



**PRACTICES AND CHALLENGES OF THE IMPLEMENTATIONS
OF SCHOOL IMPROVEMENT PROGRAMS: A CASE STUDY OF
GOVERNMENT SCHOOLS IN ADDIS ABABA**

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**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGMENT**

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LEADERSHIP**

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ADDIS ABABA

DECLARATION

This is to certify that the thesis prepared by ZEWDU CHERNET entitled: “Practices and Challenges of the Implementations of School Improvement Programs: Case Study of Government Schools in Addis Ababa” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Planning and management complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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Signed by the Examining Committee:

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Lists of Abbreviations

SIC_ School Improvement Committee

SIP_ School Improvement Program

Abstract

This study explored the Practices and Challenges of School Improvement program in Government Secondary Schools of Addis Ababa. Descriptive survey method was employed. The subjects in this study were 222 teachers, 8 principals, 24 vice principals and 8 supervisors being a total of 262 respondents. Simple random sampling technique was employed to select respondents of the study. Frequency count, percentage mean, median and standard deviation were used to analyze the collected data. The study used more of quantitative method so that questionnaire, interview and observation were the main instruments of data collection. The result of the study revealed that insufficient preparation of School leader for planning of SIP, lack of evaluation and prioritizing needs, and poor resource utilization practices were identified. Furthermore, insufficient continuous professional training for School Leaders, Lack of Community involvement, lack of moral and commitment of School Principals, Lack of creating horizontal harmony, were the challenges faced on the implementation of SIP. Thus, such situation made it difficult for School Leaders to lead School for improvement. Based on this, it was recommended that Addis Ababa Education bureau take appropriate measures including supply of adequate material and financial support to schools and provide needed training and administrative support for School Leaders and take necessary measures to minimize problems that hinders the implementation of school improvement program, so that they would better be able to lead School for improvement.

Key words: *School management, School leadership, School Improvement Program.*

CHAPTER ONE

1.1 Background of the study

School Improvement Program (SIP) is one of the components of GEQIP and national programs developed by the Ministry of Education (MoE) in 2007 to improve students result at all levels of the school. According to School Improvement Program Manual (MoE, 2011), the main focus of School Improvement Program (SIP) lies on students learning and the learning outcome. Though to ensure quality Education those who are the leaders of schools are responsible for effective learning in schools and school improvement (Biech. 2010; Everard and others, 2004; Kyriakides, 2008; Nigel, 2003; South worth, 2005). Supporting the idea(Kyriakides, 2008) stated that quality Education depend on the extent to which school principals apply leadership in creating and maintaining cooperative efforts among the existing staff and between the school and its community in leading and making the school successful. And the school vision is articulated by school leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders (Bush, 2007).

However, achievement has been registered at access to education and attempt made in optimizing equity since the introduction of GEQIP in 2007 (MoE, 2010) in Ethiopia, there are still many challenges entitled with the implementation of SIP for school improvement. In line with this, MoE (2010) identified challenges such as lack of managerial skills of school leaders, lack of stakeholders, lack of commitment of teachers and principals to school improvement, insufficient participation were identified. And there is present gap between the objective of SIP and skills and competencies of stakeholder and absorbed output. With this reason; it may be difficult to have successes in the SIP and student achievement (MOE, 1999).

Therefore, investigating the currently existing practices and challenges of secondary school principals in leading school for improvement had the vital focus of this study.

According to the explanation of World Bank (2008), there are factors that facilitate the success of school improvements. First, there should be committed leaders to run the school improvement process. Second, SIP by its nature demands collaborative efforts that call for active participation of stakeholders in planning and implementation of plan. In addition to this, Hopkins (1987)

warned that it is difficult to change education even in a single classroom, without also changing the school organization; cooperation of fellow teachers and the endorsement of the school leaders.

The FDRE government has put a policy direction regarding the management and organization of the schools which stated that it will be professional, coordinated, efficient and effective with an overall coordination of the democratic leadership of committees consisting of members from the community (MoE,1994:8) .This suggest maintaining efficiency and effectiveness of principals at all school levels.

It was admitted by many scholars in the field that school leadership is a specialized field which requires deep theoretical knowledge and skills in leadership and management. Therefore, to achieve success in the implementation of school improvement program (SIP), in Ethiopia in general and in Addis Ababa city Administration (AACAA) in particular, it is very important to carry out a research in such a way to investigate to what extent schools have improved them with the high involvement of different stake holders such as teachers, students , parents and the community for professional and effective leadership at secondary schools for overall success of school development plans that initiated the researcher to undertake this study.

1.2. Statements of the Problem

The “Blue Print” for School Improvement Program (MoE, 1999 E.C: 25-26) and the directive for School Management, Community Participation and Finance-Amharic version (MoE, 1994 E.C:30-34) suggest that educational managers should play the significant leadership and supervisory roles in order to ensure schools have the necessary input and are engaged in goal oriented and processes on positive outcomes. The Blue print by MoE (1999 E.C) suggests that the principals should be visionary and play major roles in ensuring sustainable education sector development. In order to achieve the strategic goals set in ETP document, the country has adapted the concept of five-year Education Sector Development Program (ESDP). The main purpose of the ESDP is to improve education quality, relevance, efficiency and equity as well as the promotion of education of girls as a first step to achieve universal primary education by 2015. (MoE,2002). The ESDP IV (MoE, 2010) suggests that a special leadership and

management program has been initiated to build the capacity of school principals and supervisors towards planning and managing school activities.

The targets of ESDP IV are: School leadership and school supervision rendered more effective. Qualifications of teachers will be significantly improved, and increased number of female teachers and leaders at all levels. All schools and resource centers at all levels have principals and supervisors who can satisfy the standard, as a result of which a school management system that ensures education quality will be established, The School leaders and supervisors for grades 9-12 have been academically qualified with master's degree, The teachers G9-12 have been academically qualified with first degree and the share of female leaders will increase by 100% in 2014/15 and Quality of education improved through the implementation of all ICT components in secondary schools. Concerning Quality of school infrastructure and facilities Outcomes: School Environment made more conducive through improvement in school facilities and targeted to standard facilities will increase by 100%, Each school will establish/strengthen provision of separate latrines for both sexes, GER for secondary education will increase from 39.7% in 2009/10 to 62.0% in 2014/15 and 100% in 2020, GPI for GER secondary education will improve from 0.80 to 1.0. However, when we see the achievements of Addis Ababa, It shows still needs improvements as we get information from the reports of ESDP IV and 2017/2009 implementation reports.

This study indicates, the principals who fit standards are 68.3% in Addis Ababa, Secondary Schools which fit the standards' are 80.2%, and drop out is 7.8%, until 2007 E.C. Although when we see the implementation in Addis Ababa the achievement in grade 10 national exam of 2018 (89.3%) score 2 and above, from these 74.2% pass for preparatory level. Although access to education achievement has been registered and attempt made in optimizing equity, since the introduction of GEQIP in 2007 (MoE, 2010) in Ethiopia, there are still many challenges entitled with the implementation of SIP for school improvement. In line with this, MoE (2010) identified challenges such as lack of managerial skills of school leaders, lack of interest in stakeholders, lack of commitment of teachers and principals to school improvement, and lack of participation were few of the challenges identified. Therefore, the purpose of this study is to analyze the practices and challenges of school improvement program and its implementation in selected secondary schools of Addis Ababa City.

A study by Tigistu, (2012) stated that “ large number of vice principals and department heads agreed in high or very high feeling that principals create a strong link between parents and the school to improve the instructions and the students’ academic results”.

The study made by Kumela (2018) stated that “Most of the school principals who are in the leading position did not get adequate educational training in leadership. Even those who are trained also are not effective in leading the Schools. Due to this reason they lack the ability to design vision and coordinate the School Community so as to lead for the attainment of the goals. (MoE, 2007) And MCREL, (1999) point out that School Leadership and Management is the most crucial force in School improvement process owning quality schools that require quality leader ship. According to MCREL without high quality, skilled and sustained leader ship at school as well as at district and policy making levels, school improvement unlikely to be achieved. Likewise, from the indications it can be concluded that the ability and skill of School Principals in sampled schools is insufficient in promoting School improvement program. Hence, to impalement school improvement programs sustainably School Leader capacity has to be needed”

1.3. Research Questions

Based on the problem stated above the study will be design to answer the following basic research questions:

1. To what extent do school leaders make adequate preparations for the implementation of SIP in selected secondary schools of Addis Ababa City?
2. To what extent are the four SIP domains implemented by school leaders in selected secondary schools of Addis Ababa City?
3. How effective are the school improvement programs in improving teaching and learning in secondary schools of Addis Ababa City?

1.4. Objectives of the Study

The Objectives of this study was presented as general and specific objectives.

1.4.1. General objectives

This study will aim at analyzing the practices and challenges of school improvement program implementation in selected secondary Schools of Addis Ababa City.

1.4.2. Specific objectives

The specific objectives of the study were intended:-

1. To examine the extent to which school leaders make adequate preparations for the implementation of SIP in selected secondary schools of Addis Ababa City?
2. To identify the extent to which the school leaders lead the implementation of SIP domains in selected secondary schools of Addis Ababa City?
3. To identify the major Challenges of schools in the implementation of School improvement program in selected secondary schools of Addis Ababa City?
4. To provide recommendation so as to alleviate the major challenges of school leader's that hindering Leading of SIP.

1.5. Significances of the Study

Since the study focus on assessing the practice and challenges of school improvement program and its implementation in government secondary schools of Addis Ababa, the great importance of this study will be for these secondary schools. The findings of this study will contribute in creating better school improvement manuals in turn leads to effective teaching and learning process.

Secondly, the study will be helpful for the administrators and policy makers to promote good governance in the school compound, for educational experts to ensure quality education and for other researchers to initiate and conduct further research studies brings about the following benefits.

- It enables those involved in School leadership Practice to assess the practices and challenges of SIP.
- It contributes as a source of additional information for further research of the subject and creates awareness among concerned members of the society about the status of SIP Implementation.
- Finally, the ultimate issue underlying the study is to initiate schools towards SIP Implementations in the best way.

1.6. Delimitations of the Study

The study aimed to assess the practice and challenges of school improvement program. To make the study comprehensive and manageable, the researcher restricted the scope of his study only in 8 schools of Addis Ababa City. Therefore, the researcher conducted the study only in 8 secondary schools from 58 government secondary schools which are found in Addis Ababa city and selected sample from their respective, teachers', supervisors and school leaders. The findings of the study assessed the practice and challenges of school improvement program and generalized only to the government secondary schools of Addis Ababa City.

Generally, this study will assess the practice and challenges of school improvement program that impacts quality teaching learning process. These effects will arise from school leaders related, community related, supervision rewards and incentives factors.

1.7. Limitations of the Study

During this study researcher face by the following two limitation:-

1. As mentioned above, the study is restricted only in Addis Ababa. Hence, the conclusion and recommendations might not serve for the schools in Ethiopia in general. And being an outsider may limit what is revealed to the student researcher. This may limit the accuracy of the information to be collected.
2. To collect the data the condition (COVID 19) is not good

1.8. Definition of key terms

School improvement program:-is a concept focused in increasing the academic performance of students by conducting self-evaluation on various school domains by improving learning input and the following process (MOE, 2006).

School leadership: the term refers to the capacity to influence others to work together voluntarily in the schools (UNESCO, 2009:11)

School management: the term refers to the process of working with and through the school community to accomplish school improvement aims efficiently and the ability to motivate others to perform the activities which the secondary schools planned to do (Adeyemi and Olusula, 2008:2).

1.9. Organization of the Study

This study organized in five chapters. The first chapter of the study covered the introduction part that includes background of the study, statement of the problem, objective of the study, Significant of the study, limitation, delimitation, operational definition of terms and organization of the study.

The second chapter deals with review of related literature from international and local sources which focus on the details of school improvement program.

The third chapter of the study covered research design and methodology. In this chapter research design, data sources, sampling and sampling techniques, instruments of data collection and methods and procedures of data analysis has discussed.

In the fourth chapter, the collected information or data by data gathering instruments described and analyzed using multiple tables. In the last chapter, summary, conclusions and recommendations given. And finally, reference materials used in the study and annexes attached.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 THE CONCEPT OF SCHOOL IMPROVEMENT PROGRAM

The concept of School Improvement

When it comes to the concept of school improvement, it is complex and difficult to conceptualize with simple terms as it is constantly evolving with differentiated calls for action over time (Potter & Chapman, 2002:7; Hopkins, 2001:3). In the late 1970s and early 1980s, the Organization for Economic Cooperation and Development (OCED) and International School Improvement Project (ISIP) conceptualize school improvement comprehensively as: “A systematic, sustained effort aimed at a change in learning conditions and other related internal conditions in one or more schools with the ultimate aim of enhancing, pupil progress, achievement, development and then accomplishing educational goals more effectively.” This concept indicates the plan to improve the quality of teaching and learning in the school. It also points toward a desire to bring about genuine improvement in student outcomes, an increase in the life chances of learners in the school and to develop attractive conditions in the schools in a systematic and sustainable manner.

Besides, Potter & Chapman (2002:7) and Hopkins (2001:3) argued school improvement as an approach to education change whereas the definition of ISIP rested on a number of assumptions:

- **The school as a center of change:** this means that external reforms need to be sensitive to the situation in individual schools, rather than assuming that all schools are the same. It also implies that school improvement efforts need to adopt a classroom-exceeding perspective without ignoring the classroom.
- **A systematic approach to change:** school improvement is a carefully planned and managed process that takes place over a period of several years.
- **A key focus for change is the internal conditions of schools:** these include not only the teaching/learning activities used in school, but also the schools’ procedures, role allocations and resource use that support the teaching and learning process.

- **Accomplishing educational goals more effectively:** educational goals reflect the particular mission of schools, and represent what the school itself regards as desirable. This suggests a broader definition of outcome than student scores on achievement tests, even though for some schools these may be pre-eminent. Schools also serve the more general development needs of students, the professional development of teachers, and the needs of its community.
- **A multi-level perspective:** although the school is the center of change, it does not act alone. The school is embedded in an educational system that has to work collaboratively or symbiotically if the highest degrees of quality are to be achieved. This means that the roles of teachers, school heads, governing bodies, parents, support people, and local authorities should be defined, harnessed and committed to the process of school improvement.
- **Integrative implementation strategies:** this implies a linkage between top down and bottom up, remembering, of a course, that both approaches can apply at a number of different levels in the system. Ideally, top down provides policy aims, an overall strategy and operation plan; this is complemented by a bottom up response involving diagnosis, priority goal setting and implementation. The former provides the framework, resources and a menu of alternatives; the latter, energy and school-based implementation.
- **The drive towards institutionalizations:** change is only successful when it has become part of the natural behavior of teachers in the school. Implementation by itself is not enough.

The above of assumptions of school improvement highlight is the fact that improvement strategies must be well planned and managed over a relatively long period. In this case, schools are expected to become effective and need to focus their efforts on systematically enhancing their own ability to run, transform and maintain the impetus for change. This shows that school improvement is about enhancement in the lives of students and the role of the school in supporting the students to attain their educational goals in an organized, systematic and a focused approach.

2.2 School effectiveness and School Improvement

Harris (2005:2) justified school effectiveness and improvement as that school effectiveness ensures that learners achieve outcomes, while school improvement is about changing conditions so that learners can achieve as expected. The indication is that both processes have related objectives, but are realized in a different way. Besides, studies on school effectiveness run matching to that on school improvement. That is, school improvement is a repeated process of enhancing the effectiveness the school (Macbeath & Mortimore 2001:5). As Beare (1989:11) school effectiveness is defined as the process by which the school accomplishes its objective. Macbeath and Mortimore (2001:9) again verified that school effectiveness is a process that includes effective teaching. This concept views school effectiveness as a process that determines how well the school enhances learners' achievement through effective teaching, leadership, management and governance. Beare, Caldwell and Millikan, (1989:11) explained that when an organization accomplishes its specific objective, it said to be effective which is associated with learner attainment and how well the school functions. Besides, Teddlie and Reynolds (2000:23) described school improvement as a process by which schools implement change towards perfect condition, to be a process with the long term goal of moving towards an ideal type of a self – renewing school. Ainscow, Dayson, Godrick & West (2012:198) explained that School improvement is educational change/ reform that aim to create an environment from which students can gain the best experience. The authors' further make clear that if students learn in a favorable and encouraging environment their achievements will be maximized that needs exerting all coordinated efforts by all stakeholders. It may take place in a context where the schools work under complex situations which are within the schools, between the schools and beyond the schools. The schools which are considered as being effective, there are non-compulsory elements which have become the focus of schools in the areas of elements such as: a central focus on teaching and learning; a commitment to meaningful professional development; distributed forms of teachers/ leadership (Harris and Muijs, 2005:132). This idea indicates that school should focus on teaching and learning and make it effective so as to improve the students' results. School effectiveness could also indicate how well the school is managed by the principal, how well parents and the community are involved in its activities, and how well the school is known (Hajnal, Walker & Sackney, 1998). While, the school improvement program, in

Ethiopian context, is designed to assure quality of secondary education (9-10) by mainly focusing on school improvement processes which are meant to enhance school effectiveness (MOE, 2009:15). Unless, there is constant improvement school effectiveness is doubtful. For the purpose of this study, school improvement will be assumed to mean the effort aimed at to change learning conditions and to enhance students' progress, achievement, development and to bring about secondary education goals more effective in Addis Ababa.

In sum, school effectiveness is constantly achieved through the school improvement process, which fosters change for the school to attain its objectives; it is therefore important to contextualize the concept of school improvement program. Thus, the school improvement domains indicted below are expected to result in school improvement which enhances school effectiveness. The next paragraphs present a brief history of school improvement at a global level.

2.3 A Brief History of School Improvement by phase at a Global Level

The reform of education has been on the educational agenda since 1960 and the early 1980s, due to globalization where education has occupied governments focus (Hopkins, 2005:15). By the 1990s, governments around the world were seriously implementing agenda for educational improvement across schools and systems.

As Hopkins and Reynolds (2001:45) explain, there were five distinct phases of school improvement in the past five decades as follows:

A) Phase One

The first phase of school improvement was the period of free floating during the 1970s and the early 1980s rather than representing a systematic and programmatic approach to school change. The main focus of this phase was organizational change: school self-evaluation and ownership of change by individual teachers and schools (Townsend, 2007:44). The school improvement program practiced in this period was fragmented both in conception and application. As a result, school improvement practices did not have much impact upon classroom practice (Reynolds, 1999:123). Furthermore, Hopkins (2001:33) underpins that in the phase of the 1980s, school

improvement was paying attention to individual schools, groups of students or teachers. This was followed by phase two of school improvement as follows.

B) Phase Two

The second phase of school improvement started in the early 1990s, and the focus was on the interaction between school improvement and school effectiveness in communities. In this regard, Desimone (2002:45) notes that the second phase of school improvement was facilitated by more systematic interaction between school improvement and school effectiveness research communities. Teddlie and Reynolds (2000:146) and Joyce & Showers (1995:47) explain that this merged perspective brought significant changes, which represented a knowledge base about what works at school level to enhance student achievement and focus was also an organizational and classroom change as reflected in approaches towards staff development premised upon models of teaching. Furthermore, school improvements were alert on the classroom level as well as the school level. This phase was typified by providing schools with guidelines and strategies to promote classroom level change (Vinovskis, 1996:32; Joyce & Showers, 1995:133 cited in Hopkins, 2001:17) and governments starting to play a more active fundamental role in school improvement. Additionally, a „whole school design“ approach became common with the focus on curriculum and instruction as well as management and organizational variables (Slavin, 1996:43; Hopkins, 2005:18) and on a broad set of principles for organizational change and development (Hopkins, 2001:19). This was followed by the third phase of school improvement as follows.

C) Phase Three

In many countries numerous resources have been targeted at programs and projects aimed at improving schools and raising standards of performance. The evidence supporting the relationship between school improvement and increased student achievement remains weak and contestable. As Hopkins (2001:22) noted, “the achievement gap between pupils from disadvantages backgrounds that seemed initially to narrow in the late 1980s stayed the same or widened again in the 1990s raising alarm among national governments in Canada, England, and the United States.” The third phase of school improvement has arisen because of the relative failure of existing school improvement approaches to make a difference to schools on a large

scale. In response to the previous limitations, the third phase of school improvement attempted to draw upon its robust evidence and to produce interventions that were solidly based on tried and tested practices. Programs of improving quality education for all in the schools (IQEA); High Reliability Schools (HRS); the Manitoba School Improvement Project (MISP) and the Dutch National School Improvement Project were all examples of projects in this third phase (Reynolds, 1996:33; Hopkins, 1994:45).

Nevertheless, if one looks at these examples of third wave of school improvement as a group, it is clear that there has been an enhanced focus upon the importance of pupil outcomes. Instead of the earlier phase two school improvement that emphasized changing the processes of schools, the focus of third phase school improvement was upon seeing if these changes are powerful enough to affect pupil outcomes (Townsend, 2007:43). Hence, the learning level and instructional behaviors of teachers have been increasingly targeted for explicit attention, as well as the school level. This was followed by the fourth phase of school improvement.

D) Phase Four

Phase four of school improvement was largely concerned with system level changes through collaboration and networking across schools and districts (Harris, 2008:76). Harris further suggests that district reform and network building (including professional learning communities) need to occur side by side, and they need to be linked. It was also characterized by building capacity for learning at local level, with the key features of professional learning communities and networks; and recognizing the importance of leadership in the school improvement program (Reynolds, 2001:17; Harris & Lambert, 2003:26). A desire to link school improvement to student learning outcomes was the main goal during this phase, which was pursued with varying degrees of intensity. This has included a much richer and deeper appreciation of what the transition from a system based on teaching to one that embraces learning actually implies (Stoll, 2008:45). Such a system doesn't neglect the achievement of learning outcomes, but provides evidence that learning can make a difference to school improvement (Watkins, 2010:12). This phase reflects the growing recognition of the nested nature of the school in systems and the frustration, especially of policy makers, of scaling up and transferring more quickly the advertised success stories of individual school reform. To speed the school improvement process, system changes

are occurring at two levels as system changes at national or state level, and renewal and redefinition of the role and work of local education authorities (Harris, 2005:77). This was followed by the fifth phase of school improvement.

E) Phase five

This phase of school improvement focuses on systematic improvement. In the last decades, we have begun to learn far more about the features of an effective educational system, but we are now only beginning to understand the dynamics of improvement at system level (Townsend, 2007:47). The review of the broader international school improvement experiences is intended both to confirm the trends identified in the previous phases and also to highlight the importance of international comparisons and learning from international experiences that is at the heart of the fifth phase (McKinsey, 2010:74). Two points are critical here; the first is the move from individual to local and now to systematic approaches to school improvement; and second the evident proposition that we can learn about system change only by studying systems and working on how to improve them (Watkins, 2010:7). This is from secondary analysis such as that of Fenton (2009:34): *Lessons Learned: How good Policies Produce better Schools* and the (McKinsey, 2010:75) studies: *How the World's most Improved School Systems keep getting Better*. Phase five of the school improvement program is characterized by an approach towards systemic improvement with the key features of the influence of the knowledge base and the impact of international benchmarking studies; and differentiated approaches to school and system reform (Townsend, 2007:49). Watkins (2010:10-11) explains that phase five was mainly focused on the idea that school improvement is emerging and largely connected with system level changes through collaboration and networking across schools and systems. That is, it is necessary to maximize the benefits of networking, as networking may have its strongest impact if there is a close interface between networking with improving schools through system wide and system change efforts especially at the local authority or school district level. Accordingly, in phase five, as Hopkins (2005:13) describes, authentic school improvement program approaches are:

Achievement focused – focus on enhancing student learning and achievement, in a broader sense than the mere examination of results or test scores;

Empowering in aspiration – that intends to provide those involved in the change process with skills of learning and “change agent that will raise levels of expectations and confidence throughout the educational community”

Research based and theory rich - that bases their strategies on programs and program elements that have an established track records of effectiveness, which research their own effectiveness and connect to and build on other bodies of knowledge and disciplines;

Context specific – that pays attention to the unique features of the school situation and builds strategies on the basis of an analysis of that particular context;

Capacity building - aims to build the school conditions to support continuous improvement;

Enquiry driven – which appreciates the reflection in action is an integral and self- sustaining process;

Implementation oriented – that takes a direct focus on the quality of classroom practice and student learning;

Externally supported – that builds agencies around the school and provides focused support, and creates and facilitates networks that disseminate and sustain „good practices“; and

Systematic – that accepts the reality of centralized policy context, but also realizes the need to adapt to external change for internal purposes, and to exploit the creativity and synergies existing within the system.

These practices represent a new approach to initiating and sustaining the school improvement program implementation processes and outcomes in the education system at all levels. In this study in relation to phase five the authentic school improvement program approaches will be considered to connect with school system level changes, collaboration and networking across the education system and in particular in secondary schools in the current practices. From the above concepts we can conclude that School improvement program in different countries share common aims, objectives and characteristics. Rabichund (2011:91) argued that the goals and intention of school improvement program have certain similarities across the world. The education sector development programs in different countries have identified different models,

domains and /or characteristics of school improvement. For example, the Australian school improvement model addresses four domains of school improvement as learning and teaching; leading and managing; student environment and community involvement (ACT Department of Education and Training, 2009:3).

2.4. School Improvement Program (SIP) Implementation in the Education System of Ethiopia

According to the Ethiopian Ministry of Education (GEQIP, 2008:34-41), the school improvement program in secondary schools was designed to ensure the following outcomes:

- Students make successful transition from school to work and further study and all students are engaged in and benefit from schooling;
- Students in schools are exceeding the national standard;
- Schooling promotes the social inclusion and reduces the educational disadvantage of students in secondary school;
- Provide physical inputs such as teachers, text books, school health and other services necessary if quality of education is to be improved;
- Create incentives that lead to better instruction and learning.

Hanushek and Woessmann (2007) cited in (GEQIP, 2008:42) identify key factors that enhance the quality of education and these are choice and competition between schools, school autonomy, school accountability, increased school resources and local management to improve teaching and learning. The school improvement approach starts with schools and their stakeholders undertaking a self-assessment to identify their goals, followed by the development and implementation of a school improvement plan. The schools are also required to maintain information/data on the effectiveness of their plans (GQEIP, 2008:12). The improvement methodology is critical in strengthening the planning and utilization of the school grant and other recourses, which in turn will realize measurable gains in school performance and the quality of education (MOE, 2008:44). In line with above ideas, the purpose of the school assessment is to

review where the school is currently at and to identify the areas that are most in need of development, and identify school improvement domains like school leadership and management, the learning and teaching process, learning environment, and parents and community involvement. Within each domain, focus areas have to be highlighted and standards of performance have to be indicated. Indicators of practice have to be provided for the school to evaluate its performance in relation to each standard. The schools have to rate themselves by all stakeholders in the assessment (i.e., teachers, students, parents and community) to know its strengths and weaknesses for each standard (GEQIP, 2008:47). Therefore, if weaknesses are noted then priority will be given in terms of importance for the purpose of the school development plan.

According to the Ministry of Education (2008), training and materials in school improvement methodology were provided to the Regional Education Bureau's district education offices and schools. In particular, schools were instructed on how to use the self-assessment instruments and how to apply the findings to develop a school improvement plan. The Ministry of Education (MOE, 2008:42) also states that the school improvement program (SIP) component of the General Education Quality Improvement Program (GEQIP) will be implemented through following two mutually reinforcing priority program. That is, the school improvement program was designed to assist schools to identify priority needs through a process of self-assessment, develop an effective and practical school improvement plan to address those needs, and then monitor and assess implementation. The school grants program entails the provision of additional resources to schools to support implementation of the school improvement program (SIP), as well as realize measurable improvements in the quality of education service provision (MOE, 2008:6-10). According to the Ministry of Education (GEQIP, 2008:48), the management of the school improvement program implementation will adhere to the following steps: after receiving training, schools will conduct a self-assessment identifying areas where improvements may be made. A school improvement committee will be created and provided with data from the self-assessment exercise including prioritized needs. The school improvement committee and key stakeholders will create a school improvement plan which contains possible solutions to and budgets for the problems identified. Then, throughout the school year, each school is expected to monitor and evaluate operations. The Ministry of Education (ESDP IV, 2010:12-17) also

outlines that the standards of framework for the school improvement program implementation strategies include the following:

- ❖ Teachers have to have professional competency, and participate in continuous professional development (CPD) in order to learn new knowledge to apply in the classroom;
- ❖ Teachers have use active learning methods in the classroom to realize improved learning results;
- ❖ Teachers have to achieve measurable improvements in student results;
- ❖ A range of assessment methods must be used in each grade to assess student learning,
- ❖ Teachers have to provide extra teaching support to underperforming students;

These domains are exactly the same to the school improvement program domains identified by the Ethiopian Ministry of Education which are in detail discussed in chapter one and two of in the system of education sector development program of Ethiopia. Here the schools in Ethiopia at all levels are expected to see to their own needs in line with the four domains which have actually been identified by concerted efforts of Ministry of education and other stakeholders in the country. The Ethiopian Ministry of Education (MOE, 2008 41) lay emphasis on the domains where all the schools conduct self – evaluation with the participation of the stakeholders, and identify their own school improvement needs similar to the Australian Model. That is, all schools in the country follow steps like by setting their priorities and then they develop a school improvement program plan and implement the plan (See Figure - 2 stages of school improvement program development plan (adapted from MOE, 2010:7). Furthermore, Khosa (2010:2) argued that the philosophy of the South African school improvement model incorporates many dimensions about what should be taken into consideration while initiating school improvement programs. The South African education system experienced that side - by-side setting the approaches to improve schools is imperative to think of strategies of school improvement program. Tsedisco, (2011:93) for example showed that in the South African experiences school improvement program attempts to enhance school improvement but the analysis of the projects showed that very little improvements was actually registered at schools.

Additionally, in South African perspective Khosa (2010:3) discusses school improvement initiatives without ambiguity based on the principle of management by fact, developed through the full participation of the school community, and implemented by making the necessary resources available, can achieve the intended target in specific schools as well as in the South African education system. Then, from South African Education system experiences we can infer that school improvement should be initiated based on evidence, that is, there must be stakeholders' participation, and a need to have adequate resources of various kinds. Opposite to the above discussed literature, relation to Australian and South African experiences Abebe (2014:27) verifies that with regards to authentic school improvement implementations in Ethiopia, there are problems with current school improvement program interventions that include:

A failure to embed school improvement initiatives within a contextual and diagnostic analysis of the school;

Lack of focus upon the level of the classroom and the primacy of instruction;

A neglect to consider differences between schools and the need for more accurately targeted programs focused upon the particular growth states of schools;

The continuing need to understand the complex dynamic between structure and culture in school reform; and the necessity to focus not just on how innovation impacts on schools, but how such innovations can move up to scale and impact on many schools and systems (Abebe, 2014:27).

Consequently, it becomes vital to realize some models and strategies of school improvement which are discussed below in detail this study. Hence, the objective of the study was to identify challenges of school improvement program with regard to the result of school improvement programs in Addis Ababa on the effectiveness in secondary schools and to come up with conclusions that will help everybody concerned to understand the reality regarding what has been achieved through the school improvement program in secondary schools (9-10). Therefore, the study aimed at identifying the outcomes of school improvement program on the secondary schools function and to classify issues for discussion to help educators and other concerned

bodies understand the results of the program at secondary school level. The next paragraphs present the principles of school improvement programs.

2.5. Principles of school Improvement

The school improvement process is a systematic approach that follows its own principles. Luneburg & Ornstein (1991:124) cited in MOE (2010:15) have listed the following guiding principles that need to be followed in the school improvement process as listed below:

- Schools should employ a set of goals and mission which are easy to understand;
- Student achievement must be continuously checked and evaluated;
- Schools need to help specially the low achievers need to be tutored and enrichment programs should be opened for high talented students;
- Principals and staff should actively be involved in continuous capacity building to update their knowledge, information and to develop positive thinking;
- Every teacher needs to contribute to successful implementation of the school improvement program;
- Teachers must be involved in staff development by planning and implementing the school improvement program;
- School environment has to be safe, healthy and pupil friendly;
- School community relationships should be strengthened so that community and parents need to be involve in school improvement program implementation;
- School leadership should be shared among staff, student and parents.

In line with the school improvement principles above the study will weigh up the practices and challenges of current school improvement program implementation in secondary schools (grades 9-10) of Addis Ababa.

2.6. The Types of School Improvement Programs

There are three major types of school improvement program known by different countries. These can be characterized by the initiator of improvement efforts (whether it came from within the school or outside) and the perceived need for improvement (felt by the school or defined by others (Sally, 2013:21). These are:

- Bottom up programs – improvement programs fully initiated and implemented by the school, for example in Finland;
- Top down programs – external improvement programs forced on the school, including improvement programs supplied to schools with low results, aimed at solving the troubles that determined the low results, for example in Italy;
- Mixed programs – improvement programs initially developed by external agents but subsequently voluntarily implemented in schools or adapted by them, for example, in Portugal where schools have some freedom to adjust nationally prescribed programs to their own contexts and needs.

According to Sally (2013:10) there was no linear relation between the types of school improvement program and educational system in a country. Abebe (2014:37) argued that it would be far too simplistic to say that relatively decentralized countries only have bottom up school improvement, while relatively centralized countries only have top down school improvement programs. Sally (2013:20) verified that countries moving from a centralized system to a more decentralization one did not automatically show a mixed approach to school improvement.

In theory, all types can occur in all countries, although the bottom up approach is more likely to be found in countries where schools have some freedom to make their own decisions; however, freedom of schools does not guarantee effective „boom-up“ school improvement (Sally, 2013:21; Abebe, 2014:37). The type of school improvement program that a school is involved in has consequences for the occurrence and the influence of the particular factors explored. For example, readiness for change and school ownership of school improvement tends to appear

more frequently in bottom-up approaches (Workneh & Tassew, 2013:20). The types of school improvement we examined, therefore, did not lead to totally different sets of factors that may explain effective school improvement programs, but the role that these factors played in a specific situation varied. It was important for us to keep this context specifically of school improvement efforts in mind in interpreting the influence of factors included in the effective school improvement (Sally, 2013:14; MOE, 2010:5). Since the Ethiopian government follows the top-down approach to school improvement programs to get better results from schools aimed at solving the difficulty, this study will verify the results that have been seen in the education system of the country at secondary schools secondary schools" school improvement programs in Addis Ababa.

2.7. Leadership and school Improvement Initiatives

For the past decades, school leadership was believed as a single task of a school director or a person who was responsible for the activities of the school. Gradually, however, it took a comprehensive meaning. Focusing on a single person's decision becomes no more valid, rather it has become a broader and inclusive of various stakeholders who have the concern for the benefit of their children is willing to take an active participation in schools yet hold the key position in school leadership. On the other hand, the issue of leadership for the improvement is a fashion of the day on the research and policy agendas of many developing countries. In this regard, researchers and practitioners have a great deal to say about the significant role of school leadership in the process of school improvement program (SIP).

2.7.1 A paradigm shift in school Leadership

Since the introduction of modern education, school management has been exercised in different ways in various parts of the world. Many scholars have mentioned that the earliest of these ways of leading schools were referred to traditional management theory. Boyd (2002) defined leaders in traditional leadership as those who follow hierarchical structures. Serrgiovanni (2001) also characterizes the traditional management theory as the management and leadership that needs to bring about a fair days work for a fair day's pay ' but not for transcending this minimum contract to achieve impaired and extraordinary commitment and performance in schools are different. It is associated with bureaucratic rule and personal authority. Hence a leader relies on

controls, procedures, and regulations that do not inspire workers or followers. As school environments change, traditional management began to receive critics from scholars. So some sort of change in the context of leadership became eminent. Jamson (2006) also rejects the relevance of traditional management by saying that the twenty – first century is about organizations that enable through systems and processes and move us away from a hierarchical, parochial, and old – fashioned form of leadership. As a result, many countries began to shift in a new paradigm. The major implication of this paradigm shift was that the new leadership would have multi-levels of leaders, such as the individual, group and school levels.

Furthermore, multiple categories of leaders including not only principals and administrators but also teachers and even students and other constituencies. This expansion of leaders can reflect the current needs for ‘ ‘ distributed leadership ‘ ‘ or ‘ ‘ participative leadership ‘ ‘ in the complicated and demanding educational environment.

2.7.2. School Improvement Initiatives

Improving the quality of education is the hot issue in various parts of the world. In response to this, different countries have launched various initiatives for quality of education. Among these countries Ireland and Australia are the best examples. Ireland, raising schools standards Initiative (SSI) which focused on improving the identified weak schools. And Australia launched school Excellence Initiative (SEI) which aims at improving the quality of education by making schools to attain high standards in students learning. Regarding to quality education, Federal Democratic Republic of Ethiopia (FDRE) has focused on providing quality education and the Education & Training policy (ETP) of the 1994 paved a way for further quality of education. Based on objectives of ETP, the Ministry of Education (MoE) raised initiatives to improve quality of Education. This initiative called: General Education Quality Improvement Program (GEQIP) of 2007 which consists six programs. These are:

- (1) School Improvement Program (SIP)
- (2) Teachers Development Program (TDP)
- (3) Leadership and Management Program (LMP)
- (4) Curriculum Improvement and Implementation Program (CIIP)
- (5) Civic and Ethical Education Program (CEEP) and

(6) Information and Communication Technology (ICT) program.

According to Stall and Fink (1996) school effectiveness studies use factors correlating to students' achievements, overall development including social aspects. From this statement, we can understand that the knowledge of school effectiveness is very important for school improvement. Therefore, schools need to link school effectiveness with school improvement to provide quality education.

2.8. Major domains and Elements of School Improvement Program

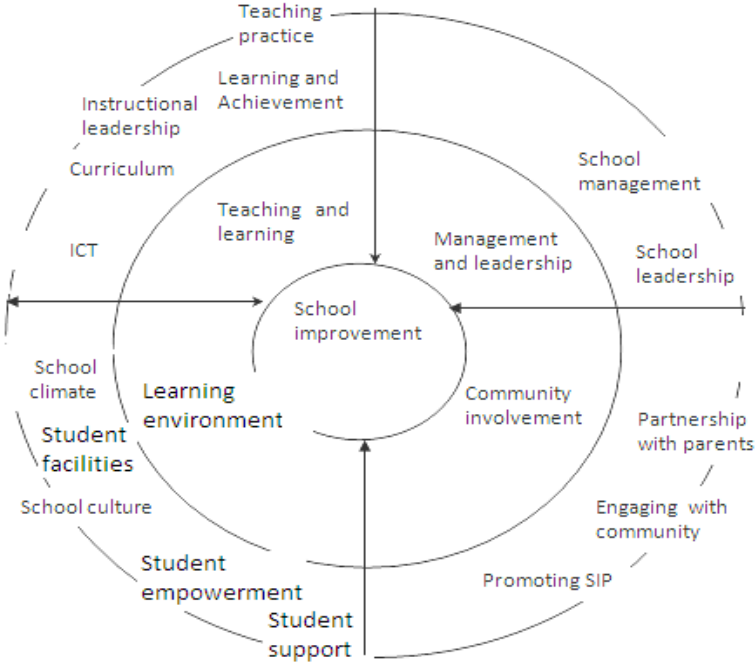
School improvement needs to be planned and managed to take place over a period of several years. Then has it to be related to the schools' procedure, role allocations and resource use that support the teaching and learning process (Hopkins, 2005:10-12). Professional development of teachers and needs of the community are also features of school improvement. School principals, teachers, school governing bodies, parents, administrative staff, and local authorities should be harnessed and committed to the process of school improvement. School improvement will be successful when it has become a part of the natural behavior of teachers and all stakeholders in the school (Townsend, 2007). This requires making all school activities contribute to raising broad student outcomes. The broad outcomes of learning encompass: academic, social, emotional, cultural and environmental outcomes (ACT, 2009:1-7). The school capacity determines the provision of quality learning for all students. Thus, schools need to apply learning for all students. Therefore, schools need to apply best practices in terms of four domains and twelve elements to provide quality education for all students, listed as follows.

Table 1: Domains and elements of school improvement program

No.	Domain	Element in the domain
1.	Teaching and Learning	a. Teaching practice b. Learning and assessment c. Curriculum
2.	Leadership and Management	a. Strategic vision b. Leadership behavior c. School Management
3.	Conducive School Environment	a. Student focus b. Student empowerment c. Student support
4.	Community participation	a. working together with parents b. Involving the communities c. Promoting education

(Tekalign, 2016 P.32) Modified by the researcher)

Figure 1 - This figure is adopted from *Managing the Learning Environment* (Briggs, 2001:186); and the Australian Capital Territory School Improvement Planning Frame Work (ACT, 2009:6).



CHAPTER THREE

RESEARCH DESIGN AND METHODS

This chapter encompasses the research design, description of the study area, method, data source sampling and sampling techniques, procedures of data collection, analysis and ethical considerations. Research method shows the approaches how research problems are solved systematically and how to select appropriate and relevance methods of analysis so that it helps to understand the scientific way of doing a research.

3.1 Research Design

The main purpose of the study was to assess the practice and challenges of school improvement program and its implementation in Addis Ababa. In the study, the researcher chose descriptive survey for its appropriateness to collect the current information. It is concerned with condition or relationships that exist, opinions that are held, processes that are going on and effects that are evident. Descriptive survey is widely applied in the discipline of social science researches when gathering detailed data or facts from large population as stated by Best and Kahn (2004). As a descriptive research, the study focused on the results from questionnaire and was supported by data from qualitative tools.

3.2. Research Methods

The researcher used mixed method approach, the quantitative approach asks specific, narrow questions, and collects quantitative data from a large number of participants; analyses these results using statistics; and conducts the inquiry in an unbiased and objective manner. It attempts to quantify variables of interest where questions must be measurable (Creswell, 2012:3 and Gibbs, 2007:3).

Quite the opposite, the qualitative approach in mixed research methods is a type of research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words or text from participants; describes and analyses these words and theme; and conducts the inquiry in a subjective, biased manner (Creswell, 2003:20; Creswell, 2012:3).

Thus, the mixed research method design is used when both quantitative and qualitative data together provide a better understanding of our research problem than either type by itself. It is also used when one type of research (quantitative or qualitative) is not enough to address the research problem or answer the research questions (Creswell, 2012:7-9). Gibbs (2007:3)

3.3 Sources of Data

For this study the researcher used both primary and secondary sources of data.

The primary sources of data used in the study were teachers' school principals, vice principals and supervisors through questionnaire and structured interviews for supervisors and principals. The researcher used both closed and open ended questions to get available information.

Secondary sources of data were from school documents and reports from their record offices. The documents reviewed were supervisor reports, school annual and quarter reports. In addition to this, synthesized information was obtained from Sub City education office and from Addis Ababa education bureau annual educational statistics.

3.4. Sampling and Sampling Techniques

3.4.1 The Population and Sample Size

The total populations of the study from 58 government secondary schools which are found in Addis Ababa were 520 teachers, 8 principals, 24 vice principals and 8 Sub- City level supervisors from the selected 4 sub cities.

3.4.2 Sampling Techniques

To determine the sample size of the study area the researcher used Raosoft sample size calculator software with 95 % confidence levels. The reason for using this formula is because it is valid for survey researches which combine large population. Moreover, the population under investigation is homogenous in its socio-economic and geographic context and the formula enables to get manageable sample size. (www.raosoft.com)

Total population of teachers 520

Recommended sample 222

Out of 520 secondary school teachers from 8 secondary schools, 222 respondents were selected from these schools by employing stratified random sampling which can be carried on by grouping teachers based on their age, service years, sex and departments using equal ratio.

All the eight secondary school supervisors of the Sub City were taken by availability sampling and all of the 32 school leaders (8 principals and 24 vice principals) were included in the sample. This is because they are so close to the issue of the study in that they are the official authorities as one of the main data sources. All school principals and supervisors selected decisively to carry on an interview so that it was used to compare the responses on the questionnaire with that of the interview.

The sampling and sampling technique of each group of respondent from the sample schools were displayed in Table 2 below.

Table -2 sampling and sampling techniques of respondents

Sample Secondary school	Teachers		Principals		Vice principals		Supervisors	
	Total	Sample	Total	Sample	Total	Sample	Total	Sample
Africa Hibret	54	23	1	1	3	3	1	1
Delber	71	30	1	1	3	3	1	1
Hedassie	65	28	1	1	3	3	1	1
Medhaniyalem	80	34	1	1	3	3	1	1
Yekatit 23	70	30	1	1	3	3	1	1
Delachin	61	26	1	1	3	3	1	1
Kollfe	67	29	1	1	3	3	1	1
Asko	52	22	1	1	3	3	1	1
Total	520	222	8	8	24	24	8	8
Sampling techniques	Stratifying random sampling		Availability sampling		Availability sampling		Availability sampling	

3.5 Instruments of Data Collection

The data from the respondents were collected by using questionnaire. In addition, interview was held with the principals and supervisors and document analysis was employed for the study to be held in depth and detail the one that best represent their opinion. Whereas open ended questionnaires have some limitation, because they are difficult to code and analyze moreover some respondents may have difficulty in expressing themselves in their own words.

Since all respondents were secondary school teachers, principals, vice principals and Supervisors, the questionnaires which had five parts were prepared in English. The first part was used to get background information about respondents; the second part to learning and management domain the third was about teaching and learning domain, the fourth was about conducive school environment domain and; the fifth part was community participation domain for school improvement program.

3.5.1 Questionnaire

A questionnaire was developed being the main instrument to seek information and opinions of teachers, principals, vice principals and Supervisors, about the practice and challenges of school improvement program and its implementation in Addis Ababa. Kaul (1996) suggested that questionnaire is widely used in educational research to obtain information about certain condition.

3.5.2 Interview

In qualitative research, interview is a prominent instrument of data gathering (Creswell, 2009). The interview was conducted as friendly dialogue (conversation) since it creates friendly atmosphere to get the real factor. Participants who are concerned to be interviewed were given the opportunity to see the basic interview schedule prior to the interview in order to have time to consider their responses.

Document Analysis

For this study different documents like , Addis Ababa education bureau annual abstract 2008 E.C and 2010 E.C , strategic plans of school , strategic planes of the Sub City education bureau were analyzed.

Validity

In this study, survey items, and the items about the background information were reviewed for content and clarity by experts in the field. To be sure of the face validity, senior colleagues and experts invited to provide their comment. Feedbacks on the instruments were also solicited from the student researcher's advisor. Finally, all accepted comments and feedbacks included in the final version of the instruments

Reliability

To ensure the reliability of the instrument the student researcher takes pilot test in Dandii Boru School which is not included in the sample of the study. All of the survey questions to be designed for this study tested on teachers and school leaders. The reliability of the questionnaire tested in Dandii Boru School by taking 20 (6 female and 14 male) teachers and 2 school principal and vice principal as a sample. Researcher prepares 37 items for pilot test and 3 items which have a problem of clarity removed. After the pilot test, some corrections have made. The refine 34 items are proceeded to use as instrument for the final data collection. The reliability is computed by using SPSS (version 23). Internal reliability of an instrument is tested and checked by Cronbach's alpha statistical test. A Cronbach alpha higher than 0.7, the instrument was considered as reliable (Cronbach, 1990). The overall reliability level of the questioner instrument was 0.791.

3.6 Methods and Procedures of Data Analysis

After collecting all the necessary information, the researcher started to interpret and analyze the results of the questionnaire. In doing so, each item of the quantitative data were coded and recorded in Tables in a way to respond the basic questions of the study. The analysis was made using the Statistical Package for Social Sciences (SPSS) Version 23 using descriptive statistics

and cross tabulation. Descriptive statistics such as frequency counts, percentage and measures of central tendency (mean and median) were used to reduce, summarize, measure and provide descriptive information to describe the characteristics of quantitative data obtained from empirical findings.

Likert -type rating scales with the five indicators (strongly agree=5, agree = 4, partially agree =3, disagree =2 strongly disagree =1) and the responses of the respondents were rated based on this scale. The interpretation of this most popular and reliable measurement scales were done by quantifying values of variables numerically using mean interval scale. The interval scale is a scale of measurement of data according to which the differences between values can be quantified in absolute but not relative terms in which any zero is merely arbitrary.

The range in measuring each variable was calculated by breaking the values of the rating scale (1 to 5) as $(5-1)/5$. Then the interval between each scale level became 0.8 and the descriptive interpretation of mean score with median value is indicated in Table 3 below.

Table 3: Interval scale and its agreement

Mean scale	Median value	Agreement	Summarized agreement
4.20-5.00	5	Strongly agree	Agree 3.40-4.19
3.40-4.19	4	Agree	
2.60-3.39	3	Partially agree	Partially agree =2.60-3.39
1.80-2.59	2	Disagree	disagree =1.8-2.59
1.00-1.79	1	Strongly disagree	

(Source ;-Temesgen, 2018)

3.7 Ethical Considerations

A request was asked from the eight secondary schools to get permission to conduct the study. The researcher contacted every principal physically to explain the purpose of the study, the data collecting instruments and set time to deliver the instruments.

In this study, the researcher respected the rights of respondents and organizations as well as the ethical principles that have to be followed in conducting research to decide whether to participate in a study or not and then he gave instructions to the selected teachers for completing the questionnaire.

In dealing with the respondents, the participants of the study were fully informed about the purpose of the study and permission was requested from the respondents prior to gathering information. The dignity, privacy and confidentiality were assured since these are the basic ethical aspect in any field of research activities in order to get relevant and appropriate data.

CHAPTER FOUR

PRESENTATION, DATA ANALYSIS AND INTERPRETATION

Introduction

This chapter analyses and interprets data in line with the research questions, aims and objectives of the research study. The interpretation and analysis of data were both quantitative and qualitative. Qualitative data results were used to help to explain the quantitative data results. The collected data was analyzed by using SPSS (Statistical Package for Social Sciences) Software version 23. To analyze the data of the questionnaire output, descriptive statistical analysis like frequencies, percentile, mean values, median and standard deviation (SD) were used to analyze the result of elements in the domains of the school improvement program (SIP).

Documents such as annual reports of the sub city education bureau as well as Addis Ababa education office were also used to enrich the quantitative and qualitative data collected from the questionnaire, interviews and focused group discussions

4.1 The Analysis and Interpretation of Demographic Data

The following sections outline the analysis and interpretation of demographic data derived from the study. Then the next table presents the age and sex of the respondents.

4.2 The General Characteristics of the Sample Population

Table-4 personal information

	Item	Teachers		Principals		Vice principals		Supervisors	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Age	25and below	21	9.46	-		2	8.33	-	
	26-35	88	39.64	2	25.00	8	33.33	2	25.00
	36-45	60	27.03	4	50.00	10	41.67	2	25.00
	46 and above	53	23.87	2	25.00	4	16.67	4	50.00
	Total	222	100.00	8	100	24	100.00	8	100
Sex	M	164	73.87	6	75.00	19	79.17	5	62.5
	F	58	26.13	2	25.00	5	20.83	3	37.5
	Total	222	100.00	8	100.00	24	100.00	8	100.00

As reflected in the table the majority of teacher respondents are within the age range of 26 –45 years (66.67 %) whereas majority of the vice principal and principal’s respondents are within the age range of 36–45 years (43.75%). Majority of teachers, vice principal, principals and supervisors respondents are male. As shown in the same table, female presentation is very low and it needs effort to empower women in every aspect.

Table -5 Educational background and service year of the respondent

Qualification	Item	Teachers		Principals		Vice principals		Supervisors	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Qualification	Diploma	2	0.90	-	-	-	-	-	-
	BA/BED/ BSC	200	90.09	3	37.5	18	75.00	5	62.5
	MA/MSc	20	9.01	5	62.5	6	25.00	3	37.5
	PHD	-	-	-	-	-	-	-	-
	Years of service	5and below	41	18.47	3	37.5	11	45.33	2
Years of service	6-10	63	28.38	2	25.00	8	33.33	2	25.00
	11-15	71	31.98	1	12.5	3	12.5	1	12.5
	16-20	22	9.91	1	12.5	2	8.33	1	12.5
	21and > 21	25	11.26	-	-	-	-	2	25.00

As reflected in the table 5, majority of teachers, principals, vice principals and supervisors have a qualification of first degree. The majority of teacher respondents have work experience within the range of 6 –15 years (60.36%) of services whereas the majority of vice principals and department head respondents have experienced 16 and above years (15%) of services. The data indicate that Master degree holders are few of the total respondents. This may alarm to the government officials who work for quality education. Out of 24 vice principal respondents (25.00. %) of them have master’s degree and so that it should be improved. Since leadership requires knowledge and skill of the field, effectiveness of leadership may not realize with this less trained school leaders.

4.3 Leadership management Domain.

Table-6 Leadership and management domain

No	Item	Measure	Rating scale					Mean	Median	Level of agreement	SD
			SA	A	PA	DA	SDA				
1	The extent to which school leaders Preparing himself/herself before SIP implementation	Freq.	31	63	104	47	17	3.17	3	PA	1.06
		%	11.83	24.05	39.69	17.94	6.49				
2	The extent to which school leaders provide a frequent awareness about SIP for the school community	Freq.	20	48	122	50	22	2.98	3	PA	1.00
		%	7.63	18.32	46.56	19.08	8.40				
3	The extent to which school leaders made school improvement committee	Freq.	29	48	98	74	13	3.02	3	PA	1.05
		%	11.07	18.32	37.40	28.24	4.96				
4	The extent to which school leaders identify priority areas using self-evaluation before planning school improvement program	Freq.	38	61	85	48	30	3.11	3	PA	1.2
		%	14.50	23.28	32.44	18.52	11.45				
5	The extent to which school leader's work with the school improvement committee during the preparation of SIP plan	Freq.	40	58	90	41	33	3.12	3	PA	1.21
		%	15.27	22.14	34.35	15.65	12.60				
6	The extent to which school leaders encourage stakeholders to prepare the collaborative plan	Freq.	35	54	99	44	30	3.08	3	PA	1.17
		%	13.36	20.61	37.79	16.79	11.45				

No	Item	Meas ure	Rating scale					Mea n	Me dia n	Level of agreed ment	SD
			SA	A	PA	DSA	SDA				
7	The extent to which leaders have knowledge and experience about SIP	Freq.	51	62	85	53	21	3.38	4	A	1.21
		%	19.47	23.66	32.44	20.22	8.01				
8	The extent to which school leaders are performing well in arranging adequate resources needed for school improvement	Freq.	37	48	87	67	23	3.03	3	PA	1.16
		%	14.12	18.32	33.21	25.57	9.54				
9	The extent to which school leaders made the necessary effort to lead school for improvement	Freq.	29	38	76	68	51	2.72	3	PA	1.24
		%	11.07	14.50	29.01	25.95	19.47				
10	The extent to which the structure and process exist to support shared leadership in which everyone has a collective responsibility for student learning	Freq.	38	44	97	43	40	2.99	3	PA	1.23
		%	14.50	16.79	37.02	16.41	15.27				
11	The extent to which school policies ,regulations and procedure are effectively communicated and followed	Freq.	18	29	121	43	51	2.69	3	PA	1.11
		%	6.87	11.07	46.18	16.41	19.47				
12	The extent to which the school decision-making and administrative process are carried out effectively	Freq.	21	29	81	75	56	2.56	3	PA	1.17
		%	8.01	11.07	30.92	28.63	21.37				
13	The level of school leader ability to design vision and coordinate the school community	Freq.	34	62	90	41	35	3.07	3	PA	1.20
		%	12.98	23.66	34.35	15.65	13.36				
14	The level of moral obligation of school principals to see students are well served	Freq.	36	70	94	39	23	3.22	3	PA	1.13
		%	13.74	26.72	35.88	14.89	8.78				

In the process of school leaders preparing themselves before SIP implementation, the data tells in the following ways. From the total of 262 respondents 31 strongly agree, 63 agree, 104 partially agree, 47 disagree and 17 strongly disagree about the preparation of school principals themselves towards SIP. More over the mean 3.18 and the SD = 1.06 leads the level of agreement partially disagree.

From this data the principal's preparation themselves towards the implementation of SIP needs lots of effort. Therefore the concerned body should take the necessary measure like giving short training or awareness on the implementation of SIP.

In the process of giving a frequent awareness about SIP for the school community 20 of the respondent strongly agree, 41 agree, 122 partially agree, 50 disagree and 22 of the respondent strongly disagree. The mean value is 2.98 this implies that there is still a problem on giving a frequent awareness. Moreover, 122 respondents were not sure whether the principals give frequent awareness or not, this makes the situation difficult towards the implementation. In addition to this the median is 3 and SD=1.00 and the level of agreement is partially agree.

The data had also shown the following information about prioritizing needs using self-assessment before planning SIP. 38 of the respondent strongly agree, 61 agree, 98 partially agree and 74 disagree and 13 strongly disagree. The data shows 87 respondents did not agree on the leaders did not prioritize the needs before planning. Therefore if needs did not prioritize, it always effect on the outcomes of any work particularly on SIP. Moreover the mean for this data is 3.02 and SD= 1.20 and its median is 3. Its level of agreement is partially agreed.

The above table also shows how the collaborative work between school improvement committee and leaders before planning SIP. The data shows in the following ways 98 of the respondents confirm the collaborative work, 90 did not sure about the collaborative work and 74 of respondent did not agree about the collaborative work. Therefore, school improvement needs everyone's participation and stake holders should participate in order to meet the desired goals (SD=1.21) implies that its level of agreement is closer to partially agree.

The above table also explains about encouraging stake holders who participate on SIP. 35 of the respondent strongly agree, 54 agreed that school leaders encourage stake holders who participate

on SIP. And 98 of the respondent did not sure about the encouragement program, finally 74 of the respondent did not agree. Still there is a problem of encouraging stake holders this may imply that it hinders motivation of teachers and school community. The (SD = 1.17 and mean = 3.11) implies that still the level encouragement of the participant on SIP needs improvement.

It is crystal clear that Knowledge and experience of leaders is crucial to implement SIP, in this case the data shows in the following ways from the total respondent 51 strongly agree, 62 of the respondent agree, 85 of the respondent partially disagree, 53 disagree and 21 strongly disagree. The mean value of this assessment is 3.78 and SD=1.24 and its median is 4. From this we can conclude that the principals have proper knowledge and experience about SIP. However the data shows weak implementation.

Arranging adequate resources for leaders to improve school is also another crucial ability of leaders. For this case the data shows 37 of the respondent strongly agree but the ability of leaders in arranging adequate resources 48 agree, 87 of the respondent did not sure whether the leaders have the ability to arranging resources or not. But 90 of the respondent did not agree about the ability of leaders performing adequate resources. (The mean value for this data is 3.03 and SD= 1.16), implies that leaders should improve the effort on performing adequate resources.

Policy and regulation should be conduct effectively in order to improve school. Regarding this issue, 47 respondents agree polices and regulation conducted effectively. 121 of the respondent did not sure whether the policy and regulation communicated effectively on their schools. And 94 did not agree about the policy that conducted effectively to improve schools. Moreover, the mean value is 2.69 and SD = 1.11) implies that there is a need a special attention performing policy implementation in the areas of SIP.

The other aspect of SIP that matters is the decision-making ability and administrative process of leaders should also be checked within this data. Therefore, 50 of respondent assured the ability of leaders on decision- making process. But 81 respondents were not sure about this matter. 75 disagree and 56 of the respondent strongly disagree about the ability of decision- making of the leaders. The mean value of the data is 2.56 and SD=1.17) this implies that the ability of leaders in the process of decision – making is found at a low level. Therefore, short training or any other methods should be recommended to capacitate the leaders.

One of the qualities of leaders is design vision and communicating effectively to the school community. In this regard, 96 of the respondent assured the ability of leaders on creating vision and the way they communicate to the school community. On the other hand 90 of respondent were not sure but 76 of the respondent did not agree about the ability of leaders on designing vision properly with its effective communication. (The mean value is 3.02 and SD= 1.20) it implies that majority of the respondent agreed

Another quality of school principal is his/her moral obligation to serve all students equally. On this regard, 36 of the respondent strongly agree, 70 of the respondent agree, 94of respondent were not sure and 58 of the respondent did not agree about the moral obligation of leaders to serve all students equally. (The mean value is 3.22 and SD = 1.13) implies that principals moral obligation to serve students are found in average level.

4.4 Teaching and learning

Table 7 teaching and learning domain

No	Item	Measure	Rating scale					Mean	Median	Level of agreement	SD
			SA	A	PA	DA	SDA				
1	The level of teachers professional competency and participation in continuous professional development (CPD),in order to learn new knowledge to apply in the class room	Freq.	28	67	108	37	22	3.16	3	Partially agree	1.06
		%	10.69	25.57	41.22	14.12	8.40				
2	The level to which Teachers use active learning methods in the classroom to realize improved learning results.	Freq.	22	60	101	51	28	2.99	3	Partially agree	1.08
		%	8.40	22.90	38.55	19.47	10.69				
3	The level to which Teachers achieve measurable improvements in student results	Freq.	33	56	84	50	39	2.98	3	Partially agree	1.08
		%	12.60	21.37	32.06	19.08	14.89				
4	The extent to which School Principals initiate teachers to use a range of assessment methods in each grade to assess student learning in the School.	Freq.	29	57	98	47	31	3.02	3	Partially agree	1.14
		%	11.67	21.76	37.40	17.94	11.83				
5	The extent to which School Principals initiate Teachers in provide extra teaching support to underperforming students based on a range of assessment methods.	Freq.	18	49	117	52	26	2.93	3	Partially agree	1.02
		%	6.87	11.07	44.66	19.85	9.92				
6	The level to which School Leaders to aware teachers to understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom	Freq.	41	65	98	34	24	3.25	3	Partially agree	1.14
		%	15.65	24.81	37.40	12.98	9.16				

4.5 Teaching and learning domain

One of the teaching learning domain to improve school is, teachers' professional development (CPD) on this regard (Nega, 2012; 23) said that "Continuing teachers professional development in education is the means by which teachers maintain their knowledge and skills related to their professional lives. In this case the changes expected in the school are an improvement in the quality of education through: improved student achievement; improved classroom practice; and teachers becoming better teachers by improving their professional competencies"

In the above table - 6 regarding about CPD, 95 of the respondent agreed that the participation of teachers on CPD to apply new knowledge in the classroom. But 108 of the respondent did not sure whether the teacher apply new knowledge to the class room or not. On the other hand 59 of the respondent were not agreed. (The mean value is 3.16 and SD= 1.06) implies that the level of teachers professional competency is found in average level. During interview one of the principals stated that teachers do not have a good attitude towards CPD and most of them did on the paper report only rather for practical application in the class room.

To improve students result teaching methods matter greatly. On this regard, in the above table-6 identified respondents to see the level of teachers use active learning methods in the class room to realize improved learning results. Thus, 82 of the respondents agreed, 101 were not sure and 79 didn't agree about the usage of active learning by the teachers. The mean of the data is 2.99 and it's SD =1.08) implies that still the level of improving learning result is found in a moderate level

School improvement is all about students' improvement .To see the level to which teachers accomplish measureable improvement on students result is the main concern on teaching learning domain of SIP. On this regard the data in table-6 shows in the following ways. 33 of the respondent strongly agree 56 of the respondent agreed, 84 neither, and 89 of the respondent did not agree. The mean value is 2.98 and it's SD = 1.08. That means students result still has a problem.

To see the extent to which school principal initiate teachers to use range of assessment methods to assess students learning, 29 strongly agreed ,57 agreed , 78 did not agreed and the rest 98

were not sure about the principal that initiate teachers on assessment methods. The mean value is 3.02 and it's SD = 1.14, implies that still needs effort on doing assessments.

The data also shows about extra teaching support of teachers as a range of assessment methods by the initiation of principals but the mean value for this question is closer to the above which is (mean 2.93 and SD= 1.02) which implies that extra teaching support as an assessment method is found an average level that needs effort .

Teaching and learning domain of SIP should also contain giving awareness about the curriculum to develop supplementary materials of teachers. In the above table 106 of the respondent agreed that principals give awareness to understand the curriculum to use supplementary materials in the class room. The mean of the data is (3.25 and its SD= 1.14)

Table 8 Conducive School Environment domain

No	Item	Measure	Rating scale					Mean	Median	Level of agreement	SD
			SA	A	PA	DA	SDA				
1	The extent to which Students have developed a habit of taking responsibilities and leading a disciplined life	Freq.	-	59	87	92	24	2.69	3	PA	0.92
		%	-	22.52	33.21	35.11	9.16				
2	The extent to which Students are motivated to learn and actively participate in lessons.	Freq.	17	61	80	63	41	2.81	3	PA	1.14
		%	6.49	23.28	30.53	24.05	15.65				
3	The extent to which collaborative work at the school and community levels to support inclusive education for children and teachers with special needs	Freq.	35	79	84	37	27	3.22	3	PA	1.16
		%	13.36	30.15	32.06	14.12	10.31				
4	The extent to which School Principal provide quality school facilities that enable all staff to work well and all children to learn.	Freq.	22	59	97	42	42	2.91	3	PA	1.16
		%	8.40	22.52	37.02	16.03	16.03				

5	The extent to which School Principal made a safe and conducive school environment.	Freq.	16	54	85	62	45	2.75	3	PA	1.14
		%	6.11	20.61	32.44	23.66	17.18				
6	The extent to which School Principal overcome uncertain and unstable economic condition of students who are coming poor families	Freq.	40	57	89	38	38	3.09	3	PA	1.24
		%	15.27	21.56	33.97	14.50	14.50				

4.6 Learning and environmental domain

Student as a citizen should develop a responsibility and disciplined life. On this regard 59 of the respondent believed that students are responsible and disciplined but 116 of the respondent did not agree, and 92 of the respondent were not sure whether students are responsible or not. The mean value of this data is (2.69 its SD =0.92) which imply that most of the respondents assured that most of the students were not responsible and lead a disciplined life.

The data also tries to see the extent to which Students are motivated to learn and actively participate in lessons. On this regard 88 of the respondent agreed, 80 were not sure and 104 of the respondent did not agreed that students motivation and active participation. The mean of the data 2.81 and its SD= 1.14) implies that making students motivate in the class needs lots of effort during the interview almost all the principal giving emphasize on students who are coming poor family do not have attention and they are not participate as well. Some of the problems of these students were identified and the city administrations provide uniform and some other support in order to minimize the above problems in the class room.

The other dimension of Conducive School Environment domain is checking the extent to which collaborative work at the school and community levels to support inclusive education for children and teachers with special needs. Providing an inclusive education is not optional on this regard the above table-7 shows that 79 of the respondent agreed, 84 of the respondent were not sure whether students collaborative work at the school and community levels to support inclusive education or not. And 64 of the respondent did not agreed on the existence of collaborative work to support inclusive education. The mean of the data is 3.22 and it's SD=

1.16) providing facilities for inclusive education by the community and government had a progress but still need a great effort.

The data in table-7 also tries to see the extent to which School Principal provide quality school facilities that enable all staff to work well and all children to learn in a safe and conducive school environment. 81 of the respondent confirmed that principals provide quality school facilities and 70 of the respondent also confirmed that the existence of safe and conducive school environment. And the mean 2.75 and SD=1.14 implies that the efforts of principals towards providing school facilities needs improvement

Finally in the above table -7 the data also shows the extent to which School Principal overcome uncertain and unstable economic condition of students who are coming from poor families. On this regard 97 agreed on principals makes lots of effort to overcome economic problems of the students who are coming from poor families on the other hand 76 of respondent were denying the principals effort to overcome the problem. The rest of the respondents were not sure. More over the mean is 3.09 and SD =1.24, which implies that the level of principals effort to overcome the economic problem of the student needs a great effort.

Table 9 Community participation domain

No	Item	Measure	Rating scale					Mean	Median	Level of agreement	SD
			SA	A	PA	DSA	SDA				
1	The extent to which Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child's learning achievement.	Freq.	45	63	88	35	31	3.21	3	PA	1.21
		%	17.18	24.05	33.59	13.36	11.83				
2	The extent to which Schools successfully mobilize the community to provide resources to support implementation of the School Improvement Plan.	Freq.	18	65	90	62	29	2.95	3	PA	1.09
		%	6.87	24.81	34.35	23.66	11.07				
3	What is the Level (degree) of Community Participation in School Improvement?										
3.1	Involvement through the simple use of services (such as enrolling students, reducing dropout rate and repeating rate).	Freq	26	57	97	45	37	2.96	3	PA	1.15
		%	9.92	21.76	37.02	17.18	14.12				
3.2	Involvement through the contribution or extraction of money, materials, and labor	Freq	30	65	100	35	32	3.10	3	PA	1.14
		%	11.45	24.80	38.17	13.36	12.21				
3.3	Involvement through attendance (meeting etc.).	Freq	14	55	83	78	32	2.77	3	PA	1.07
		%	5.34	20.99	31.68	29.77	12.21				
3.4	Involvement through consultation on school improvement issues.	Freq	12	43	71	96	40	2.56	3	PA	1.07
		%	4.58	16.41	27.10	36.64	15.27				
3.5	Participation as implementers of delegated powers in the school improvement program.	Freq	9	51	70	107	25	2.66	3	PA	1.00
		%	3.44	19.47	26.72	40.84	9.54				

4.7 Community participation domain

As we all know teaching could not be accomplished in the class room only. Therefore, in this research, the researcher tries to see the extent to which Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child's learning achievement. In the above table-8 from the total of 262 respondents 108 of the respondent agreed that teachers meet parents to discuss their child's academic performance and behavioral issue. On the other hand 88 of the respondent did not sure on the accomplishment of the above tasks. And 66 of the respondent did not agreed on the task of teachers to meet parents. The mean value for this data is 3.21 and SD =1.21) implies that teachers should increase their effort to communicate parents

School improvement plan needs resource utilization as wisely as possible. Therefore, the researcher tries to see the extent to which Schools successfully mobilize the community to provide resources to support implementation of the School Improvement Plan. In the above table-8, 83 of the respondent agreed that the schools successfully mobilize resources from the community for the better achievements of school improvement plan. But on the other hand 91 of the respondent did not agree on the resource mobilization. 90 of the respondent did not sure about the resource mobilization. The mean value for this data is 2.95 and SD=1.09

The above table-8 also tries to see the Level (degree) of Community Participation in School Improvement with the following parameters

1. Involvement through the simple use of services (such as enrolling students, reducing dropout rate and repeating rate).

From the table-8, out of 262 total respondents 83 agreed that parents are involved on students' enrolment rate, dropout rate and repeating rate, 97 of the respondent were not sure about the above idea and 82 of the respondent did not agree. The mean value of this data is 2.96 and SD=1.15 implies that parents' involvement is minimal.

2. Involvement through the contribution or extraction of money, materials, and labor

Community participation play a vital role for school improvement program through contributing either money or material on this regard the data from table-8 showed in the following way. 95 of the respondents agreed that parents were involved on contribution of money, material or labor for school improvement. On the other hand, 100 did not sure about the community participation on the contribution of money, material or labor. But 67 of the respondents confirmed that parents did not participate on the contribution of money, material or labor. In addition to this the mean of the data is 3.10 and SD=1.14. implies that parents' (Community participation) is minimal.

3. Involvement through consultation on school improvement issues.

Parents should consult schools for a better improvement.in this regard the data tries to assess the level of parents participation on the consultation process. Therefore, 55 of the respondents confirmed that parents were participating on consultation. But 132 of the respondent did not agree and the mean value for this data is 2.66 and SD=1.00 implies that parents participation through consultation is found at a low level.

Summary of findings from annual abstract of the city government through the following parameters

Table 10: Dropout rates of grade 9 students

	2007E.C	2008E.C	2009E.C	2010E.C
Male %	3.03	2.66	2.4	1.89
Female %	2.19	1.94	1.47	1.31
Average %	2.57	2.21	1.88	1.58

City government of Addis Ababa annual abstract 2010 E.C (2017/18) page 36

With regard to grade 9 more represented in the above table that dropout rate is above 1% (ESDP V page 16). This is above the largest set in ESDP V. When sex is considered, more female stayed in school than male in all academic years generally the dropout out rate was lower in 2010E.C (1.58%) when compared to 2.57% 2007 E.C.

Table 11: Repetition rates of grade 9

	2007E.C	2008E.C	2009E.C	2010E.C
Male %	9.51	9.49	7.36	7.8
Female %	9.06	8.14	5.33	4.86
Average %	9.28	8.82	6.34	6.33

City government of Addis Ababa annual abstract 2010 E.C (2017/18) page 38

In reference to the above chart the repetition rate of grade 9 students is 6.33% in 2010E.C. However there is an improvement from year to year but still doesn't meet the objective stated in ESDP V which is less than by 1% (ESDP V page 16). Therefore it needs lots of effort to minimize repetition rates of grade 9

Table 12: Promotion rate of grade 10

Year	2005 E.C	2006E.C	2007E.C	2008E.C	2009E.C	2010E.C
Promoted student	61.2%	68.84%	65.72%	54.6%	65%	41.17%

Regarding promotion of grade 10 the above table shows that the number of students promotes to grade eleven is getting smaller. From 61.2% of 2005 E.C to 41.17% of 2010E.C. the irregularities of number of students who promotes to grade 11 shows that still more efforts of all stockholders needed to improve student achievements as if the most important center of SIP is students' academic achievement.

Interview

The current situation to conduct a research was really difficult because of COVID 19. Moreover, an interview was held with only four secondary School Principals described that schools did not carry out self-evaluation to prepare the three years strategic plan. Only school principals prepare by themselves and present for approval by school committee at the beginning of the academic year, because of lack of interest from the concerned body. Especially Sub City Education office head suggested that without conducting self-evaluation and identifying specific problems SIP implementation is very difficult. In line with this it need committed and experienced School leader to build capacity for all concerning body on SIP implementation. Within the interview some of the principal described that Addis Ababa education bureau aimed to give capacity building training on SIP for all Stakeholders. Mostly the Schools principals explained that the training given to the principals by the sub city education bureau was not continuous and not focusing on SIP as particular, the attention given by the concerned bodies to these issues was not as much as expected; most of the stakeholders left school improvement issue for the school community only. Therefore from this point of view one can assured that the level of SIP implementation found in a moderate level. Hence, still it needs more consideration for more success of SIP implementation.

In the case of community participation and collaborative work, some of the principals suggested the ideas that, parent teachers association (PTA) could not accomplish their duties and responsibilities at a maximum level. For example post ponding meeting time, absenteeism on meeting and lack of consensus on a particular idea. On staff development issue principals assured that, they were preparing short training on the beginning and middle of the academic

year especially on CPD. But its implementation to the ground still has a problem because some teachers politicize the issue of CPD.

The other critical problem on the interview found that principals didn't encourage teachers to conduct action research and teachers also have a little appetite on the action research issue. But by next academic years here after they will give an emphasis and included in the three years strategic plan.

For school improvement program instructional supervision plays an important role. On this regard principals were interviewed about the practice of peer observation. But they found that this practice had got a challenge from teacher because of negative attitude towards peer observation and they assume that "to check and criticize their ability". And principals still tried too much to develop teachers' new skills, innovation and creativity. Finally the principals emphasize the challenge to improve schools in the following ways, Lack of a common clear vision about SIP, lack of collaborative planning, problem of financing of educations for different facilities to implement school improvement program.

CHAPTER FIVE

Summary, Conclusion and Recommendations

This chapter is comprised of three sections the first section provides review of the study and its finding in summary form. The second section draws conclusion based on findings and the third section consists of recommendations for the concerned body.

5.1 Summary

The purpose of this study was to assess the practices and challenges of school improvement program and its implementation in secondary schools of Addis Ababa. To find out the major achievement made, to identify basic problems encountered with the implementation of SIP and then to provide recommendations to the identified problems. And finding the answer for the following basic questions

1. To what extent do schools leaders make adequate preparations for the implementation of SIP in some selected secondary schools of Addis Ababa?
2. To what extent do the four SIP domains are implemented by school leaders in some selected secondary schools of Addis Ababa?
3. How effective is the school improvement program in improving teaching and learning in secondary schools of Addis Ababa?
4. What are the major Challenges of school leaders in the leading of School improvement in some selected secondary schools of Addis Ababa?

Thus, to conduct the study appropriate research method, sampling techniques and instruments have been developed and employed. In this research both quantitative and qualitative research approaches and survey method were implemented. In the case of this sampling technique stratified random sampling and purposive sampling method were used. Questionnaires were prepared and distributed to teachers, principals vice principals and supervisors. Moreover, interviews were made with school principals.

In order to deal with these basic questions, the information was extracted from the respondents through questionnaire and interview. The data was analyzed and came up with the following basic findings.

Towards qualifications of teachers, the Ministry of Education in the new Education Policy (MOE, 1994:4-5) requires that a secondary school teacher in Ethiopia should hold at least a first degree. In addition majority of teachers, principals, vice principals have adequate experience so that it helps to assure quality education and improving the school. However 2 (0.9%) of the respondent were diploma holders. In addition majority of teachers, principals, vice principals have adequate experience so that it helps to assure quality education and improving school.

5.1.1 Domains of school improvement programs.

5.1.1.1 Leadership and Management domain

From the data the principal's preparation towards the implementation of SIP needs lots of effort. 64(24.33%) of the respondent towards preparation of school improvement program were disagree. In the process of giving a frequent awareness about SIP for the school community 20(7.63%) strongly agree, 48(18.32%) agree, 122(46.56%) partially agree, 50(19.08%) disagree and 22(8.40%) strongly disagree. The mean value is 2.98 this implies that there is still a problem on giving a frequent awareness. Moreover, 122 respondents were not sure whether the principals give frequent awareness; this makes the situation difficult towards the implementation.

The study also finds how the collaborative work between school improvement committee and leaders before planning SIP. The data shows in the following ways 98(37.41%) of the respondents confirm the collaborative work, 90(34.35%) did not sure about the collaborative work and 74 (28.25%) of respondent did not agree about the collaborative work.

Knowledge and experience of leaders critically matter for school improvement program and respondents assured in the following ways 113(43.13%) of the respondent assured that the leaders have appropriate knowledge and experience about SIP The mean value of this assessment is 3.38 and its median is 4.

On arranging adequate resources, about the total of 262 respondents 87(32.21%) of the respondent did not sure whether the leaders have the ability to arranging resources or not. But 90(35.01%) of the respondent did not agree about the ability of leaders performing adequate resources. The mean value for this data is 3.03

With regard to Policy and regulation, it should be conduct effectively in order to improve school. Regarding this issue, 121 (46.18%) of the respondent did not sure whether the policy and regulation communicated effectively on their schools. And 94(35.88%) did not agree about the policy that conducted effectively to improve schools. Moreover, the mean value is 2.69 implies that there is a need to give special attention performing policy implementation in the areas of SIP.

Leaders should have the quality to design vision and communicating effectively to the school community. In this regard, 90 (34.35%) of respondent were not sure but 76(29.01%) of the respondent did not agree about the ability of leaders on designing vision properly with its effective communication. The mean value is 3.07.

5.1.1.2 Teaching and learning domain

From the core points of teaching and learning domain of SIP, teachers' professional development (CPD) is the most common one ,on this regard (Nega, 2012;23) said that "Continuing teachers' professional development in education is the means by which teachers maintain their knowledge and skills related to their professional lives. In this case the changes expected in the school are an improvement in the quality of education through: improved student achievement; improved classroom practice; and teachers becoming better teachers by improving their professional competencies".

School improvement is all about students' improvement .To see the level to which teachers accomplish measureable improvement on students result is the main concern on teaching learning domain of SIP.

The mean value of the question on this regard 3.16 implies that the level of teacher's professional competency is found in average level. During interview, one of the principals stated

that teachers do not have a good attitude towards CPD and most of them did on the paper report only rather for practical application to the class room.

Teaching and learning domain of SIP should also contain giving awareness about the curriculum to develop supplementary materials of teachers. And in the above table 106(40.46%) of the respondent agreed that principals give awareness to understand the curriculum to use supplementary materials in the class room.

5.1.1.3 Learning and environmental domain

The other dimension of learning and environmental domain is checking the extent to which collaborative work at the school and community levels to support inclusive education for children and teachers with special needs. Providing an inclusive education is not optional on this regard the findings showed that 114(43.51%) of respondents were agreed providing facilities for inclusive education by the community and government had a progress but still need a great effort.

On the other case School Principals overcome uncertain and unstable economic condition of students who are coming from poor families. On this regard 97(36.83%) agreed on principals makes lots of effort to overcome economic problems of the students who are coming from poor families, on the other hand 76 (29.00%) of the respondents were denying the principals effort to overcome the problem. The rest of the respondents were not sure.

The other most common selected factors affecting the implementation of School Leaders for SIP implementation were the shortage of budget, insufficient school facilities (lack of laboratory, library, lack of computer and pedagogical centers), and Lack of follow-up and supervision on SIP implementation.

5.1.1.4. Community participation domain

As we all know Community participation play a vital role for school improvement program through contributing either money or material but, on this regard, findings showed that, 100 (38.17%) of the respondent did not sure about the community participation on the contribution of money, material or labor. and 67(25.57%) of the respondent confirmed that parents did not

participate on the contribution of money, material or labor. Therefore the lower the participation of community, the smaller the level of implementation of SIP

School improvement plan needs resource utilization as wisely as possible. Therefore, the researcher tries to see the extent to which Schools successfully mobilize the community to provide resources to support implementation of the School Improvement Plan. But findings showed that 91(34.75%) of the respondent did not agree on the capacity of leaders on resource mobilization. 90(34.75%) of the respondent did not sure about the resource mobilization. The mean value for this data is 2.95. Therefore the inability to mobilize the community to utilize the necessary resources is one of the factors to affect SIP. So that it is still need a great effort.

5.2 Conclusions

Based on the basic research questions, findings of the study and the summery, the following Conclusions were drawn

1. Although, there are different activities have done concerning school improvement program still a lot remains to be done in creating common understanding and shared values among the school communities regarding school improvement program
2. It is imperative that potential school leaders thoroughly evaluate the schools that they want to lead, comparing and that with their own leadership style and expectations, in order to ensure that all parties share a common value. That value being what is in the best interests of the students and the schools.
3. School leadership is most successful when it is focused on goals relate to teaching and learning (Leithwood and Riehl, 2003). Unfortunately, challenges and problems often stand in the way of these goals. Challenges are a leading reason that school leaders who lack knowledge and skills of leadership.
4. The study indicated that there were various problems that hinder the implementation of SIP. Thus, from the finding we can conclude that regarding the challenges of school improvement program the result indicates that the difficulty of understanding about school improvement program, shortage of educational finance, lack of school facilities,

limited support from Addis Ababa education bureau , lack of interest and belongingness from PTA, lack of frequent practical training on the use of SIP guide lines were the major challenges that hinder the implementation of SIP in secondary schools of Addis Ababa

5. Concerning to SIP domains, the finding shown that the teaching learning and School leadership domains were some extent Moderately implemented, while School environment domain and Community participation were not satisfactorily implemented by school leaders due to lack of awareness creation, Lack of training for Stakeholders, lack of Commitment of Stakeholders and lack of financial resource problems and a problem of facilitating resources. From these one can conclude that implementation of SIP still needs lots of effort for all stake holders from the beginning of planning stage.
6. Regarding School principals and vice principals, they should be more effective in their responsibilities and duties, and they should be visionary and instructional leaders. However, the study indicated that less effectiveness, lack of skills and sense of instructional leadership are the major problems of school principals in some of sampled schools. Although there are initiatives in development of visions, goals and missions of the schools, still a lot remains to be done in creating common understanding and shared values among the school communities.
7. Currently, there is a relevant curriculum in Ethiopia prescribed with learning outcomes with the expectations for what learners should know and be able to do at each grade and within each subject area primarily connected to the student-center learning approach. But, from the questionnaire and interview results, active learning strategies were not practiced, for the reason teachers in secondary schools were practicing the use of teacher-center methodology. The Ministry of Education outlined in the education and training policy, as it is essential to apply student-center teaching and learning methodology in the secondary education sector. From these one can conclude that it is mandatory to follow student-center methodology to promote students' academic achievement.

8. Teachers consider continuous professional development as laborious, time consuming and an extra load and politicizing the situation as findings from interviews put upon teachers as the questionnaire and interview results revealed in the study. Additionally, secondary schools were not applying continuous assessment uniformly as a result of large class size; teachers think continuous assessment causes grade inflation; and teachers assume that it creates a high workload for teachers. Therefore Addis Ababa Education Bureau must be responsible to give on job training about the importance of CPD and continuous assessment for the achievement of SIP.
9. Putting the progresses of implementation of SIP in our mind, some secondary schools of Addis Ababa have got challenges of the school improvement program with particular emphasis on strengthening school leadership and management, the teaching and learning process, the school learning environment and community participation. Therefore, the school improvement guidelines have to adapt a better meet for the needs of secondary schools.

5.3 Recommendations

The purpose of this study was to analyze the challenges and implementation of school improvement program in Addis Ababa. Based on summary of findings and conclusions made above the following recommendations were furthered

1. Effective and efficient practice in the implementation of school improvement program is very important. An effective and efficient practice of school improvement comes through awareness creation for stakeholders. Preparing awareness creation program and continuous discussion in the implementation of school improvement program to ensure practical involvement of all stakeholders is very important. Therefore, it is advisable to schools, school management body, Sub City education office and Addis Ababa Education bureau to promote practical involvement of all stakeholders by creating adequate awareness to implement SIP effectively.
2. The active participation of stakeholders in implementing school improvement program creates encouraging atmosphere and development. Successful principals take their

responsibilities in organizing parents, students and teachers. Therefore The school principals and vice principals highly required to mobilize resources, creates vision, providing training and active participant through all the process. Therefore Addis Ababa Education Bureau (AAEB) must be responsible to give directives and guidelines in the cases, whenever shortcomings and gaps are observed.

3. Providing the necessary resources and school facilities for the implementation of SIP is an important step to improve teaching – learning and school environment. Therefore, it is better to recommend to schools, Sub-city education office and school management bodies to provide the necessary resources and school facilities before starting the implementation of SIP to achieve the intended objective s of the program.
4. To make effective the practices of school improvement program the provision of practical training on the use of the guidelines of SIP is advisable and important. Therefore, it is better to recommend that to schools, woreda and sub city education office to provide adequate practical training program to support the implementation of SIP regularly.
5. To make effective and efficient the implementation of school improvement program it should be supported by technical, financial and material inputs by the concerning bodies. Therefore, it is advisable to recommend that woreda and sub city education office, supervisors, PTA to provide the necessary technical, financial and material support for effective implementation of SIP.
6. The practices of school improvement program is not free from various challenges and it needs continuous assessment of existing conditions of the practices to suggest the possible solutions for the problems encountered its implementation. Therefore, it is better to recommend that to educational experts of woreda and sub city education office, supervisors, principals, teachers and any other researchers, who has interested to conduct a research in the area to draw the possible solutions for the challenges that encounter the practices of SIP in secondary schools of Addis Ababa.

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Appendix

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Leadership and Management

Program: MA in Educational Leadership and Management

Dear Respondent,

The questionnaire is prepared by Zewdu Cherenet a Post graduate student (Educational Leadership and Management) in Addis Ababa University for partial fulfillment for master's degree. The objective of the questionnaire is to collect data on "The practice and challenges of school improvement program and its implementations in Addis Ababa". I will ask you about several issues related to the subject of the study. I confirm you that all data will be used for academic purpose only, and therefore you are not exposed to any harm because of the information you give. I highly appreciate in advance to your kind cooperation in providing the necessary information accurately and honestly by considering the importance of the study.

Thank you in advance for your cooperation!!

Zewdu Cherenet

Name of the school _____

Part I: Personal Back Ground of Respondents

1.1 Gender: Male Female

1.2 Age: < 25 years 26 -35 years

36-45 years 46 and above years

1.3 Educational Level: Diploma First Degree Master's Degree

Other specify _____

1.4 Years of Service in Teaching

Less than 5 years 6 to 10years

11 to 15 years 16 years and above

1.5 Position: Teacher V. Principal

Department head other specify _____

Part II: Questionnaire: The questionnaire aims at testing the major components of the school improvement program on school leadership and management roles in the teaching and learning process, school environment, community involvement, and the system of monitoring and evaluating for the school improvement program implementation. The questionnaire below is extracted from the domains of SIP, Ministry of Education (MOE, 2010:6-18) School Improvement Program Guide Line: Improving the Quality of Education and Students Results of all Children at Primary and Secondary Schools. Descriptive statements are listed below. Please reply to items under the content by putting “x” that shows the degree to which the descriptive statements correspond. Numerically, choose the degree to which the issue better represents your preferences where **strongly agree = 5, Agree = 4, partially agree = 3, Disagree = 2, and strongly disagree = 1.**

No	1. Leadership and Management domains	5	4	3	2	1
1	The extent to which school leaders Preparing himself Before SIP implementation					
2	The extent to which school leaders provides frequent awareness about SIP for the School community.					
3	The extent to which school leaders Made School improvement committee.					
4	The extent to which school leaders identify priority areas using self-evaluation before planning School improvement program.					
5	The extent to which school leader's work with the school improvement committee during the preparation of the School improvement plan?					
6	The extent to which school leaders encourage stakeholders to prepare the collaborative plan					
7	The extent to which school leaders have knowledge and experience about SIP					
8	The extent to which school leaders are performing well in arranging adequate resources needed for school improvement?					
9	The extent to which school leaders made the necessary efforts to lead School for improvement.					
10	The extent to which Structures and processes exist to support shared Leadership in which everyone has collective responsibility for student learning.					
11	The extent to which School polices, regulations and procedures are effectively communicated and followed					
12	The extent to which The schools decision-making and administrative processes are carried out effectively.					
13	The level of School Leader ability to design vision and coordinate the school community.					
14	The level of moral obligation of School principal to see that Students are well served					

No	2. Teaching and learning Domain	5	4	3	2	1
1	1 The level of Teachers professional competency, and participate in continuous professional development (CPD), in order to learn new knowledge to apply in the classroom					
2	The level to which Teachers use active learning methods in the classroom to realize improved learning results.					
3	The level to which Teachers achieve measurable improvements in student results					
4	The extent to which School Principals initiate teachers to use a range of assessment methods in each grade to assess student learning in the School.					
5	The extent to which School Principals initiate Teachers in provide extra teaching support to underperforming students based on a range of assessment methods.					
6	The level to which School Leaders to aware teachers to understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom					
No	3. Learning environment Domain					
1.	The extent to which Students have developed a habit of taking responsibilities and leading a disciplined life					
2.	The extent to which Students are motivated to learn and actively participate in lessons.					
3.	The extent to which collaborative work at the school and community levels to support inclusive education for children and teachers with special needs.					
4.	The extent to which School Principal provide quality school facilities that enable all staff to work well and all children to learn.					
5.	The extent to which School Principal made a healthy and safe school environment.					
6.	The extent to which School Principal overcome uncertain and unstable economic condition,					

4. Community participation Domain					
1	The extent to which Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child's learning achievement.				
2	The extent to which Schools successfully mobilize the community to provide resources to support implementation of the School Improvement Plan.				
3	The extent to which Schools be active in communicating and promoting the importance of education in the community.				
4	What is the Level (degree) of Community Participation in School Improvement?				
5	Involvement through the mere use of services (such as enrolling students, reducing dropout rate and repeating rate).				
6	Involvement through the contribution or extraction of money, materials, and labor				
7	Involvement through attendance (meeting etc).				
8	Involvement through consultation on school improvement issues.				
9	Participation as implementers of delegated powers in the school improvement program.				

Part III. Interview questions

A. About setting goals ,mission and vision

1. What is the level of your participation on setting goals and vision of your school?
2. Do you think that you have been successful in setting your school vision and goals?
3. How closely does your school improvement plan goal align with the national goal?

B. About Relationship with the School Community

1. How would the relationship between you and all school community be described?
2. To what extent does community participation improve as result of implementing the school improvement program?
3. To what extent does collaboration with external stakeholders support secondary school improvement program initiatives?
4. What is the participation status of PTAs in the school improvement program?

C. About Undertaking Professional Development

1. Have you ever organized staff development activities in your school? If you have organized professional development program what was the main focus of the program?
2. How do you critic your attempt in encouraging teachers to carry out action research in your school? Why did you say that?
3. Do you believe that you have encouraged teachers to use different instructional strategies and skills?
4. In your school do you think that there is a practice of peer observation with Colleagues among teachers? Please tell me the administrative support you provide for his peer (collegial) supervision?
5. Do you support practice of new skills, innovation and Creativity?

D. About Challenges and Opportunities

1. What are the main challenges of implementing the school improvement program in the secondary schools?
2. What are the major prospects of implementing the school improvement program? Thank you for participating in the interview