing: The Basic Essentials.* Dar Es Salaam: Mture, Publishers.

National Organization for Examinations (2004). *Ethiopian Second National Learning Assessment of Grade 8 Students.* Addis Ababa: AED/BESO II Project.

National Organization for Examinations ( 2004). *Ethiopian Second National Learning Assessment of Grade 4 Students.* Addis Ababa: AED/BESO II Project.

Odharo, Johnson (2004). *Action Research Notes* – (unpublished).

Papworth, Helen (2005). *A VSO CPD Advisor's View of Continuous Assessment in Ethiopia* –a paper presented at a national workshop on continuous assessment (unpublished).

Prasad, Janardan (1995). *School Organization and Management*, New Delhi: Kanishaka Publishers.

Razik, Taher A. and Swanson, Austin D. (2001). *Fundamental Concepts of Educational Leadership* (2nd edition). New Jersey: Prentice Hall, Inc.

Silberman, MEL (1996). *Active Learning: 101 Strategies to Teach Any Subject*. Boston, USA: Ally and Bacon.

Singh, Amarjit (2001). *Classroom Management: A Reflective Perspective*. New Delhi: Kanishaka Publishers.

Tekest Negash (1990). *The Crises of Ethiopian Education: Some Implications for Nation Building*. Uppsala, Sweden: Uppsala University.

Teshome Nekatibeb (2005) .*The Impact of Learning with Mother Tongue on Academic Achievement: A Case Study of Grade 8 Students in Ethiopia* - paper presented to language and development international conference (un published).

The Examinations Council of Zambia (2003). *Learner Assessment for Improved Educational Quality –Sub-Regional Conference on Assessment, the Examinations Council of Zambia*. Zambia: Livingston.

Turner, Rodney and Simister, Stephen J.(2004). *Project Management-A Comprehensive Handbook)*. New Delhi: Gower Publishing Limited.

USAID/Basic Education Program-Oromiya regional Office (2007). *Briefer* (unpublished).

USAID / Basic Education Program (2006). *Annual Progress Report of September 2005- June 2006*. Addis Ababa: Academy for Educational Development (AED).

USAID/BESO II Project (2005). *Performance Management Plan Strategic Objective: Human Capacity and Social Resiliency Strengthened*. Addis Ababa: Academy for Educational Development.

Young, Pauline V. (2004). *Scientific Social Surveys and Research* (4th edition). New Delhi: Prentice- Hall of India Private Limited.

## References in Amharic Language

ማስታወቂያ ሚኒስቴር (1994). *የኢትዮጵያ ፌደራላዊ ዴሞክራሲያዊ ሪፐብሊክ መንግሥት የማስፈጸም አቅም ግንባታ ስተራቴጂና ፕሮግራሞች*. አዲስ አበባ ማስታወቂያ ሚኒስቴር ::

ሥ ርዓተ ትምህርት ዝግጅት ጥናትና ምርምር ኢንስቲትዩት (1994). *የተከታታይ ምዘና መሠረታዊ ሐሳቦች*. አዲስ አበባ ሥርዓተ ትምህርት ዝግጅት ጥናትና ምርምር ኢንስቲትዩት ::

ትምህርት ሚኒስቴር (1998). *የመምህራን ሚና በትምህርትና ሥልጠና ሂደት*. አዲስ አበባ ትምህርት ሚኒስቴር::

ትምህርት ሚኒስቴር (1998). *የትምህርት ቤት ማሻሻያ ፕሮግራም* (ለውይይትና ትግበራ መነሻ የተዘጋጀ የሥልጠና ጽሑፍ). አዲስ አበባ ትምህርት ሚኒስቴር ::

ትምህርት ሚኒስቴር (1996). *ተከታታይ የመምህራን ሙያዊ ዕድገት (CPD) ፕሮገራም*. አዲስ አበባ ትምህርት ሚኒስቴር ::

ያለው እንዳወቀ ሙሉ (1998). ***የምርምር መሠረታዊ መርሆችና አተገባበር***. ክልፋ ስታሚኮች ::

## APPENDICES

### Appendix One

**Addis Ababa University**

**School of Graduate Studies**

**College of Education**

**Department of Curriculum and Teachers' Professional Development Studies**

**Questionnaire to be filled out by Teachers**

**Instructions.** The purpose of this questionnaire is to collect first hand information about the support of USAID/Basic Education Program/In-service Teacher Education Component for the improvement of quality primary education in Oromiya Region.

Your answer to the questions is very important.

Therefore, you are kindly requested to circle the letters of your choices for those questions that are given in a form of alternatives; and short answers for the open-ended questions.

Thank you in advance for your cooperation

**N.B.** Writing your name is not necessary.

**Part One-** Personal information

1. Sex: a) Male b) Female

2. Educational level: a) first degree b) diploma c) 12+ TTI d) $12^{th}$/ $10^{th}$ grade complete e) other (please specify) ----------

---

3. Year of service: a) in teaching----------years

b) As a director --------years

c) In other position------years

4 . The grade level you are teaching----------

**Part Two**: Information related to the supports of In-service Teacher Education Component. USAID/Basic Education Program

1. Do you think that the clustering of schools has contributed any thing to your professional development?

   a) Yes b) No

2. If your answer for question number 1 above is yes, what are the contributions? Please list down some major contributions.

_____

_____

_____

3. The clustering of schools helped to improve the professional development of teachers.

   a) Agree b) neutral c) disagree

4. In which of the following professional development workshops have you participated that were organized by USAID/Basic Education Program centrally or at CRC level in the last 4 years?

   4.1 Active learning methodology- a)Yes b)No

   - Frequency of participation: 1-3 R, 4- 5 R

   4.2 Continuous assessment a)yes b)No

   - Frequency of participation: 1-3 R, 4- 5 R

   4.3 Action research a)Yes b)No

   - Frequency of participation: 1-3 R, 4- 5 R

4.4 Managing large class size a)Yes b)No

- Frequency of participation: 1-3 R, 4- 5 R

4.5 Instructional leadership a) yes b) No

- Frequency of participation: 1-3 R, 4- 5 R

5. The training given on active learning methodology helped to improve the teaching learning process.

a) Agree b) neutral c) disagree

6. The training given on continuous assessment helped to improve the teaching learning process.

a) Agree b) neutral c) disagree

7. The training given on action research helped to solve the problem of the teaching learning process.

a) Agree b) neutral c) disagree

8. The training given on managing large class size helped to improve the teaching learning process.

a) Agree b) neutral c) disagree

9. The training given on classroom management helped to improve the teaching learning process.

a) Agree b) neutral c) disagree

10. Were all the professional courses mentioned above available in your schools before the intervention of BESO Project?

a) Yes b) No

11. What mechanisms are you using to make the teaching learning process active and participatory? Please list down some of the mechanisms that you are using.

5. Have students' academic achievements been improved after the intervention of USAID/BEP-AED/BESO II Project to your school? If so, what is you evidence?
6. Do you receive regular technical supports from woreda education supervisors? If so, how do you evaluate the supports?
7. What USAID/Basic Education Program should improve in the future for further enhancement of quality primary education in your school?

Thank you

**Appendix Three**

**Addis Ababa University**

**School of Graduate Studies**

**College of Education**

**Department of Curriculum and Teachers' Professional Development Studies**

**Interview questions for Education officers**

1. Do you think that schools in your woreda have been organized within 5-8 kilo meters distance?
2. Do cluster resource centers in your woreda have enough skilled and experienced teachers so that they can give professional support to teachers in satellite schools?
3. Do you think that the following professional courses that are given to teachers, directors and education officers by USAID/Basic-Education Program-In-service Teacher Education Component have helped you to give technical supports to teachers in your woreda?
   - Active learning methodology
   - Continuous assessment
   - Action research
   - Instructional leadership
   - Managing large class size

4. How often do you give technical support to teachers in USAID/Basic Education Program supported schools in your woreda?

5. Do you think that the materials distributed by BESO to schools are relevant to improve quality primary education in schools?
6. Are the materials those were distributed by BESO to schools sufficient in quantity and type?
7. What is your opinion to improve the support of BESO in the future? in relation to :
    a. The needs identification and provision of the professional courses mentioned in question number 3 above.
    b. The material support
    c. The monitoring and evaluation
8. Any additional opinion to improve the support of BESO for the improvement of quality education.

Thank you

**Appendix Four**

**Addis Ababa University**

**School of Graduate Studies**

**College of Education**

**Department of Curriculum and Teachers' Professional Development Studies**

**Interview questions for Students**

1. Do you have any information about BESO?
2. If you know BESO, how did you know it?
3. What types of supports are being given by BESO to your school?
4. Are the supports given by BESO to your school helped you to improve your academic results?
5. Do teachers use the allotted time for each subject effectively?
6. Do teachers give you regularly homework and other assignments individually or in a group?
7. Do teachers give you feedbacks to your homework and assignments?
8. In what intervals do teachers give you tests or examinations?
9. Do teachers give you feedbacks on your tests and examinations on time?
10. Do you think that the assignments, homework, tests etc given to you by your teachers improved your academic results?
11. What is your opinion to improve the support of BESO in your school in the future?

Thank You

**Appendix Five**

**Addis Ababa University**

**School of Graduate Studies**

**College of Education**

**Department of Curriculum and Teachers' Professional Development Studies**

**Interview questions for Kebele Education and Training BoardPTA Members**

1. Do you have any information about BESO?
2. If you know BESO, how did you know it?
3. What type of supports has been provided by BESO to your school?
4. You have taken trainings by BESO how to support schools in the last 4 years; currently, in what areas are you supporting your school?
5. In What areas should BESO focus in the future to improve its supports to your school?

Thank you

**Appendix Six**

Checklist

| No. | List of Item | Level of Performance | | | | |
|---|---|---|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | CRC based trainings have been conducted according to their schedule | | | | | |
| 2 | Active learning is implemented effectively | | | | | |
| 3 | Continuous assessment is implemented effectively using different type of formats | | | | | |
| 4 | Remedial actions are there on the bases of continuous assessment | | | | | |
| 5 | Action research has been conducted | | | | | |
| 6 | Conducted action researches have been communicated and implemented | | | | | |
| 7 | The implemented action researches have changed the situations for the purpose they had been conducted | | | | | |
| 8 | The school has annual working plan | | | | | |
| 9 | The school plan has been implemented according to its schedule | | | | | |
| 10 | Teachers have been given technical and administrative supports from the school administration and woreda education office | | | | | |
| 11 | Effective school-community relationship is there in the school | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 12 | All school documents have been arranged in such a way that every body can access easily | | | | | |
| 13 | The school administration has an external relationships with governmental and non-governmental organizations in the area to solve the school problems | | | | | |
| 14 | All reference books (donated by USAID/BEP) have been put in the library; and so that teachers and students use them effectively | | | | | |
| 15 | All laboratory equipment and chemicals (donated by USAID/BEP) have been put in the Lab. and used by teachers and students effectively | | | | | |
| 16 | All SPC materials (donated by USAID/BEP) haven been put in the SPC and utilized properly by teachers and students | | | | | |
| 17 | All committees (related to USAID/BEP activities) and Teachers' study groups have been organized and are working properly | | | | | |

**Appendix Nine**

Action Researches Conducted in the two Sample CRCs of the Study

| Roll No. | Topic of the Action Research | Author/s | Year |
|---|---|---|---|
| 1 | Why grade 7 students of Wolenchiti school get less result in mathematics compared to in other subjects? | Tesfaye Bora and others | 1997 E.C. |
| 2 | Why does Wolenchiti schools use excess materials during final examinations? | Gessse Mengesha and others | 1997 E.C. |
| 3 | Why do teachers in Wolenchiti school dislike teaching profession? | Sadia Nego | 1996 E.C. |
| 4 | Some problems and solutions in implementing student centered method in grade 7 of Wolenchiti school | Alemnesh Dadi and others | 1998 E.C. |
| 5 | The cause of misbehavior of grade 8 students in Wolenchiti school | Fikre Duguma | 1999 E.C. |
| 6 | How to handle books? | Mekonnen Tefera and others | 1996 E.C. |
| 7 | Do all responsible bodies in Bedele primary school play their roles to keep quality of education in the school? | Muluneh and others | 1999 E.C. |
| 8 | Why the participation of female learners decreased in Bedele primary | Abdela and others | 1999 E.C |

| | | | |
|---|---|---|---|
| | school? | | |
| 9 | Why students in Bedele primary school absent from school | Yeshiwork Yesubalew and others | 1997 E.C. |
| 10 | Reasons that hinder grade eight students of Bedele primary school to come with their textbooks to school. | Workineh Bekerie and others | 1997 E.C. |
| 11 | Why do grade seven female students of Bedele primary school fail in mathematics examination? | Beyene Terfa and others | 1997 E.C. |
| 12 | Why do grade eight students of Bedele primary school refuse to do their home works? | Tekalign Waktola and others | 1997 E.C. |
| 13 | Reasons for the repetition of grade eight students in Bedele primary school: the case of 1996 E.C. students. | Alem Supa and others | 1997 E.C. |