

SCHOOL COMMUNITY PERCEPTIONS OF THE
IMPACTS OF EDUCATIONAL INPUTS;
THE CASE OF GENERAL PRIMARY EDUCATION
IN ADDIS ABABA CITY GOVERNMENT

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES



BY

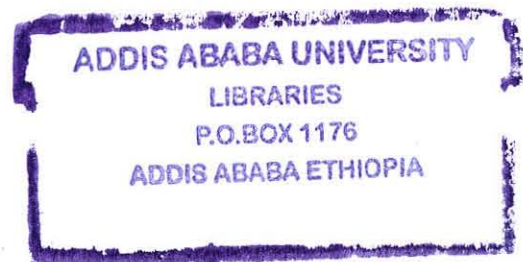
ABEJE BELETE

JULY, 2008
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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES ADDIS
ABABA UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

BY
ABEJE BELETE

JULY, 2008

Addis Ababa

ACKNOWLEDGEMENT

I am very much grateful and indebted to my advisor, Dr. Teshome Nekatibeb, for his unreserved and valuable guidance, scholarly criticisms, illuminating suggestions and persistent encouragements. Had it not been for his whole hearted co-operation, patience and understanding, the completion of this research would have been very much difficult and shallow work.

I am also indebted to convey my thanks to Abiy Abera for his unreserved material help in this research work. Above all I would like to convey my thanks to the Department of Curriculum and Teachers professional Development of Addis Ababa University to give me this opportunity. I extend my heartfelt thanks to Rahel Fikre's & Genet Kebede's unreserved help in the secretarial work of this study and the sample school principals and vice principals for their cooperation in data gathering process.

Last but not list, I would like to appreciate my kid Saron Abeje and her mother Serkalem Koru for their tolerance and scarifications of the time and money to pay for this study and all my education.

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ABBREVIATION/ACRONYMS

ADEA	Association for development of education in Africa
AEB	Addis Ababa Education Bureau
EFA	Education For All
ESDP	Education Sector Development Program
GDP	Gross Domestic Product
HIV/AIDS	Human Immuno deficiency Virus/Acquired Immune Deficiency syndrome
IEA	International Association for the Evaluation of Educational Achievement
MOE	Ministry of Education
OECD	Organization for Economic Co-operation and Development
PISA	Programme for International Students Achievement
PTA	Parent Teacher Association
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Scientific and Culture Organization
UNICEF	United Nations Children's Fund

ABSTRACT

The purpose of this study was to assess the impacts of educational inputs in view of the process of improving quality of education in the Addis Ababa City Government.

Quality education is crucially important to the development of a nation. Therefore, provision of quality education is global issue. As a result this study was significant to assess and proposes some impacts of educational inputs on the quality of general primary education. In light of this, three basic research questions related to major educational inputs and students achievement results were raised. Based on the research questions relevant literature was reviewed and appropriate research methodology was applied.

The study was conducted on 23 government general primary schools selected by systematic random sampling method, from the total population of 75 schools. The research methodology employed was descriptive survey method. Data were gathered using questionnaire. The gathered data were analyzed using applicable statistical tools.

Accordingly, the finding of the study revealed that the inputs to schools were significantly scarce to result in quality education. The document analysis made on the students test also indicated that students achievement was low. Therefore, one can easily generalize from the findings that the quality status of education in the city government is low due scarce resources and inefficient management among many other problems.

As a result, the Addis Ababa city Government and the Addis Ababa Education Bureau, are recommended to strengthen the already begun school improvement program and coordinate all the concerned body to increase the quality of education.

CHAPTER I

1.1 INTRODUCTION

1.2. Background of the Study

Education is, universally recognized as a form of investment in human beings, which yields economic, social, political and cultural benefits (Wood hall 1992:3). More over, it contributes to a country's future progress by increasing the productive capacity to facilitate the flow of vital ideas and information to masses and it is supposed to enhance the quality of life and provide more opportunities for individuals in the society and for the society as a whole (Shukla and kaul, 1998:18).

A means by which any nation can achieve the acquired necessary development is by offering quality education to the upcoming generation. Because human resources constitute the foundations upon which material development can occur, and education represents a major form of human resource development (Patric in Amare et al. 2002), particularly primary education provides a fundamental contribution as it is a base for all further schooling. Availability of quality primary education is central to develop the human resource capacity of any society. That is why public expenditure on education represents a higher proportion of GDP in rich countries, where the EFA goals are already achieved than in poorer ones, where the coverage of under-resourced systems needs to be both expanded and improved (UNESCO, 2005:16).

Quality primary education is a sensitive agenda. Improving all aspects of the quality of education, ensuring excellence of all that are recognized and achieving all measurable learning outcomes, is difficult (UNESCO, 2005:28). Despite its

importance, many people find quality in education as difficult concept. For some, it is a learning acquisition as measured by test of learning achievement, for others; it is the child's physical, social, emotional and cognitive development. Moreover, others look at inputs of education to estimate quality (Ross and Postlethwaite, 1992:6).

Thus, to prepare students for today and future competent and complex world provision of quality education from primary to tertiary level is unquestionable. However, in most African countries, less than a third of Young Africans acquire the knowledge and skills that are in their national curriculum (ADEA, 2004:5).

In Ethiopia, modern education was introduced at the turn of the twentieth century. At the early age of its history, it was conceived as instrument for the transmission of alien religion and undesirable foreign ideas. Therefore, the clergy and the aristocracy were not for its development (Seyoum, 1996). Later on, the short-lived Italian Colonial power put a great destruction to it under the belief that the enlightened Ethiopians could remain a threat to the Italian aggression (Punkhrust, 1962). So, modern education was not regarded as an important asset until the 1940's. It was after the five years anti-fascist Italy struggle that the government realized the importance of modern education (Seyoum, 1996). As a result, primary schools started to expand in the 1950's in the urban centers of the country with the aim of creating skilled work force to fill the bureaucracy.

Until, the mid of 1970's formal education was meant to the selected few, it was not appreciated by the rural population (Tekeste, 1990). It was at the out break of the 1974 revolution, that the Derg Regime proclaimed, under the banner of education for all, citizen have the right to free fundamental education.

This declaration promoted the expansion of primary education with the aim of education for production, scientific inquiry and socialist consensus. New developments such as the introduction of industry, business, bureaucracy,

international links, literacy campaign and the like into the socio-political and economic spheres of life into the country have gradually changed the conception of education enormously (Tekeste, 1990).

According to the Ethiopian Education Sector Strategy, 1994 at the beginning quality of education in Ethiopia was 'quite reasonable', but gradually declined and sustained pronounced fall. Among the factors which contributed to the decline of quality standards are; the scarcity of instructional materials, the over crowding of schools which necessitated double and triple shifts in urban areas and the declining quality of teachers. The current education must fully prepare students to meet the objective demands of the nation and the ideological needs of the society.

However, according to Patric (2002), the primary education system in Ethiopia reveals, glaring quality problems, such as quality of well-trained and committed teachers, insufficient educational inputs, low morale and low motivation, inefficient utilization of time and in effective leadership. There are two broad sets of challenges in Ethiopia, increasing access to education and improving the quality of that education. These things are overwhelming challenges in their own right, but addressing each makes the other more difficult. Because, getting the children outside school into school require more school, more teachers and materials. At the same time providing quality education not only demand more schools but also more schools with best facilities. The conflict between access and quality with a limited resource is a difficult one (Amare et al., 2002).

For proper examination of quality primary education, it is important to look at the goals of primary education as perceived by other experts outside Ethiopia. This is relevant because we are a sub system of the wider global environment and what is done in the country, must necessarily reflect the germane elements of what is considered qualitative in the wider macro environment of which our

country is a part. To many scholars, the issue of quality education is a dynamic and continuous process. In our context when we think quality primary education, we are in fact, thinking of the quality, of primary schools in which we educate our children and the ability of the schools to achieve the goals of education in a cost effective way. Different stakeholders assign their own values to different objectives of an education, and maximizing one kind of out put may not be consistent with maximizing other kinds of out put (World Bank, 2004).

In general, other things being equal, the success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. Inputs are enabling because, they underpin and are intrinsically interrelated to teaching and learning processes, which in turn affects the range and the type of inputs used and how effectively they are employed. Different education system uses different quality indicators. The use of educational inputs, low achievement of students, irrelevance of curriculum, unemployment problem of school leavers and demotivated and poorly trained teachers are considered as a major factor for low quality education in developing countries including Ethiopia, while, these are negligible in advanced countries (UNESCO-2005).

To what extent these educational inputs are affecting the quality of the general primary education In Addis Ababa City Government, have not clearly Indicated by research results. However, some recent study that was conducted on major indicators of education quality indicated that poor allocation of educational input has great contribution to the poor education quality of the city Government (Amare et al., 2002).

Therefore, this research work is concentrating on the educational inputs among many other factors that affect education quality.

1.3. Statement of the Problem

General primary education provides a fundamental base for all further schooling and training, and its universal availability and quality are central to human resource capacity of any society (Derebsa, in Amare et al., 2002). Education is one of the major factors responsible for the development of the country. Highly successful examples of development can be found in countries such as Japan, Korea, and Singapore where human resource constitute the foundation upon which material development can occur and education represents a major form of human resource development.

Although primary schooling has many objectives, which may some how differ from country to country; several key elements are important in nearly all context (UNESCO 2005). First, primary schooling should enable students to become literate and to do simple arithmetic calculations, so that they can function effectively in modern society. Second, primary schooling equips graduates with sound base from which to continue their formal education at the secondary level. Those remaining in agricultural setting, should be literate and have sufficient arithmetic skills to enable them to become aware of new techniques and approaches to improve their agricultural productivity and to enable them to protect and exercise their basic human and political rights. Third, primary schooling should instill in children a strong sense of national identity during their primary schooling (Amare et al., 2002).

The conflict between access and provision of quality education with a limited resource is a difficult one. Thus, in a country like Ethiopia, quickly expanding the school system without reducing its quality is difficult. Addis Ababa is the capital

of the country; the populations in the city vary in culture, custom and living standards. The educational institutions are different in kinds and standards. Most of the local community, who can pay for their children education, do not send their child to government schools, because, government schools are already judged, as schools with poor quality.

Addis Ababa is the capital with accumulation of Ethiopian nation and nationalities. The population is highly crowded and the disparities of the living condition vary greatly. These all makes difficult the facilitation of the schools to meet the required standards of offering quality education.

However, the Addis Ababa City Government has made effort to improve quality of education by providing enough teachers, and by raising the qualification of teachers, providing curricular materials, building new classrooms and intensive utilization of the existing classrooms. As the achievement of students in the city Government is not satisfactory the City Government Education Bureau has recently introduced the school improvement program (AEB, 2006). In the study carried out in 2002 some cases of poor quality in education is reported that most teachers use little equipment, due to lack of interest and the focus of school administrations and supervisors is on ensuring that all the topics are covered within the academic calendar. Therefore, issues of quality are not given due attention at school level. Teachers are strongly criticized incase they fail to cover the text. On the other hand, a teacher hardly faces criticism or challenge from the administration for failing to help children with learning difficulties (Daniel, in Amare et al. 2002). However, there is no such a study that asses the school community perception at the school level to reveal the schools major problems.

Therefore, this paper is, intended to study the school community perception of the impact of educational inputs on the quality of the general primary education of the Addis Ababa city Government and analyze its implication on the over all

improvement of education quality's in the city. The focus of this study is assessing the perception of school community that is teacher, head teacher, and Teacher Parent Association (PTA) committee about the impact of educational inputs on the quality of the general primary education of the Addis Ababa City Government.

In order to address the problem, this study attempts to raise the following basic questions and analyze them thoroughly in order to recommend the necessary solutions to the problems.

1.3.1 Basic Questions

- 1 Do the schools leadership have the capacity in managing school resources to achieve quality standard?
- 2 What is the extent of resources availability to achieve quality education?
- 3 How does the school community perceive the students achievement in the government schools of general primary education in the city Government?

1.4. General Objective of the study

The general objective of this study is to asses the impact of educational inputs on quality status of the general primary education in the Addis Ababa City Government.

1.5. Specific Objectives

The Specific objectives of the study are:

- a. To assess the impacts of educational inputs on the qualities of general primary education in the Addis Ababa City Government,
- b. To assess the schools and local community relationships,
- c. To check the status of the teaching learning materials and

- d. To assess the status of leadership quality of the schools, and propose legible recommendation;

1.5. Significance of the Study

This study is expected to provide necessary awareness to the way of enhancing school community's capacity developed and properly utilized, the necessary information on how to develop the schools management effectiveness, and will help as a spring board fore the future research.

1.6. Scope of the study

Conducting a research in all general primary schools of Addis Ababa city Government is difficult. Therefore, this study is restricted on only to twenty three randomly selected government general primary schools in the city government. The education quality issue is wide concept and its measurement is complex, therefore, the scope of the study focus only on, the perception of school principals, teachers, students and school committee about the impacts of educational inputs (human and material resources) on the provision of quality education.

1.7. Limitation of the Study

Issues of quality education, is implicit and difficult to understand at the same time it might not also be clear to the school community. As a result, it needs more budget and time to gather several data to arrive at conclusion. But budget allocated and time allotted was small. Therefore, the researcher overcomes the constraint with the material and financial help obtained from family and friends.

1.8. DEFINITION OF TERMS

Educational Input; Educational inputs are the financial, physical, human and material resources that are provided for the students (teaching learning processes) at any educational level.

General Primary Education; It is an educational structure in Ethiopian Education system, that extends from basic education consisting of four years of education from grade 5- grade 8. It is also an educational level that prepare students for further general education and training (ETP, 1994).

Impact; The effect of one thing, person, action, etc..., on another (Brown, 1993)

Indicator; Variables that represent the aggregate status or change in Status of any group of persons, objects, institutions, or elements Under study and that are essential to a report of status of the entities under study or to understanding of the condition of the entities under stud (Jaeger, (1978:27).

Quality; is a conformance to mission, specification and goals achievements within publicly accepted standards (Ingram, et al., 1993:274).

CHAPTER II

2. REVIEW OF RELATED LITERATURE

2.1 THE CONCEPT OF QUALITY IN EDUCATION

It is unquestionable that education must help learners live their lives with greater competence and greater confidence. It will only do this if it is of good quality where the learning process is positive and helpful, and where real learning takes place. Education is not merely a matter of attending school, But learning things that are relevant and useful. Because, today's world is complex and knowledge is growing at a fast pace learning must go on throughout life. Both children and adults need to know how to cope with change, with many different relationships, with lots of information, and with diversity and all kinds, for their rights, for the natural world, for the past and the future. This is only through high quality education that leads to the many social and economic benefits, which countries and individuals hope (UNESCO, 2005).

Research evidences also clearly shows that the links between better pupils' achievement test scores are closely related to higher income in later life (UNESCO, 2003a). Empirical work has also demonstrated that high quality schooling improves national economic potential and Strong social benefits equally. It is well known that the acquisition of literacy and numeracy, especially by women, has an impact upon fertility. More recently, it has become clear that the cognitive skills required making informed choices about HIV/AIDS risk and behaviour are strongly related to levels of education and literacy (UNESCO, 2005).

Therefore, teaching and learning must give learners the tools for life. Education must lead to outcomes that are meaningful where learners feel confident in using

the knowledge and skills they have acquired. Education is also about developing behavior based on positive values, understanding and respect for other people (UNESCO, 2003).

The term "quality" of education qualifies for the world championship of frequently used terms that are nevertheless considered indefinable (Joap Scheerens, 2000). In the management literature, the term quality has been variously defined as excellence (Peters and Waterman, 1982), value (Feigen Baum, 1985), fitness for use (Juran and Gayna, 1988), conformance to specification (Gilmore, 1974), conformance to the requirement (Crosby, 1979) meeting and or exceeding customer expectations (Parasuman et al., 1985). There seems to be no consensus definition even though most of these definitions are highly correlated. This evident that education quality is also a vague and controversial concept in research and policy discussion.

However, in spite of its complexity, there is considerable scope for improving the quality of education. A new consensus and impetus is building up around to improve the quality of education. How well students are taught and how much they learn are likely to have a crucial impact upon the length and value of their schooling experience. Quality can influence parents' choice to invest in their children's education. The range of intrinsic and social benefits associated with education, from better protection against disease to higher personal income, is strongly dependent on the quality of the teaching-learning process (UNESCO, 2005).

UNESCO and UNICEF, in the Convention of the Rights of the Child (1990), were identified two principles that characterize most attempts to define the objectives of education. The first, which is concerned with learners' cognitive development as the major explicit objective of all education systems, sees the success with which systems achieve this as one indicator of the quality. The second

emphasizes the role of education in promoting commonly shared values along with creative and emotional development.

Cognitive development is a major explicit objective of all education systems. The degree to which systems actually achieve this is one indicator of their quality. While this indicator can be measured relatively easily, it is much more difficult to determine how to improve the results.

Second, education's role in encouraging learners' creative and emotional development, in supporting objectives of peace, citizenship and security, in promoting equality and in passing global and local cultural values down to future generations. Many of these objectives are defined and approached in diverse ways around the world. However, compared with cognitive development, the extent to which the non cognitive are achieved is harder to determine (UNESCO, 2005).

Many children and adults in the developing world do not master basic literacy and innumeracy skills, even if they complete primary education. Education that is not inclusive, in the broadest sense of that term, is unlikely to bring or sustain improvements in learning quality (Ibid.).

To reconcile a range of approaches, UNESCO adopts a framework that takes into account five major factors affecting quality: these are learners, whose diversity must be recognized; the national economic and social context; material and human resources; the teaching and learning process and the outcomes and benefits of education.

Accordingly, test scores provide one important measure of how well the curriculum is being learned, and help to indicate achievement at the main exit points of the school system. A number of international assessments on learning

achievements among countries and over time, reveal that education quality in Africa has been particularly challenged in recent years, with declines in literacy achievement scores between 1995/96 and 2000/01 (UNESCO, 2005). Several lessons can be drawn from studying the results of tests over time. According to UNESCO's report, socio-economic status and the class time spent on mathematics, science and language strongly affects performance. Several studies also show that the impact of pupils' socio-economic background can be partly offset by a better school climate, stronger support to teachers, greater school autonomy and additional resources, especially textbooks.

Evidence from a growing body of experimental studies conducted in low income countries shows that achievement is significantly improved by textbook provision, reduction of class size and child-friendly remedial education. Beside this, creative interaction between pupils and teachers in the classroom to draw lessons from success is crucial. This research shows that good primary schools are typically characterized by strong leadership, an orderly and secure classroom environment, emphasis on acquiring basic skills, high expectations regarding pupils' attainment and frequent assessment of their progress (UNESCO EFA Monitoring and Evaluation Report, 2005). How well teachers master the curriculum, the level of their verbal skills and their expectations of students all contribute to school quality. Resources provide a framework within which teachers can guide students in their learning. In a more fundamental sense, however, the effectiveness of learning depends on what pupils, as well as teachers, bring to the task. Early attempts to understand the learning process emphasized both aspects. It became clear that the following five elements were likely to have an important influence on learning outcomes (Carroll, 1963 and 1989)

- *Aptitude* which determines the amount of time a pupil or student needs to learn a given task under optimal conditions of instruction and student motivation;

- *Opportunity to learn*, measured as the amount of time available for
- *Learning; perseverance*, or the amount of time a pupil or student is willing to spend on learning;
- *Quality of instruction*, which, when sub-optimal, increases the time needed for learning;
- *Ability to understand instruction*, which includes language comprehension and the ability to understand the nature of the task and how to go about it.

Although the above formulation is not specific as to what determines high-quality instruction, teachers have long been believed to be the key to education quality.

2.1.1. EXPERIENCES FROM SOME COUNTRIES

Based on UNESCO's study, there are countries that achieve a maximum result with stiff competition under serious scarcity, and can serve as a bench mark. As it crucially correlate to the achievement, instruction time deserves attention.

However, when comparative performance on international achievement tests is examined, more substantial gaps appear, in general between high-performing and less developed countries (Pritchett, 2004). South Korea is one of the country among the succeeded in quality gain while, class size remains large, whatever disadvantage larger classes entail, though, it is overcrowded it was over come in the Republic of Korea through the willingness of pupils and parents to make extra efforts and through pedagogies and classroom climates that facilitate learning in large groups. As a result, the Republic of Korea is first place for science, third place for mathematics and seventh place for reading in the PISA

study covering forty-one high- and middle-income countries (OECD/UNESCO Institute for Statistics, 2003). This high level of the school and local community commitment is a strong bench mark in resource scarce environment.

According to Gas Perini, 2000: 7, The Cuban form of competition, 'emulation', is conceived of as self-improvement through solidarity and collaboration among peers. Emulation occurs among pupils, among teachers and among schools. For each group, incentives reward excellence, and mechanisms are in place to make sure others benefit from the experience Cuba also benefits from competition and reward for success (Gas Perini, 2000: 9–14 as cited in UNESCO, 2005). The result is an education system that stakeholders are encouraged to improve. The high esteem in which the teaching profession is held in Cuba seems crucial to its success. One can learn from Cuba increasing reputation for the teaching profession bring about increase in quality of education.

The combination of high performance and moderate expenditure has also made Finnish education an interesting benchmark for many countries. Disparities in student achievement are very small, as is the impact of social background on achievement (Väljärvi et al., 2002: 28 in UNESCO, 2005).

According to (Finland Ministry of Education, 2003), that is what Finland intended in investing consistently and for many decades in human development, pursuing both equality of opportunity and inclusion.

The experiences of these countries suggest three common characteristics. The first concerns teachers. High esteem for the teaching profession, thorough pre-service training and sometimes restrictive admission, and a well developed constellation of in-service training, plus mechanisms for mutual learning and teacher support are evident in all these countries. There are no concessions on teacher quality, even where teacher shortages exist.

The second is continuity of policy. The Republic of Korea consciously sought to neutralize the impact of political change by establishing advisory bodies. In Cuba, continuity is implied in the political system. Finland has strong education knowledge bases (within institutions for teacher training and support) that seem to prevent governments changing course too frequently and radically.

The third characteristic is the high level of public commitment to education, which seems to emanate from a strong political vision. The Republic of Korea's determination to become and remain globally competitive, Cuba's will to defend the revolution, and Finland's deep commitment to human development and equality each, in its own way, has profoundly affected education policies and outcomes.

One other characteristic, in the Republic of Korea and Cuba, is an extremely high level of energy among learners, teachers and parents. In both countries it is associated with an atmosphere of competition, albeit from very different standpoints and in very different forms. "Whether and how this can be mirrored in other developing country contexts is an open question" (UNESCO, 2005)

The studies carried out by Lee and Barro (2001). First, shows that increases in PTR result in a decrease in average test scores, thereby indicating that smaller classes are associated with better pupil achievement; their results suggest that a decrease in the average PTR (by 12.3 in 1990) raises test scores by 1.8 percentage points. Second, higher teacher salaries in their sample of fifty-eight countries were associated with a significant increase in test scores. Third, the results for repetition and dropout rates are consistent with their being affected by school resources: reductions in PTR are associated with reduced rates of dropout and repetition. Lee and Barro conclude that school inputs (especially smaller class sizes, but probably also higher teacher salaries and more years of schooling) enhance educational outcomes. Gupta, Verhoeven and Tiongson, 1999; McMahon, 1999, in their study also concluded that it is the share of resources devoted to primary schools that

affects their functioning, total resources going to education being too approximate a measure to be relevant.

2.2. SOME MAJOR ELEMENTS OF EDUCATIONAL INPUTS

2.2.1. Human Resource

Human resource inputs include managers, administrators, other support staff, supervisors, inspectors and, most importantly, teachers.

2.2.1.1 School Community

The word community has different meaning in different context. In school system it refers to the school community. Community is a group of people who share social, economic and cultural interests and its members recognize social obligations to each other hold at least some common values and share the identity. The school community comprises students of the school, teachers, school personnel parents and residents of that locality in general (Bray, 1987).

Community participation has many meanings but in general terms it is involving people, in order to increase awareness, empower, and build capacity or to expand rights and duties. It is may be to function as an instrumental for means for accomplishing a specific task or a tool for others to ensure that what they want is accomplished. In general participation is the active involvement of the community in real decision making about their learning and their school (Paulos, 2004) in Negash 2007).

School community participation is crucial, because of its indispensable accountability (UNICEF, 1982) active involvement of the school community is the strengthening of the power of the beneficiaries to initiatives in the decision making for the formulation and implementation of activities of the school. It is

recognizing of the people at the grass root level to create development partner. Thus, the schools objectives to provide children with quality education and to fulfill the communities' wishes of better education for their children can not be realized unless all parties create an understanding of each other and build a smooth relationship (Hicks, 1956)

In most education systems, the head teachers are responsible for the day to day activities of running their schools. In case of Ethiopian education system the KETB members are responsible to approve the annual plan and budget of schools; follow up the implementation devise and effect mechanisms where by schools could boost their internal incomes, conduct awareness raising of the community about the need to send their school aged children to school and not to drop out, supervise and control that the principals, teachers and other schools personnel work together for the prevalence of a smooth teaching learning process plan, coordinate and effect mechanism (Negash,2006).

2.2.1.2. School Principals

Effective school principals are strong leaders in organizing staff and resources to develop staff efficiency and to improve schools. Human Resource and financial management are means to an end School principals are expected to organize the socio-economic, cultural and religions and other difference in his staffs. Because these all differences contribute to the development of schools lesson if properly managed. A strong, healthy school culture promotes and builds positive relationships between the entire school staff and students (law & Glovey 2001). Research shows that good primary schools are typically characterized by strong leadership, an orderly and secure classroom environment, emphasis on acquiring basic skills, high expectations regarding pupils' attainment and frequent assessment of their progress

One of the major managerial tasks of school principals is the adequate provision and efficient utilizations of school resources. The office of principal's is the center for all school activity. It is the place for communication with teachers, students, parents, educational officers and like. It is a medium for the organization of different tasks and activities. Hence school principals are expected to organize all these different tasks (Farrant, 1980).

Budget is one of the major resources to be secured and accounted properly to meet the school needs and demands. Therefore, school principals should attest the management of the school finance.

School principals should make continuous attempts to motivate teachers and students to increase the activation of the teaching learning process. Principals should learn how to motivate teacher's dissatisfied teachers would not be helpful when principals call for reform, while motivated teachers help to influence the rest of the staff towards achieving the mutual goals at the school and local community level in general.

Hence, teachers play notably important roles in enhancing education quality. Therefore, to keep teachers motivated by providing better payment and by giving recognition and empowerment should be the major role of school principals.

Leadership by definition is "getting people to do what needs to be done (Bennis, 1994)" The observed effect of one individual's ability to change other people's behaviors by altering their motivations (Bass, 1985). Set of processes that create organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles (Koher, 1990:25).

Leaderships have a task of fulfilling the expectations inside and outside the organization, particularly at times of rapid change (Ibid). The basic rationale is that the effective school leaders are often regarded as reform agents. The function of leadership is not only to bring about change but to set the direction and the lead people to that change. Matias (2007)

Making decisions is one of the prime functions of educational management. Shared decision making process is important to allocate resources for teaching and learning processes. Schools can pass important decisions if principals and staff have an amicable working relationship to come to an agreement. Participating teacher's in decision making helps to increase commitment of greatest achievement (Okumbe, 1998. and Musaazi, 1988:97, in Matias 2007) has also suggested that participation of teachers in decision making is an important factor which raises the morale of teachers and increases their enthusiasm for the school. Empowerment is expressed in terms of shared decision making process. Shared decision making is based on the promise that people functioning closes to implementation of the potential decision, such as teachers, students, and the local community, make better decision if they participate in making decision. Shared decision making enhances students achievement by improving the instructional program and delivery of support services.

2.2.1.3 SCHOOL TEACHERS

Teachers are a key enabling factor in improving the quality of education. Teachers are critical to any reforms designed to improve quality. Moreover, teachers represent by far the most significant investment in public sector budgets. How well teachers master the curriculum, the level of their verbal skills and their expectations of students all contribute to school quality. In countries

with high rates of achievement, the quality of the teaching profession receives consistent attention (UNESCO, 2005).

Teachers are vital to the education process. They are both affected by the macro context in which it takes place and central to its successful outcomes. Useful proxies here are pupil/teacher ratio, average teacher salaries and the proportion of education spending allocated to various items. The teacher background component of the school block inputs involves such attributes of teachers experience, attitudes toward the profession. Thus, teachers who like their job, see its importance for acquiring further knowledge, want to remain in its irrespective of the opportunities, and are interested in being with the youngsters are believed to be effective (Broad foot etal; 1987:285). Expectation of the achievement is the subjective judgment teachers have about the level of performance their students attain. Such perceptions could be based on reaction to parental support, school facilities, students 'effort, and prior achievement (Anania, 1983:27-28). Out of school time devoted to teaching purpose is a measure of teachers commitment to the betterment of their work and can be measured by the frequency of assessment given to students, the time devoted to teaching purpose is a measure of teachers commitments to the betterment of their work and can be measured by the frequency of assessment given to students, the time devoted to the planning and preparation of lessons, the frequency of teacher parent contacts concerning academic matters and the like(Chantanavich etal:pp124-29)

Studies on *teacher assessments and teachers' expectations* of pupils underline the danger of self-fulfilling prophecies. Where teachers form negative expectations of certain pupils, they are likely to give them less attention and expose them less to more challenging tasks. This kind of stereotyping can have highly negative consequences for some pupils (Hoeven-Van Doornum and Jungbluth, 1987). But high teacher expectations, on the other hand, contribute

significantly to pupil performance (Doyle, 1985). Research shown that there is more systematic links between some teacher characteristics (e.g. clarity, flexibility, enthusiasm, ordered preparation) and pupil performance. Especially at primary level, effective learning time, class organization and management, teaching strategies and instruction, and assessments and teachers' expectations were all significant factors in improving pupil performance (Stallings, 1985). As regards *effective learning time*, it became clear that simply making the school day longer did not necessarily lead to better performance. More important, how effectively time is spent matters (Kulik and Kulik, 1982; van Laarhoven and de Vries, 1987; Reezigt, 1993; Slavin, 1987). It is agreed that classes where there is disruptive behaviour, effective learning time is reduced and pupil performance is lower.

2.2.1.4 Learners

The Dakar Framework makes clear that an inclusive learning environment is an essential attribute of high-quality education

It follows that strategies to improve quality should draw on the strengths of learners and on their knowledge, interests and capacities. As the previous edition of this Report on gender equality stressed, learners should not be treated as standard units in a uniform process. Education should be inclusive, responding to the diverse needs and circumstances of learners and giving appropriate weight to the abilities, skills and knowledge they bring to the teaching and learning process. The Dakar Framework makes clear that an inclusive learning environment is an essential attribute of high-quality education (Altonji and Pierret, 2001, cited in UNESCO, 2005).

2.2.2. MATERIAL RESOURCE

The main input variables are material and human resources, with the governance of these resources as an important additional dimension: influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without teachers, textbooks or learning materials will not be able to do an effective job. In that sense, resources are crucially important for education quality. The two major resources are material and human resources. Human resources and Material resources are educational inputs that help to carry out the education processes. Material inputs indicate the level of the provision of textbooks and other learning materials and the availability of classrooms, libraries, school facilities and other infrastructure (UNESCO, 2005).

Material and human resources together are often measured by expenditure indicators, including public current expenditure per pupil and the proportion of GDP spent on education (Ibid.).

Intended instructional time – Even though, time is one of the crucial non replaceable resources the maximum amount set out in national curriculum statements is not the same as actual learning time. Studies have shown that in developing countries considerable amounts of time allocated for instruction are lost because of teacher and learner absenteeism, classroom shortages and lack of learning materials, as well as more universal phenomena such as lack of discipline and difficulty in maintaining learners' attention (Benavot, 2004b).

The developing-country sample, PTR; teacher education, experience and salary; expenditure per pupil; and school facilities are low). However, improvements to the resources available to developing country schools are important to improve the levels of cognitive achievement of pupils Gibons et al. (1994). This suggests

grounds for confidence that, in developing countries, increased resources for schools do influence student performance positively and more strongly than in the case of the developed with its already high average resource levels(UNESCO, 2000a:20).

Of course, classroom resources typically vary less in rich countries than in developing countries. School-related factors explain more of the variation in achievement in developing countries than in industrialized countries (Walberg, 1991).

Therefore, the evidences suggest that, resources are more important determinants of pupil achievement in resource poor environments than in richer ones.

The overall analysis revealed that pupils in schools with adequate classrooms sufficient desk and seats, and sufficient books perform better. Large class size has a detrimental effect on students' achievement. On the other hand better school and classroom facilities also exerted significant positive effects on the quality of classroom teaching and on pupils' achievement (Mwamwenda & Mwamwenda, 1987). In short, school-classroom related variables are crucially important and positive predictors of students' achievement.

CHAPTER III

3.1 Research Methods and procedures of the study

The method employed to this study was the descriptive survey research methodology in order to gather a variety of data to be analyzed in the course of identifying the problem under study. That is because, the descriptive survey method of research is more appropriate in such a way, that it helps gather several types of data (Koul, 1985:405). This particular approach also gives privilege to gather several informations related to the problems. So that it helps the researcher reaches at a conclusion taking the present state of the problem under investigation (Meyers and Grosen, 1978:91 as noted in Ambisa 1997:26)

3.2 Sampling Procedure

Presently, the Addis Ababa City Government Education Bureau manages more than 465 primary schools, out of which 85 of them are primary schools (grade 1 to 8th) that are managed by government in addition to local public schools. Out of the 85 government primary schools, 75 of them are general primary schools from grade 5 to 8. Among the rest 380 schools, 117 are public, 202 are privately owned and 61 are run by religious institutions, Non Governmental Organizations and foreign communities. As the study focuses on only the government- owned general primary schools i.e., the 75 government owned general primary schools (from grade 5- 8) across Addis Ababa City. Therefore, the sample of this study is based on 23 randomly selected schools out of those, 75 governments - owned general primary schools.

From the accounts of documents, obtained from the Addis Ababa City Government Education Bureau reveals that more than 4982 teachers are currently teaching in the 75 government primary schools and more than 62,295

students are attending in the government general primary schools. Each school has at least two principals, one principal and one vice principal. This proportion was taken to estimate the sample size as well as the number of subjects or respondents to be selected from each school.

To begin with, it was decided that 30 percent (about 23) of the schools would suffice the study in light of the time and financial constraints. The consideration of such factors in determining sample size is accepted by many scholars such as (Sommer & Sommer, 1980:18 cited in Ambisa, 1997). They posit that it is to be appropriate that a sample size of 30% of the population (if the size of the population is known).

This is because to increase precision and representation of the population as well as to strengthen the validity of the research. Government general primary schools were randomly selected and included in the sample.

The above 23 schools were selected using systematic random sampling technique. Because, each of the school in the population are assumed to have similar proportions and have equal chances to be selected. According to Gall, Borg and Gall (1996:217) randomly selected samples have the advantage of yielding larger research data that can be generalized to a large population.

After a given school was selected, five teachers, ten students, two principals and two PTA committee members from each school, a total of 437 respondents were elected by picking randomly with five intervals using their list in their respective schools, except the principals and vice principals, who were selected by availability sampling because there are only two in number in each of the schools. Beside unit leaders, pedagogic center representatives and schools librarians' one from each school under study was randomly selected and included in the study for the purpose of interview.

In selecting interviewees, the criterion considered was a minimum of two years of service in their respective positions. Because they were to be interviewed about the educational inputs that requires careful attention in their provision and utilization.

3.3 Instrument of Data collection

The principal tool of data collection for this study was the questionnaire (see Appendix 2). To get more reliable information; beside the questionnaire students' examination result of grade 8 from four sample schools is also used to close the gap that might be created in the questionnaire. This grade level was selected because; it is the exit point from primary schools. At the same time in grade 8 two types of exams are conducted; one at school level that is prepared by class room teachers and the other is the national examination that is prepared at national level. The national examination at this stage is expected to measure the students' performance uniformly.

3.3.1 The Questionnaire

The questionnaire which has three parts was used to collect the information from four groups of respondents: such as teachers, students, principals vice principals and parent teacher association committee. The first part of the questionnaire is about the respondents back ground. This includes the respondents' sex, age, educational qualification, teaching experience, and the like.

The second part of the questionnaire is dealt with the items of educational inputs that are expected to have direct and indirect impacts on the quality of education. These items require the respondents to rate the extent of their agreement with the statements that describe some aspects of educational inputs that are

believed to be important for education quality and also expected to hamper in their absence(in its inappropriate provision).

A five-point Likert - scale ranging from very high impact to very low impacts through medium impacts, and in the same way a five point Likert - scale ranging from "strongly agree" to "strongly disagree" through "undecided" impacts for all the four groups were used for this purpose. This part of the questionnaire is prepared after intensive literature review was made regarding the impacts that educational inputs exert on educational quality. And the third parts of the questionnaire is concerned with personal perceptions of respondents on the general quality status of the government schools in the Addis Ababa City Government, the current availability level of school budgets and measures to be taken to bring about education quality.

The questions in this part are open- ended type that requires short answer.

Developed in this manner, the questionnaire was tasted on a pilot group to check its validity, accuracy with which it measures and what it was intended to measure.

After ascertaining its appropriateness, the instrument was made ready for the final study. The questionnaire was distributed to all the sampled (437) respondents: 230 students, 115 teachers 46 school principals and 46 PTA members. Proper orientation was given to the respondents, both orally and using cover letter.

3.3.2 Interviews

To get additional information and to close the information gap, unstructured interview was employed. The interview was conducted with one schools unit leader, schools librarian, and head of pedagogic centers. Even though it was

intended to conduct the interview with laboratory technicians, unfortunately there were no laboratories in all the sample schools.

The interviews conducted with the above group were generally, involved status of the school facilities in their respective position. The intention here was to get a general idea about the adequacy of the educational inputs to facilitate the provision of quality education to students from the view points of the respective respondents.

The interviews conducted with those supportive groups and schools unit leader is to close the gap that might be created from the questionnaire itself and it is aimed at boosting information obtained from the respondents. Supporting this method, Sommer and Sommer as cited in Ambisa (1997), stated that, follow-up interview can help to overcome the weakness of the questionnaire as instruments of data collection.

3.4 Methods of Data Analysis

Different statistical methods and procedures are employed to resolve the basic questions; percentage and sample means are employed. In addition "z" score and chi square were also used to test the level of significance. For Shovelson (1998:328-30) z score is useful to compare the mean of two groups, and such comparison can give the relationship between the dependent and the independent variable. Koul. L. (1988:3220) also stated that Chi-Square Test is, "a test of independence and is used to estimate the likelihood that some factor other than chance accounts for the observed relationship". The Chi-Square Test has different application system the Chi-Square Test applied to this particular study is the 'Unrelated Samples' application one.

In analyzing the data, the five-point Likert-scale is converted into three, and the questionnaire items were categorized based on their impact group for the purpose of the proper management of data. Accordingly, items were categorized such as items on leadership quality, items on teaching learning factors, items on staff development, items on school facilities, items on schools physical environment and items on access to information (see Appendix 2.)

After the category was made, the respective category columns mean value were tabulated and then means of the category was calculated and used in interpretation for the sake of convenience of data management. (See Appendix 2 part 2.). In the Likert scale, the first two, i.e. "5" and "4", very high and high were grouped together. In the same way the last two i.e.; 2 and 1, low and very low were grouped together. The intermediate scale, i.e.; '3' (medium) is used as expected mean based on the fact that it is the average of the minimum and maximum possible scores. In the same way, for the five point Likert scale (i.e. $1+5 = 6 \div 2 = 3$). Consequently, scores below "3" were labeled as scores of disagreements and those above "3" labeled as scores of agreement.

It should also be noted that a 0.05 alpha level is used throughout this study whenever statistical tests are involved. Mean scores were also used to divide the students in grade 8 classroom examination results and grade 8 national examination results.

CHAPTER IV

This part of the study deals with two major tasks as part of providing a combined framework of the objective of the study to the readership. Firstly, an attempt will be made to make a comprehensive presentation of the findings and secondly, to make a rational analysis based on the outcomes obtained from the collected and administered data.

4.1 Presentation of Results

The data collected through questionnaire interview and from documentations are presented with the help of tables and are then followed by analysis.

4.1.1. General Back Ground

Table1: general primary school in Addis Ababa City Government

Sub City	Grade 5	Grade 6	Grade 7	Grade 8	Total	Students		Total	Student Section Ratio
						Male	Female		
Addis	36	37	37	34	144			6081	1:42
Akaki	40	36	37	30	143	2810	3271	8262	1:58
Arada	31	34	40	35	140	4095	4167	4534	1:32
Bole	24	24	26	28	102	2082	2452	5172	1:51
Gullele	33	34	30	31	128	2223	2949	7018	1:55
Kirkos	24	27	27	24	102	3252	3766	3801	1:37
Kolfe	63	58	58	51	230	1663	2138	11884	1:52
Lideta	28	28	29	28	113	5579	6305	4768	1:42
Nifas Silk	28	29	29	30	116	2122	2646	6608	1:57
Yeka	42	45	54	48	189	2910	3698	9359	1:50
Total	349	352	367	339	1407	4242	5117	67487	1:48

From Addis Ababa City Government Education Bureau Educational Statistic Annual Abstract (March, 2007). Modified by researcher

As depicted in Table 1, the total number of students in the academic year of 1997 (2005) in government general primary school was about 67,487 and the total number of section for these students in the same academic year was 1407. Therefore, average student/ section ratio in the academic year was 48:1.

Table 2 Government General Primary School in Addis Ababa City Government (Grade 5-8)

Sub city	Teachers		Students			
	Female	Total	Male	Female	Total	
Addis						
Akaki	187	418	2810	3271	6081	1:15
Arada	285	544	4095	4167	8262	1:15
Bole	200	409	2082	2452	4534	1:11
Gullele	263	419	2223	2949	5172	1:12
Kirkos	261	450	3252	3766	7018	1:16
Kolfe	242	429	1663	2138	3801	1:8
Lideta	423	782	5579	6305	11884	1:15
Nifas Silk	132	283	2122	2646	4768	1:17
Yeka	259	480	2910	3698	6608	1:14
Total	423	748	4242	5117	9359	1:13
	2675	4962	30978	36509	67487	1:14

From Addis Ababa City Government Education Bureau Educational Statistic Annual Abstract (March, 2007). Modified by researcher

As shown in Table 2, the total number of students in the academic year, 1997 (2004/05/, in government general primary school was about 67,487 and the total number of teachers in the same academic year in government general primary school was 4962. This shows that student/ teacher ratio in the city government during the 2004/5 academic year.

14:1Table 3, General Characteristics of Sample Schools

School	Sub city	N° of students			N° of teachers			N° of section for Grade 5-8	Student teacher ratio	Student Section ratio
		Male	Female	Total	Male	Female	Total			
Medihanealem	Gullele	482	599	1081	32	18	50	19	22:1	57:1
Arbegnoch	Arada	646	921	1567	47	22	69	33	23:1	47:1
Kelemework	Kelemework	250	203	453	15	12	27	13	17:1	35:1
Umersemester	addis ketema	403	472	875	21	4	25	15	35:1	58:1
Repi	K. keranio	490	702	1192	30	12	42	25	28:1	48:1
Glan No 2	Ak kaliti	475	650	1125	25	11	36	22	31:1	51:1
Sebiste Negasi	N.lafto	480	580	1060	32	18	50	18	21:1	59:1
Finfine	Finfine	472	403	875	22	6	28	14	31:1	63:1
Kokebe Tsibah	yeka	490	593	1083	34	20	54	20	20:1	54:1
Menelik	Arada	520	602	1122	36	19	55	23	20:1	49:1
Megabit 28	Lideta	405	482	887	22	11	33	15	27:1	59:1
Miazia 23	N.lafto	410	506	916	25	13	38	16	24:1	57:1
Hibret Fire	yeka	520	403	923	26	14	40	15	23:1	62:1
Wonayirad	yeka	750	800	1550	32	24	56	28	28:1	55:1
Worha Yekatit	Yeka	520	506	1026	22	11	33	16	31:1	64:1
Urael	Kirkos	480	622	1102	34	8	42	23	26:1	48:1
Biruh tesfa	yeka	250	350	600	5	6	11	10	55:1	60:1
Eshet	addis ketema	646	930	1576	48	20	68	30	23:1	53:1
Adis Fana	K. keranio	210	150	360	10	7	17	10	21:1	36:1
Deja. Ba. Abanefso	Lideta	850	910	1760	30	20	50	35	35:1	50:1
Edijet Behibret	Kirkos	306	314	620	21	9	30	12	22:1	52:1
Bole Gerji	Bole	540	460	1000	31	14	45	20	22:1	50:1
Hibir	N.lafto	200	150	350	25	5	30	12	11:1	29:1
Total		10795	12308	23103	625	304	929	444	25:1	52:1

As shown in the above table, the numbers of sample schools are 23, from the 10 sub cities. Among the sample schools the larger number of students was from Dej. Balcha Abanefso, there were a total number of 1760 students, 50 teachers, and 35 class rooms. Compared with another, school with small number of pupils is Hibir, with 350 students, 30 teachers. The student /sections ratio and student /teacher ratio in these two schools were found to be 35:1, 50:1, 12:1 and 29:1 respectively.

4.1.2 Back Ground of the Respondents.

The data on the background of the respondents are gathered in such away to have a clear picture about the status of the persons and sample schools included in the study. The tables below, Tables 4, 4 and 5, deal with some general information of the respondents from sample schools of the study.

Table 4 Characteristics of the Respondent School Principals and Teachers

Respondents	Sex	f ^r	%	Education	f ^r	%	Experience in teaching years	f ^r	%
Principals	Male	36	78.3	BA	2	4.3	Below 3 years	-	0%
	Female	10	21.7	Diploma	44	95.7	3-5 years	1	2.17%
				Certificate	-		6-10 years	5	10.86%
							11 > years	10	86.95%
		46	100%					46	100
	31-40							35	76.08%
	41 & above							11	23.92%
Total				46 100%	46	100%		46	100 %
Teachers	Male	70	73.0%	Diploma	85	84.2%	Below 3 years	15	15
					15	15.8	3-5 years	10	10
	Female	25	26.0%	Certificate	10	15.8%	6-10 years	30	30
							11 > years	45	45
Total		95	100%		95	100%		95	100%
Age	20-30	25	26.0%					25	26.3
	31-40	57	60.0%					57	60
	41 & above	13	13.7%					13	13.7
Total		95	100 %					95	100%

Note f= Frequency

As depicted in table4 and 4 the majority about 78.3% of the respondents were male. It is also indicated in the table that majority of the schools principals about 76.08% were within the age range of 31-40 years. All the 46 (100%) of the principals education level were also diploma and above. And more than 86.95% of them had served for 11 & more years in teaching and principal ship.

Table 4 also shows the characteristics of respondent teachers. The total numbers of respondents were 95. As indicated in the table the majority of the respondent about 73.7% of teachers were male, about eight five (89.5%) of them had diploma regarding their education and most of them had served for 11 and more years in teaching. Most of them about 57 /60%/ were within the age range of 31-40 years.

Table 5 PTA's committee and sample students' background

Respondents	Sex	f*	%	Education	f*	%	Experience in teaching years	f*	%
(PTA) committee	Male	25	54.3	BA	-				
	Female	21	45.7	Diploma	10	21.74	1-3 years	20	43.47
				Certificate	20	43.46	4-6 yrs	18	39.13
				General primary	8	17.4	7> yrs	8	17.4
Total		46	100		4%	100%		46	100%
	31---40							20	43.5
	41& above							26	56.5
Total								46	100
Students	Male	107	48.6	7				115	52.3
	Female	113	51.4	8				105	47.7
	Total	220	100%					220	100
Age	11-15	180	81.8					180	81.8
	16-20	40	18.2					40	18.2
	21& above		0					-	-
Total		220	100					220	100%

Note f= Frequency

Another category that explained in Table 5 was parent teacher association committee members. As shown in the table, a little over half of the committee members i.e. about 56.5% of them were within the age range of 41 and above, majority of them i.e. about 43.46% of them have certificates in different qualifications. However; there were no illiterates from the committee members. The final items portrayed in Table 5, were characteristics of students respondent. Most of the student respondents, about 52.3%, were from grade 7 and majority of them i.e. about 81.8% of them were in the age group of 11-15 years. As of their sex, majority (51.4%) of them were female, while the rest were boys. In order to get full information about all the respondents, it was also found important to show the background characteristics of the interviewed school personnel. Table 5 depicts this information.

Table 6 Background characteristics of Interviewee

No	Item	Interviewees	
		f*	%
1	Sex		
	Male	19	76
	Female	6	24
	Total	25	100
	Age		
	21-30	4	12
	31-40	16	64
	41-50	5	20
	Total	25	100
	Educational Level		
	Diploma	10	40
	Certificate	15	60
	Other	-	-
	Total	25	100
	Current Position		
	Unit leader	10	40
	Pedagogic Center head	7	28
	Librarian	8	32
	Total	25	100

As shown in Table 6, the majority i.e., about 19(76%) of the interviewee were male, 16 (64%) of them have a certificate qualifications, 10 (40%) of them were

unit leaders and 16(64%) of them were in the age range of 31-40. Seven (100%) of the pedagogic center heads and 10 (100%) of the school unit leaders were male, 8(32%) were librarian.

With these back grounds, it was hoped that all of the respondents would give dependable information regarding the impacts that the educational inputs that have something to do with the quality of education in their respective schools.

4.1.3 School Community’s Responses to Questionnaire.

This section presents the extents to which the school community evaluates the impacts that educational input apply on quality of education in the respective schools (See Table 7 -14).

4.1.4 Response on Schools Leadership Quality

The evaluation of school principals over their leadership quality to in effecting quality education is examined in terms of four main skills that contain 40 specific skills, (see details Appendix 1 part 2.).

Table 7 School Principals & Vice Principals Response to Questionnaire

ITEMS	High	%	Medium	%	Low	%	Total	%
<i>On plan and goal setting quality</i>	14	30.43	6	13.04	26	56.52	46	100
<i>On risk taking & decision making ability</i>	14	30.43	5	10.8	27	58.7	46	100
<i>On instructional leadership ability</i>	22	47.82	6	13.04	18	39.13	46	100
<i>On business & people management quality</i>	17	36.9	4	8.7	25	54.34	46	100

As indicated in Table 7, about 58-77%, 56.52 and 54.34% of the principals reported that their schools leadership quality on risk taking, decision making, plan and goal setting, and business and people management skills were low. But 47.82% of the principals reported that their instructional leadership quality of

schools is high. Irrespective of this, the research finding on education quality, many scholars in the field of education advocate high leadership quality is crucial to get quality education (See chapter 2.).

4.1.5. Evaluation of the instructional process of Schools Leadership

The items that were considered to effect the teaching - learning process are categorized into seven main factors which contain in cluster of 61 specific items. These main items are items on school facility, items on large class size items on school physical environment, items on instructional system, items on students services, items on staff development and items on access to information. (See Table 6 for the calculated mean score; as stated in chapter 3 and in Appendix 1 part 2 the row data is vast to manage the information is categorized in cluster form as shown in Tables).

Table 8 Principals & Vice Principals Response to Questionnaire

ITEMS	Agree f*	% f*	Undecided f*	%	Disagree f*	%	Total	%
<i>On school facilities</i>	22	47.82	6	13.04	18	39.13	46	100
<i>On large class size</i>	22	47.82	7	15.21	17	36.9	46	100
<i>On school physical environment</i>	14	30.43	8	13.4	24	52.17	46	100
<i>On students' service</i>	14	30.43	8	13.4	22	47.82	46	100
<i>On staff development</i>	17	36.9	6	13.04	23	50	46	100
<i>On access to information</i>	11	23.91	9	19.56	26	56.2	46	100

As shown in Table 8, 26(56.2%), 26(56.2%), 24(52.17%) and 23(50%) of the respondents principals reported that they disagree with the idea that teaching - learning process could be hampered by the schools poor communication system, by school communities who lack access to information and physical environment of the schools. However 22(47.82%) of the respondent principals

As Depicted in Table 10 above, the majority 92 (96.84) equivocally, 66(69-47%), 56(58.94%) of teacher respondents reported that the impacts of large class size and lack of school facilities were high in hampering education quality. Only 28(29.47%), 17(17.9%) and none (0%) of the teacher respondents reported that the impact of educational inputs, like school facilities on quality of education is low. On the other side of the same mirror 67(70.5%), 66(69.5%) and 53(55.8%) of the teacher respondents reported their disagreement ,that there is conducive school physical environment, proper staff development, easy access to information and welcoming student services in their schools respectively.

Table11. Students Response to Questionnaire

ITEMS	Agree	%	undecided	Disagree	%	Total	%
<i>On plan and goal setting quality</i>	70	31.81	50	100	45.45	220	100
<i>On the provision of teaching learning materials</i>	97	44	39	84	38.18	220	100
<i>On large class size</i>	111	50.4	28	81	36.81	220	100
<i>On teacher-student relationship</i>	74	36.63	36	99	45	220	100
<i>On school environment</i>	87	39.54	27	106	48.18	220	100

Table 11 was designed in such a way that it shows the size and the scope of information expected from students and the extent of their experience to freely respond to questions. The general item prepared for students consisted of 5 major factors that contain 36 specific items produced from the major items in order to provide detailed information so that one can get sufficient feedback.

As indicated in Table 11, most 111 (50.4%) & 97 (44%) of the respondent student expressed their agreement that the impact of large class size and poor provisions of learning materials in their schools was to be high. And,

106(48.18%), 100 (45.45%) and 99 (45%) of the students responded their disagreement on good conducive school environment, planning and goal sitting quality of the schools' principals and good rapport between teachers and students respectively.

Table12. PTA's Response to Questionnaire

ITEMS	Agree	%	undecided	%	Disagree	%	Total	%
<i>On plan and goal setting quality</i>	15	32.6	9	19.56	22	47.82	46	100
<i>On risk taking & decision making ability (5-10)/</i>	18	39.13	4	8.7	24	52.17	46	100
<i>On local community participation (</i>	30	65.2	1	2.17	15	32.6	46	100
<i>on school and local community communication</i>	18	39.13	3	6.52	25	54.3	46	100
<i>On school physical environment</i>	10	21.73	4	8.7	32	69.56	46	100

Table 12, depicts majority 32(70%), 25(54%), 24(52%) and 22(48%) of the respondent PTA committee member disagreed the items that say the school environment were conducive for teaching learning processes, there is smooth channel of communication between school and local community and good leadership quality of the schools' principals respectively.

4.1.6. Data from Documents

As it was indicated in chapter 3, schools documentation centers are one of the sources of data of the study. Accordingly, in order to attempt the last basic question of the 5 years national and class room examination results from four schools were collected and tabulated here under. The grade level selected was grade 8 because that is the last and exit point from the primary school system. And it better reveals what type of out put had been coming through the system. Table12 and 13 below present the data from sample schools.

Table 13: Grade 8 National Examination results

No	Schools	Year	Average			No of Students			
			Maximum	Minimum	Pass for the year	sit for exam	promoted	failed	scored 50% & above average
1	School 1	1995	71	29	39	505	371	134	71
		1996	71	33	41	468	409	59	75
		1997	75	32	41	363	350	33	141
		1998	80	29	39	405	367	58	141
		1999	82	31	37	324	269	55	52
2	School 2	1995	84	33	39	243	228	15	124
		1996	68	36	41	147	146	1	139
		1997	73	38	41	194	191	3	128
		1998	72	31	39	186	178	8	93
		1999	75	39	37	198	198	0	159
3	School 3	1995	70	28	39	334	210	124	149
		1996	82	32	41	350	339	11	215
		1997	79	30	41	408	360	48	214
		1998	82	29	39	477	379	98	190
		1999	80	30	37	480	385	95	185
4	School 4	1995	80	32	39	410	310	100	160
		1996	76	30	41	414	317	97	161
		1997	86	28	41	400	351	49	28
		1998	76	30	39	348	335	13	64
		1999	78	30	37	312	292	20	139
Total						6966	5985	1021	2628

As depicted in Table 13 the total number of students sat for exam(1995-99) were 6966 based on the set pass average for the years (it vary from year to year), 5985(66.3%) students were promoted to the next cycle. None of the students, scored 90% and above in the five academic years. The maximum average scored was 86%. The number of students scored above 50% was 2628(37.7%).

As clearly indicated in the table the average pass mark varies from year to year. If the set average to promote to the next cycle was 50%, number of students that had promoted to next cycle was only 2628 / 37.7% The average pass marks set in those five years were below 50%. As indicated in Table 13 below, 50% is the standard pass average point for class room examination.

Table14 Grade 8 class room examination result

No	schools	Year	RESULTS			STUDENTS		
			Maximum Average	Minimum Average	Scored above 50%	Students sit for exam	Promoted	Repeated
1	1	1995	90.39	51.4	505	505	505	0
		1996	90.44	51.22	466	468	466	2
		1997	91.44	48.5	362	363	362	1
		1998	90.2	49.67	404	405	404	1
		1999	94.67	47.39	317	324	317	7
2	2	1995	83.5	51.3	243	243	243	0
		1996	90	40	140	147	140	7
		1997	91.72	46.55	192	194	192	2
		1998	91.4	56.3	186	186	186	0
		1999	80.8	49.5	196	198	196	2
3	3	1995	91.6	44.7	327	334	327	7
		1996	94.8	47.9	349	350	349	1
		1997	87.9	47.2	406	408	406	2
		1998	92.3	48.1	477	477	477	0
		1999	94.67	52.5	480	480	480	0
4	4	1995	91.7	43.25	408	410	408	2
		1996	89.3	49.4	413	414	413	1
		1997	87.5	46	397	400	397	3
		1998	90.2	39.8	347	348	347	1
		1999	91.7	53.3	312	312	312	0
Total					6927	6966	6927	39

Table 14 shows the parallel results scored in class room examination by the same students in the same years, taught by the same teachers in the four sample schools. As illustrated in the table, the numbers of students who sat for exams (between 1995-99) were 6966 based on the standard 50% pass average point, 6927 /99.4%/of the students were promoted to the next cycle. But this result took students to the next cycle only if they scored the pass average point in the national examination in the respective year. As depicted in the table only 39 /0.6%/ of the students scored below the standard set pass average 50%.

In general, students national examinations achievement score were far lower than the classroom examination achievement score. The numbers of students

promoted to grade nine were also small when compared to the class room results.

4.2 Discussions of Results

In this section attempt was made to explain and discuss the results in relation to the basic question raised in the current study. The discussion of results has been organized under the following sub topics

1. The school community's perceptions of the schools leadership quality.
2. The school community's perceptions of the school physical environment.
3. The provisions of necessary resources to schools.
4. The level of provisions of the necessary teaching learning materials to schools.
5. The local community participation in schools' activities.
6. The status of the students achievement performance in general primary schools.

4.2.1 The School Communities perceptions of the Schools' Leadership Quality.

The school community's perceptions of the schools leadership quality is to be understood as the school communities; including the schools principals over all evaluation of the leadership qualities expressed in terms of valuing as high or low or agree and disagree.

In light of the above context, the majority of the respondent teachers, students and PTA confirmed the level quality of schools leadership was low. However, the school principals' evaluations of the schools leadership quality were high, with a significant value. The remaining three of the respondent groups' evaluations of the schools' leadership quality was low with significant chi 'p' value of 0.52 at the 0.05 alpha levels (See Appendix 6 section 2).

Therefore, from the beneficiary view point, one can easily conclude that the leadership qualities of the schools in the city government of Addis Ababa are low.

4.2.2 The Perception of School Community's Physical Environment

The school physical environment includes the general physical conditions that are observable to every school customer and beneficiaries. One who can drop into schools compound would come out with some kinds of impression from that compound.

In perception of the majority of the respondents, the school physical environment is not attractive. About 70.5 % of teacher respondents, 69% of principals confirmed that their school an environment is not attractive. This shows that they are working in an environment which say is not giving them comfort.

4.2.3 The Provision of Necessary Resources to Schools

4.2.3.1 Human Resources

The term *Human Resources* may include all school personnel in the absence of one among all the school personnel the school work is incomplete. Without, effective instruction and quality leadership the allocation of sufficient material resource alone will not bring about the desired efficiency in school. This makes the role of the teachers and principals crucial in school system. Majority of the school community: the school principals, the students, and respondent PTA committee, show in their response that school teachers are not to their expected standard.

On the other hand evidences from the Addis Ababa City Government Education Bureau and some recent research (Derebssa in Amre et al, 2002) show that

schools in the City Government do not have shortage of qualified teachers. This clearly shows that there is inefficiency in the school system. In efficiency could be overcome by implementing proper staff development.

Staff development in school system has multiple purposes, it is a way in which the new and existing staff members develop their skills and a means in which the potentials that exists in the school system are explored and utilized for the schools' quality development. Unfortunately, most of the respondent teachers and school principals extended their agreement that there is no properly planned staff development in their schools (See Appendix 2 section 3).

4.2.3.2 Material Resources

Many research findings including UNESCO (2005) have confirmed that material resource is among the major determinants of school quality with the special reference to developing countries. Material resources can be expressed in different terms, like the amount of budget allocated to a school, the level of basic facilities in schools, the availability of sufficient teaching-learning materials, the levels of adequacy pedagogic center in schools, and fully equipped laboratories. Different items which represent material input to schools are included in the Likert scale items of this study. All the respondents participated (see Tables 9, 10, & 11) of this study the responses show that they highly agree that the material inputs allocated to schools are inadequate. And the responses were significant with the chi 'p' value of 1.83 at 0.05 alpha levels (See Appendix 1, 2, 3 and 4 part 2).

The school facilities are also part of the result of school budget that go to material resources to fulfill at least the basic school facilities. As explained in the data, there were no basic school facilities due to shortage of budget.

To sum up, the resources that were allocated to schools are both scarce and of poor quality.

4.2.4. The status of teaching learning materials to schools

One of the measures for the effectiveness of the teaching - learning processes is the availability and effective utilization of the teaching learning materials (see Chapter II of this study). Of course, every place of the school compound is proper to display teaching learning materials. But in case of scarcity and special nature of some materials, the schools library, pedagogic centers and school laboratories are the storage and display place for the teaching learning materials.

The documents from the Addis Ababa City government Education Bureau and interviews solicited, revealed that there was no school with laboratory, to conduct experiment to make science lessons Biology, chemistry Physics like. The responses given by most of the respondents were, lead to the general convention, that there is shortage of teaching learning materials like pictures charts, graphs, models, audio visual materials, and like. This implies that the teaching learning processes were carried out theoretically for all subjects. This in its turn, such an inadequacy casts its share in affecting the teaching learning processes resulting in poor quality education. Hence, the level of providing teaching learning materials in the city government is very poor

4.2.5. The local community participation in schools' activities

As discussed in Chapter 2 of this study, the local community's participation in school activity is crucially important. The facts from the Addis Ababa city Government attest that the KEB (the Kebele Education Board) is empowered to the level of approving the school budgets allocation. Research findings also show that contextual circumstances have an important potential to influence upon education quality. Links between education and society are found to be strong,

and each influences the other. Education can help change the society by improving skills, values, communications, mobility (link with personal opportunity and prosperity), personal prosperity and freedom of the society in general and the local community in particular (UNESCO, 2005).

The tabulated and analyzed data from the majority of respondents revealed that the bond between the sample schools and local community is low (See Table11). But as indicated above the intention of empowering the kebele education boards is to strengthen the social bond between local community and schools for the sake schools improvement.

4.2.8 The Status of students' achievement

Assessments of learners' progress using achievement tests, serves a number of purposes. It can provide an indication of how well items in the curriculum are being taught and understood. Equally, it can provide evidences about how well learners have done at the main exit points from the school system, thereby typically helping education institutions or employers to select those best qualified for further education or for various kinds of work (UNESCO, 2000).

The data analysis made based on the students' classroom and national examination achievement record of five years (between the academic years 2003-2007) of four selected sample schools had shown that there was variability between the achievements of a student. The achievement scores collected were from the same schools of the same grade levels. The contents of the subjects, students exposed to were also the same.

However, the examinations type was different, one is national examination that was prepared at the national level and the other examination was prepared at the school level by the subject teacher.

As observed in the analysis part of the study, the gap observed between the achievements of classroom examination the national examination was wide. Students performed better in the class room examinations when compared to the class room performance students performed poor in national examinations. When it comes to the statistical analysis of students' performance of the national examination, the number of students scored 50% and above was 2628 (37.73) of the total. The range of performance between maximum score and minimum score of the students were high (58) average points.

The Majority 3357, (56.09%), of students scored below 50%. To accommodate the failed majority, the averages pass mark varying in descending order from academic year 2003 to 2007 year. There is no doubt, such a fluctuation has perfectly affects the quality of education both at the primary and secondary level. As explained (see Table 12) of the analysis part, the students Achievement result is decreasing from year to year at an alarming rate. Therefore, impacts that resulted from shortages of educational inputs are generally high.

CHAPTER V

Summary, Conclusion and Recommendation

5.1 Summary

The purpose of this study was to examine the school community perceptions of educational inputs on quality of education in the Addis Ababa City Government. In order to achieve this purpose, the following basic questions were raised.

- 1 Do the schools leadership have the capacity in managing school resources to achieve quality standard?
- 4 What is the extent of resources availability to achieve quality education?
- 5 How does the school community perceive the students achievement in the government schools of general primary education in the city Government?

To react to the above basic research questions, the study has gone through identifying the primary sources of data, selection of proper tools for collecting such data and administering of the data gathering instrument such as questionnaire and interviews in order to gather the necessary data for rational analysis. The data sources were randomly selected i.e. 23 government schools from Addis Ababa City Government.

Accordingly, 437, 95 teachers, 220 students, 46 principals and 46 PTA committee members from the sample 23 schools filled in the questionnaire. Beside, as part of providing rational debate over the issue and strengthening the validity of the study, a five-year class room and national examinations results of grade 8 from four sample schools were collected and analyzed.

In analyzing the data collected percentage, mean score and chi-square tests were employed. After having processed the resources, the study has identified some major findings. They are the following:-

5.1.1. The School Leadership Quality

The findings show that

- a. The capacity of the schools' to establishing clear and concrete plan and objective is found to be low,
- b. The capabilities of the school managements to communicate the future plan of the school with the school community are low,
- c. The relationships between schools and local community were weak,
- d. Schools were found to be under acute shortage of resources even the allocated budget to schools were inadequate and
- e. There were no staff development programs in schools.

5.1.2. Schools physical Environment

The findings from the school community perceptions indicated that the schools physical environment is largely not attractive

- a. The existing class rooms and workshops were not kept clean and attractive.
- b. There is no health and safety policy,
- c. In some schools, there are new buildings but they are not suitable to the school children because they have to climb several up stair to reach their classrooms. That is also challenging to students with disabilities,
- d. There are no sufficient play grounds almost in all schools,
- e. Buildings of schools are too dirty and dusty in some schools. Especially, in Addis ketema (Merkato area), beside the dirt the noise from markets is in a highly disturbed environment.
 - In some schools the original wall was ruined the outside walls are covered from the outside by old corrugated sheets of iron. For any observer these schools look like not school and
- f. Except in some schools in suburb, of the city , like that of Reppi and Gelan with the natural environment, all the sample schools observed, in one or another way their physical environment were not conducive for teaching learning purpose .

5.1.3 The Provisions of Necessary Resources to Schools

All the school communities have come to agree that the resources that were allocated to schools are largely poor in terms of quality and quantity (see chapter 4).

Both material and financial resources are coming from government treasury. But findings of this study indicated that the amounts of both material and financial budget allocated to schools were not matching with the actual needs of the schools.

In terms of human resources, the number of school leaders and teachers are up to the requirements (see Table 4 of this study). But they are blamed by the school community for their inefficiency in accomplishing their responsibilities (see Tables 8, 9, 10, 11).

5.1.3.1 Teaching Learning Materials

The capacity to fulfill the necessary teaching learning materials emanates from the nature and amounts of resource at hand in schools. The findings show that:

- a. No sufficient and appropriate school furniture.
- b. There are no models, pictures, references materials audiovisual materials.
- c. Sometimes students come to schools with out exercise books.
- d. No laboratories in all government schools .especially for science lessons.
- e. No libraries, even the existing reading rooms were too small to accommodate vis-à-vis the large number of students and teachers
- f. The pedagogic centers were not equipped with proper teaching aids.

5.1.4. Schools and Local Community Relationship

Government has clearly transferred the mandate of all school activity to Kebele Education Board. However, as there is no close relationship between the schools and the local community, the presumed board is not functional. Therefore, one can say that there is no cooperation from the local community to schools.

5.1.5 The Status of Students Achievement

Beside, the questionnaire and interviews, an attempt was made to look at test achievement of the students. In this study, however; the five years (from 2003 to 2007) academic, national examination results and classroom examination results of all grade 8 students, in four schools were collected and analyzed.

The end result obtained shows not only that the educational quality is low, the student achievement result (see Table13 of this study) shows that the quality of education in the city government of Addis Ababa is declining from year to year at an alarming rate.

5.2 CONCLUSIONS

It was indicated in the review of related literature (Chapter 2) that in countries with scarce economy, the impacts from educational enabling inputs highly affect the quality of education in general. Among the specified educational inputs the human and material resources that allocated to the school processes and the leadership conditions under which these resources are utilized have great influence. As explained in (Chapter4), the schools leadership quality is generally poor; the resource allocated to the schools quantitatively as well as qualitatively is very poor. The respondents to the questionnaire with high significant statistical value, respond to the items presented that the overall educational quality is very poor. Beside this, the students' national examination results clearly indicated that cognitive achievements of students are far below mean value (see Appendix 7).

Student, achievements were low with very high variations (between student results, and between examination types). The students' class room result was very high with small number of repeated student. While, students national examinations results were very low with lower variations when compared to the

classroom examination, and the number of students that could fail could have been high, if not gone down to help the already failed students by lowering the average pass point far below 50%.

Therefore, as findings of this study conclusively indicated, the current quality of general primary education in the Addis Ababa City Government is found to be very low, because, of the lesser amount of educational inputs that are allocated to schools. Among many factors that were not assessed by this study.

5.3. RECOMMENDATIONS

In light of the findings of the study and the conclusion made the following suggested recommendations are forwarded:-

1. It was observed that schools principals have the required educational qualification that could give quality leadership. However; they lack the necessary skills of leadership to lead the schools towards efficiency.

Therefore, the Addis Ababa City Government Education Bureau, and the Addis Ababa City Government should improve the skills of these school leaders by providing continuous skills development program with continuous assessment of the program for its proper implementation and for amendment in case of weakness

2. Among the findings, it was indicated that the physical environments of schools are largely featured by highly deteriorated buildings. The way newly built ones are do not also suitable for children as their structural frame works are exposed to danger. Naturally children are often restless running here and there. These 4-stryed classroom buildings are likely to witness injuries of kids from falling. Above all, they do not accommodate physically impaired children.

Therefore, there is a need for more buildings with thorough research aimed at avoiding risks, while, building new classrooms. The existing schools classrooms should periodically be repaired and decorated with natural conditioning like hedges and availing sustainable water to schools.

3. In perceptions the school community (see Chapter IV of this study) the resources that had been allocated to schools were poor both in quantity and quality. It is a universally recognized that (See Chapter I and Chapter II); sustainable national development is achieved only through the provision of quality education. Therefore, the Addis Ababa City Government should give priority in its every year budget allocation to bring about the desired quality in education in order to get the all-round developed personalities in the city government.

4. The teaching - learning materials are scarce and not well organized, there are no laboratories for the science subjects that are taught at the general primary school level. Therefore, the Addis Ababa city Government Education Bureau must collaborate with donors and able citizens reside inside and outside the country to back up the accelerating fall in quality of education, exploiting talents in the city to produce a clear convincing school improvement proposals,

5. Well planned staff development program with efficient and effective performance evaluation is quite important. Therefore, the City Government Education Bureau must prepare teachers skill development policy with proper and continues administration and assessment of the staff development program.

6. The current power devolvment to the kebele education board is a very good initiative in principle, but empowerment with proper utilization of authority must be there.

Therefore, when such authority is delegated to the Kebelles Education Board, it should be delegated based on merits. From the findings of the study; one can understand the paramount importance of decentralization. Accordingly, the City Government Education Bureau, while giving delegation, must create awareness to the delegated, the duties and responsibilities with the final accountability. There should be continuous follow up assessments of their performance as well. Such collaborated approaches will undoubtedly, result into local community's schools ownership. It creates smooth and strong relationship between school and local community.

7. The above recommendations are believed to result in quality school system that enhances the quality of education in Addis Ababa.

Therefore, the Addis Ababa City government and the Education Bureau must implement the above mentioned recommendation. Moreover, the following have to be taken into consideration.

1. Creating t he means to reward the high performing personnel to create stiff competition among the school personnel and students,
2. Setting consistent standard for promotion of students from grade to grade and
3. Creating an extra instructional support system for students in need of support.

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Appendix 1

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

A questionnaire to be filled by teachers of General Primary Schools

The purpose of this questionnaire is to gather data of the perceptions of school community about the impact of educational inputs on current quality education of the Addis Ababa City Government.

To this end, the questionnaire is designed on the impacts of the educational inputs of current quality status of the general primary education.

Your genuineness contributes greatly towards achieving the objectives of investigation.

GENERAL DIRECTION

Please Note the Following before You start responding.

1. You respond to the items by expressing your degree of Agreement or Disagreement to each statement by "✓" mark in the
 - a. 5 = Strongly agree/ Very high
 - b. 4 = Agree/ High
 - c. 3 = Undecided/ Uncertain/Medium
 - d. 2 = Disagree/Low
 - e. 1 = Strongly Disagree/Very low

The questionnaire has three parts, parts one is one the back ground information of the respondents, part two is items on factors that affect education quality in schools and part three is open ended general questions.

2. Be sure that your response will be kept confidential
3. What is required is just your opinion. Do not show any reservation to indicate your truly opinion, what ever response you make it will not be considered wrong.
4. Your frankness is very important.

Thank You!

Part One

Back Ground Information

Instruction

Please indicate your answer by making a ("✓") or by writing your response where it is necessary.

1. Name of your sub city _____
2. Name of your school _____
3. Your current position A. teacher _____ B. Department head _
 C. School principal _____ D. Other _____
4. Sex A. Male _____ B. Female _____
5. Age a.20-31 b. 31-40 c. 41 & above
6. Your current educational level A. Diploma _____ B. BA/BSC _____
 C. other /specify/
7. For how long do you have served in your current position?
 A. 1-3 years _____ B. 4-6 years _____
 C. 7-10 years _____ D. 11 and above years _____
8. Your total service as a teacher
 A. 1-3 years _____ B. 4-6 years _____
 C. 7-10 years _____ D. 11 and above years _____
9. Number of students in grade five to grade 8 ,
 a. male _____ b. Female ----- c. Total -----
10. Maximum class size, _____
11. Minimum class size, _____
12. Pupil teacher ration, _____

Part 2

Instruction

Please indicate the extent to which the educational input mentioned affect the school activities. Mark a "✓" in column which nearly affects or affect the actual school activities by using the following likert scales. Very high/5/, high/4/, medium/3/, low/2/, and very low/1/.

No	ITEMS ON PRINCIPALS' LEADERSHIP QUALITY. To what extent do the principals... <i>Plan and goal setting quality (B1-4)</i>	Very high	High	Medium	Low	Very low
		5	4	3	2	1
1	Establish clear and concrete goal and plan.					
2	Discuss the school goals and plans with the school community.					
3	Encourage teachers to relate their lesson plan with students' expectation.					
4	Formulate and demonstrate vision and long range planning of the school.					
	<i>Risk taking & decision making ability (B5-10)</i>					
5	Encourage staff to feel secure in taking risks to improve education quality.					
6	Solve problems according to the stipulated polices of the school.					
7	Decide on any arising problems					
8	Use team decision-making					
9	Initiate individuals to make decisions with in their scope					
10	Create a safe environment for teachers with in their scope.					
	<i>instructional leadership ability (B11-19)</i>					
11	Involve in the design and implementation of the school teaching learning process, and assessment practices.					
12	Have knowledge about school subjects.					
13	Make frequent classroom observation and discuss the feedback with teachers.					
14	Closely work with department heads, teachers, and students to enhance the quality of the school					
15	Supervise the proper utilization of instructional time.					
16	Solve students problem immediately					
17	Initiate teachers to experiment and continue their own learning.					
18	Check the conformity of departments work with the school overall plan by receiving progress reports monthly and quarterly					
19	Ensure that the regional, zonal and wereda education of the school's accomplishments.					

No	ITEMS ON PRINCIPALS' LEADERSHIP QUALITY. To what extent do the principals... <i>Business & people management quality (B20-40)</i>	Very high	High	Medium	Low	Very low
		5	4	3	2	1
20	Establish a standard of operating procedures and rules with participation of the school community.					
21	Introduce rules and procedures of running the school.					
22	Provide the school community with the necessary materials for the successful execution of their jobs.					
23	Deploy staff members according to their interest and subject specialization.					
24	Coordinate departments and work units for effective work results.					
25	Effective resource control exercised					
26	Foster and promote cooperation and cohesion among staff.					
27	Principals are easily accessible.					
28	Develop effective means for communication.					
29	Student and community questionnaire used where appropriate.					
30	Demonstrate the personal aspects of teachers and staff					
31	Fairly recognize and celebrate accomplishments of teachers and students.					
32	Use merits and hard work, as the basis for reward, recognition, and advancement					
33	Recognize teachers as colleagues and respect them					
34	Appreciate teachers' participation in the school activities					
35	Encourage the staff to assume responsibilities					
36	Set priorities of the work activities according to the capacity of the budget allocated.					
37	Run the school's finance and accounting activities properly.					
38	Monitor the effectiveness of the school practices and their impact on students learning					
39	Check that school facilities properly handled and used					
40	Resource controlled by those who use them					

Instruction 2: The following questionnaire refers to educational inputs that affect the school teaching learning process, please, read carefully each item and mark a "✓" under your response in the column provided using the following scales. Strongly agree (5), agree (4), Undecided (3) Disagree (2) & strongly disagree (1).

No	ITEMS ON FACTORS THAT AFFECT THE TEACHING LEARNING PROCESS To what extent do the items listed are affecting the teaching learning processes in your school. <i>Items on school facilities(B41-54)</i>	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
41	Shortage of budget					
42	Shortage of school furniture					
43	Shortage of technologies					
44	Shortage of qualified teachers					
45	Large number of staff					
46	Lack of students' text book					
47	Lack of syllabus					
48	Lack of teachers' guide					
49	Lack of reference books					
50	Lack of journals					
51	Lack of different learning models					
52	Lack of audiovisual films					
53	Lack of real objects					
54	Lack of exercise books					
	<i>items on large class size (B55-60)</i>					
55	Difficulty in administration of tests and examinations					
56	Problem in correcting students' work					
57	Problem of involving in practical activities					
58	Problem of effective communication between teachers and students					
59	Problem of solving students question					
60	Problem in using resources					
	<i>items on school physical environment (B61-65)</i>					
61	Buildings classrooms and workshops are clean and attractive					
62	Buildings classrooms and workshops fit for the purpose of teaching learning process					
63	Appropriate visual and learning aids in classrooms and work shops					
64	Learning environment is well planned and organized					
	Good healthy and safety polices					

No	ITEMS ON FACTORS THAT AFFECT THE TEACHING LEARNING PROCESS <i>items on instructional system (B66-71)</i>	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
66	Teaching and learning strategies appropriate to the out comes of the programme					
67	Variety of learning modes available					
68	Teaching and learning strategies measures by students response					
69	Learning is student centered					
70	Students encouraged to take responsibility for their own learning					
71	Student feed-back regularly obtained					
	items on students' service (B72-77)					
72	Well established students service					
73	Clean and well-maintained toilets					
74	Students hand books and guides available					
75	Range of leisure, recreation and sporting facilities available					
76	Good rapport between staff and students					
77	Students, have a sense of pride in their work					
	items on staff development (B78-92)					
78	Teachers selection and recruitment is always checked against their subject knowledge					
79	Teachers subject knowledge is evaluated continuously					
80	Teachers subject knowledge is evaluated continuously and praised					
81	Teachers have necessary on job training that enhance their skill					
82	The school is committed to develop the staff					
83	Is proactive and clearly states the needs of staff development					
84	Staff development have clear policies and guide lines					
85	Have clearly designated management body for staff development					
86	Adequate training facility and materials					
87	Staff development programs are arranged according to identified needs					
88	Staff development programs are inline with school development					
89	Staff development programs consider financial resource capacity					
90	There are competent staff development managing personnel					
91	Time is allocated for staff development programme					
92	Equally accessible to all staff					

Part 3

Instruction 1: Below are some open-ended questions, related to the improvement of quality education. Please, state them in brief in the space provided.

1. In your opinion what is the quality status of the general primary education of Addis Ababa city Government? _____

2. What do you suggest about the impact of educational input on the quality of the general primary education in the Addis Ababa City Government?

3. In your opinion, do you think that the budget allocated to schools is enough to run the schools work? _____
_____.
4. Please write some major education quality problems, which you think is caused by the shortage of educational input? _____

5. From your point of view, what would you suggest to improve the quality of education in Addis Ababa City Government? _____

Thank you for your cooperation

Appendix 2

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

A questionnaire to be filled by school principals of General Primary Schools in Addis Ababa City Government.

The purpose of this questionnaire is to assess and examine the school community perception on the impact of educational inputs on current quality education of the Addis Ababa City Government. To this end, the questionnaire is designed on the impacts of the educational inputs of current quality status of the general primary education.

The questionnaire has three parts. Part one is on the back ground information of the respondents, part two is items on factors that affect education quality in schools and part three is open ended general questions.

Therefore,

- a. Please answer all the questions thoughtfully and frankly.
- b. Except the third part, all questions are answered by filling out "✓" mark on the space provided.
- c. You do not have to write your name.
- d. The response will be used only for the academic purpose and will be kept confidential.

Thank you for your cooperation.

Part 2

Instruction

Please indicate the extent to which the educational input mentioned affect the school activities. Mark a "✓" in column which nearly affects or affect the actual school activities by using the following likert scales. Very high/5/, high/4/, medium/3/, low/2/, and very low/1/.

No	ITEMS ON LEADERSHIP QUALITY. To what extent do the school's... <i>Plan and goal setting quality (A1-4)</i>	Very high	High	Medium	w	Very low
		5	4	3	2	1
1	Establish clear and concrete goal and plan.					
2	Discuss the school goals and plans with the school community.					
3	Encourage teachers to relate their lesson plan with students' expectation.					
4	Formulate and demonstrate vision and long range planning of the school.					
	<i>Risk taking & decision making ability (A5-10)</i>					
5	Encourage staff to feel secure in taking risks to improve education quality.					
6	Solve problems according to the stipulated polices of the school.					
7	Decide on any arising problems					
8	Use team decision-making					
9	Initiate individuals to make decisions with in their scope					
10	Create a safe environment for teachers to take risks.					
	<i>instructional leadership ability (A11-19)</i>					
11	Involve in the design and implementation of the school teaching learning process, and assessment practices.					
11	Have knowledge about school subjects.					
12	Make frequent classroom observation and discuss the feedback with teachers.					
13	Closely work with department heads, teachers, and students to enhance the quality of the					

school					
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No	ITEMS ON LEADERSHIP QUALITY. To what extent do the school's... <i>Business & people management quality (A20-40)</i>	Very high	High	Medium	Low	Very low
14	Supervise the proper utilization of instructional time.					
15	Solve students problem immediately					
16	Initiate teachers to experiment and continue their own learning.					
17	Ensure that teachers have necessary staff development to enhance their profession.					
18	Check the conformity of departments work with the school overall plan by receiving progress reports monthly and quarterly					
19	Ensure that the regional, zonal and wereda education offices have the relevant information school's accomplishments.					

No	ITEMS ON LEADERSHIP QUALITY. To what extent do the school's... <i>Business & people management quality (A20-40)</i>	Very high	High	Medium	Low	Very low
		5	4	3	2	1
20	Establish a standard of operating procedures and rules with participation of the school community.					
21	Introduce rules and procedures of running the school.					
22	Provide the school community with the necessary materials for the successful execution of their jobs.					
23	Deploy staff members according to their interest and subject specialization.					
24	Coordinate departments and work units for effective work results.					
25	Effective resource control exercised					
26	Foster and promote cooperation and cohesion among staff.					
27	Principals are easily accessible.					
28	Develop effective means for communication.					
29	Student and community questionnaire used where appropriate.					
30	Demonstrate the personal aspects of teachers and staff					
31	Fairly recognize and celebrate accomplishments of teachers and students.					
32	Use merits and hard work, as the basis for reward, recognition, and advancement					
33	Recognize teachers as colleagues and respect them					
34	Appreciate teachers' participation in the school activities					
35	Encourage the staff to assume responsibilities					
36	Set priorities of the work activities according to the capacity of the budget allocated.					

No	ITEMS ON LEADERSHIP QUALITY. To what extent do the school's... <i>Business & people management quality (A20-40)</i>	Very high	High	Medium	Low	Very low
37	Run the school's finance and accounting activities properly.					
38	Monitor the effectiveness of the school practices and their impact on students learning					
39	Check that school facilities properly handled and used					
40	Resource controlled by those who use them					

Instruction 2: The following questionnaire refers to educational inputs that affect the school teaching learning process, please, read carefully each item and mark a "✓" under your response in the column provided using the following scales. Strongly agree (5), agree (4), Undecided (3) Disagree (2) & strongly disagree (1).

No	Items on school facilities (A41-54)	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
41	Shortage of budget					
42	Shortage of school furniture					
43	Shortage of technologies					
44	Shortage of qualified teachers					
45	Large number of staff					
46	Lack of students' text book					
47	Lack of syllabus					
48	Lack of teachers' guide					
49	Lack of reference books					
50	Lack of journals					
51	Lack of different learning models					
52	Lack of audiovisual films					
53	Lack of real objects					
54	Lack of exercise books					
	<i>items on large class size (A55-60)</i>					
55	Difficulty in administration of tests and examinations					
56	Problem in correcting students' work					
57	Problem of involving in practical activities					
58	Problem of effective communication between teachers and students					
59	Problem of solving students question					
60	Problem in using resources					
	<i>items on school physical environment (A61-65)</i>					

No	<i>Items on school facilities (A41-54)</i>	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
61	Buildings classrooms and workshops are clean and attractive					
62	Buildings classrooms and workshops fit for the purpose of teaching learning process					
63	Appropriate visual and learning aids in classrooms and work shops					
64	Learning environment is well planned and organized					
65	Good healthy and safety polices					

No	<i>items on instructional system (A66-71)</i>	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
66	Teaching and learning strategies appropriate to the out comes of the programme					
67	Variety of learning modes available					
68	Teaching and learning strategies measures by students response					
69	Learning is student centered					
70	Students encouraged to take responsibility for their own learning					
71	Student feed-back regularly obtained					
	<i>items on students' service (A72-77)</i>					
72	Well established students service					
73	Clean and well-maintained toilets					
74	Students hand books and guides available					
75	Range of leisure, recreation and sporting facilities available					
76	Good rapport between staff and students					
77	Students, have a sense of pride in their work					
	<i>items on staff development A78-92)</i>					
78	Teachers selection and recruitment is always checked against their subject knowledge					
79	Teachers subject knowledge is evaluated continuously					
80	Teachers subject knowledge is evaluated continuously and praised					
81	Teachers have necessary on job training that enhance their skill					
82	The school is committed to develop					

	the staff					
--	-----------	--	--	--	--	--

No	Items on school facilities (A41-54)	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
83	Is proactive and clearly states the needs of staff development					
84	Staff development have clear policies and guide lines					
85	Have clearly designated management body for staff development					
86	Adequate training facility and materials					
87	Staff development programs are arranged according to identified needs					
88	Staff development programs are inline with school development					

No	Items on Staff Development	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
89	Staff development programs consider financial resource capacity					
90	There are competent staff					

	development managing personnel					
91	Time is allocated for staff development programme					
92	Equally accessible to all staff					
	<i>/Items on access to information Teachers have access to information through (A93-101)</i>					
93	Organized resource center					
94	Internet and website					
95	Journals and reference book					
96	Local research out put					
97	Orientation to policies, Strategies and professional ethics					
98	Cooperation of senior and new teachers of development plans					
99	Observation of model teachers class lesson					
100	Participation of educational task group					
101	Sharing experience of neighboring schools					

Part 3

Instruction 1: Below are some open-ended questions, related to the improvement of quality education. Please, state them in brief in the space provided.

15. In your opinion what is the quality status of the general primary education of Addis Ababa city Government? _____

 _____.
16. What do you suggest about the impact of educational input on the quality of the general primary education in the Addis Ababa City Government? _____

 _____.
17. In your opinion, do you think that the budget allocated to schools is enough to run the schools work? _____.
18. Please write some major education quality problems, which you think is caused by the shortage of educational input? _____

 _____.
19. What would you suggest to improve the quality of education in Addis Ababa City Government? _____

 _____.

Thank you for your cooperation

Appendix 3

**ADDIS ABABA UNIVERSITY SCHOLL OF GRADUATE STUDIES
 COLLEGE OF EDUCATION DEPARTMENT OF CURRICULLUM AND
 TEACHERS PROFESSIONL DEVELOPMENT
ADDIS ABABA**

A questionnaire to be filled by PTA's of General Primary Schools in Addis Ababa City Government
 The purpose of this questionnaire is to gather data of the perceptions of school community about the impact of educational inputs on current quality education of the Addis Ababa City Administration.
 To this end, the questionnaire is designed on the impacts of the educational inputs of current quality status of the general primary education.
 Your genuineness contributes greatly towards achieving the objectives of investigation.

GENERAL DIRECTION

Please Note the Following before You start responding.

1. You respond to the items by expressing your degree of Agreement or Disagreement to each statement by "✓" mark in the
 - a. **5 = Strongly agree/ Very high**
 - b. **4 = Agree/ High**
 - c. **3 = Undecided/ Uncertain/Medium**
 - d. **2 = Disagree/Low**
 - e. **1 = Strongly Disagree/Very low**

The questionnaire has three parts, parts one is one the back ground information of the respondents, part two is items on factors that affect education quality in schools and part three is open ended general questions.

2. be sure that your response will be kept confidential
3. What is required is just your opinion. Do not show any reservation to indicate your truly opinion, what ever response you make it will not be considered wrong.
4. Your frankness is very important.

Thank You!

Part One

Back Ground Information

Instruction 1

Please indicate your answer by making a "✓" or by writing short answer where it is necessary

- 1.Name of your sub city _____
- 2.Name of the school _____
- 3.your current position in school committee _____
- 4.Sex A. Male _____ B. Female _____
- 5.Age a. 20-30 b. 30-40 c. 41 & above

6. your current education level _____

7. For how long do you have served in your current position?

A. 1-3 years _____

B. 4-6 years _____

C. 7 and above years __

Part Two

Instruction 1

Please indicate the extent to which the educational input mentioned affect the school activities. Mark a "✓" in column which nearly affects the actual school activities by using the following likert scales. Strongly agree/5/, Agree /4/, not decide /3/, Disagree /2/, and strongly disagree /1/.

No	ITEMS ON PRINCIPALS' LEADERSHIP QUALITY	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
	To what extent do the principals... <i>Plan and goal setting quality (D1-4)</i>					
1	Establish clear and concrete goal and plan.					
2	Discuss the school goals and plans with the school community.					

3	Encourage teachers to relate their lesson plan with students' expectation.					
4	Formulate and demonstrate vision and long range planning of the school					
	<i>(Risk taking & decision making ability (D5-10)</i>					
5	Encourage staff to feel secure in taking risks to improve education quality					
6	Solve problems according to the stipulated polices of the school					
7	Decide on any arising progress.					
8	Use team decision-making where necessary;					
9	Initiate individuals to make decisions with in their scope					
10	Create a safe environment for teachers to take risks.					
	<i>/Items on local community participation In your perception the local community understand the school (D11-17)</i>					
11	Knows the child as an individual					
12	Give the child full opportunity to learn					
13	helps the student to develop the sense of hard work					
14	Help the student to solve their problem					
15	as a place of work and leisure of their child					
16	the student ask what they do not understand					
17	provide the best quality education					

No	ITEMS ON PRINCIPALS' LEADERSHIP QUALITY <i>Items on school and local community communication (D18-27)</i>	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
18	Parents and local community have enough information about the school program					
19	The school and local community discuss on the school problem					
20	The school has explained what role the parents can play in their child's education					
21	The school has explained what its home work policy is to parents					
22	Give to the student appropriate amount of home work					

23	Parents frequently invited for consultation					
24	Teachers are approachable and sympathetic					
25	Meeting are arranged at a time which suits					
26	Most pupils enjoy to be in school					
27	Teachers show respect for pupils					
	<i>Items on school environment (D28-36)</i>					
28	Students display an exemplary discipline					
29	School compound is well coming and attractive					
30	Community consider the school as its own organization					
31	The local community cooperate in the school physical development program					
32	School facilities are adequate					
33	Teachers treat all pupils fairly					
34	School buildings kept clean					
35	Parents are happy about what heir child is learning					
36	Most pupil find school wok interesting					

Part 3

Instruction1:

Below are some open-ended questions, related to the quality of education. Please, State them in brief in the space provided.

1. What is the status of general primary education quality of Addis Ababa City government in your perception? _____

 _____.

2. In your opinion, do you think that the budget allocated to school is enough to run the schoolwork?

_____.
3. Please write some major problems, which you think is caused by the shortage of educational input?

_____.
4. What are the supports made by the local community to schools? _____

_____.
5. What would you suggest to improve the quality of education in Addis Ababa City government? _____
_____.

Thank you for your cooperation

Appendix 4

**ADDIS ABABA UNIVERSITY SCHOLL OF GRADUATE STUDIES
COLLEGE OF EDUCATION DEPARTMENT OF CURRICULLUM AND
TEACHERS PROFESSIONL DEVELOPMENT
ADDIS ABABA**

A questionnaire to be filled by students of General Primary Schools in Addis Ababa City Government.

The purpose of this questionnaire is to assess and examine the school community perception on the impact of educational inputs on the current quality education of the Addis Ababa City Government.

To this end, the questionnaire is designed on the impacts of the educational inputs on current quality status of the general primary education.

The questionnaire has three parts, part one is one the background information of the respondents, part two is items on factors that affect education quality in schools and part three is open ended general questions.

Therefore,

- a. Please, answer all the questions thoughtfully and frankly.
- b. Except the third part, all questions will be answered by filling out "✓" mark on the space provided.
- c. You do not have to write your name.
- d. The response will be used only for academic purpose and will be kept confidential.

Thank you for you cooperation.

Part One

Back Ground Information

Instruction 1

Please indicate your answer by making a "✓" or writing where it is necessary

1. Name of your sub city _____
2. Name of the school _____
3. You Grade _____.
4. your section _____

5. Age a. 11-15 b. 16-20 c. 21 & above
 6. Sex A. Male _____ B. Female _____

Part Two

Instruction 1

Please indicate the extent to which the educational input mentioned affect the school activities. Mark a "✓" in column which nearly affects the actual school activities by using the following likert scales. Strongly agree/5/, Agree /4/, not decide /3/, Disagree /2/, and strongly disagree /1/.

No		Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
	<i>Plan and goal setting quality (C1-4)</i>					
1	Establish clear and concrete goal and plan.					
2	Discuss the school goals and plans with the school community.					

3	Encourage teachers to relate their lesson plan with students' expectation.					
4	Formulate and demonstrate vision and long range planning of the school					
	<i>/Items on learning on the provision of learning materials (C5-17)</i>					
5	Shortage of school furniture					
6	Shortage of technologies					
7	Shortage of qualified teachers					
8	Large number of staff					
9	Lack of students' text book					
10	Lack of syllabus					
11	Lack of teachers' guide					
12	Lack of reference books					
13	Lack of journals					
14	Lack of different learning models					
15	Lack of audiovisual films					
16	Lack of real objects					
17	Lack of exercise books					
	<i>items on large class size (C18-26)</i>					
18	Difficulty in administration of tests and examinations					
19	Problem in correcting students' work					
20	Problem of involving in practical activities					
21	Problem of effective communication between teachers and students					

No	ITEMS ON PRINCIPALS' LEADERSHIP QUALITY To what extent do the principals...	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
22	Problem of solving students question					
23	Problem in using resources					
24	Meeting are arranged at a time which suits to the parent					
25	Most pupils enjoy school					
26	Teachers show respect for pupils					
	<i>Items on school environment (C27-35)</i>					

27	Students display an exemplary discipline					
28	School compound is well coming and attractive					
29	Community consider the school as its own organization					
30	The local community cooperate in the school physical development program					
31	School facilities are adequate					
32	Teachers treat all pupils fairly					
33	School buildings kept clean					
34	Parents are happy about what heir child is learning					
35	Most pupil find school wok interesting					

Part 3

Instruction1: Below are some open-ended questions, related to the quality of education. Please, State them in brief in the space provided.

6. What is the status of general primary education quality of Addis Ababa City government in your perception? _____

 _____.

7. In your opinion, do you think that the budget allocated to school is enough to run the schoolwork?

 _____.
8. Please write some major problems, which you think is caused by the shortage of educational input?

 _____.
9. What are the supports made by the local community to schools? _____

 _____.
10. What would you suggest to improve the quality of education in Addis Ababa City government? .

Thank you for your cooperation

Appendix-5 /Part one/

Class room Examination result

Year	Maximum Average	Minimum Average	Max	Min
1995	90.39	51.4	0.27937	0.846107
	83.5	51.3	-1.48251	0.846107
	91.6	44.7	0.588786	-0.6891
	91.7	43.25	0.614358	-1.02638
Mean	89.2975	47.6625		

Result

S.D	3.910587	4.299104		
1996	90.44	51.22	-0.27934	0.82737
	90	40	-0.45619	-1.65849
	94.8	47.9	1.47306	0.155764
	89.3	49.4	-0.73753	0.459201
Mean	91.135	47.13		
S.D	2.488018	4.943373		
1997	91.44	48.5	1.149779	1.335285
		46.55	-41.017	-0.47606
	87.9	47.2	-0.48266	0.127723
	87.5	46	-0.66712	-0.98695
Mean	88.94667	47.0625		
S.D	2.168533	1.076549		
1998	90.2	49.67	-0.80801	0.177264
	91.4	56.3	0.367277	1.15461
	92.3	48.1	1.24874	-0.05417
	90.2	39.8	-0.80801	-1.2777
Mean	91.025	48.4675		
S.D	1.021029	6.783673		
1999	94.67	47.39	0.638805	-1.20146
	80.8	49.5	-1.46576	-0.42916
	94.67	52.5	0.638805	0.6689
	91.7	53.3	0.188152	0.961715
Mean	90.46	50.6725		
S.D	6.590432	2.732098		

National examination
/Part two/

Maximum Average	Minimum Average	Max	Min	1995	90.39
71	29	-0.76642	-0.63013		83.5
84	33	1.131457	1.05021		91.6
70	28	-0.91247	-1.05021		91.7
80	32	0.547479	0.630126	Mean	89.2975
76.25	30.5			S.D	3.910587
6.8495742	2.380476			1996	90.44
71	33	-0.53013	0.1		90
68	36	-1.01949	1.3		94.8
82	32	1.264166	-0.3		89.3
76	30	0.285457	-1.1	Mean	91.135
74.25	32.75			S.D	2.488018
6.13052472	2.5			1997	91.44
75	32	-0.56647	0		
73	38	-0.91506	1.38873		87.9
79	30	0.130723	-0.46291		87.5
86	28	1.350808	-0.92582	Mean	88.94667
78.25	32			S.D	2.168533
5.73730483	4.320494			1998	90.2
80	29	0.563735	-0.78335		91.4
72	31	-1.24022	1.305582		92.3
82	29	1.014722	-0.78335		90.2
76	30	-0.33824	0.261116	Mean	91.025
77.5	29.75			S.D	1.021029
4.43471157	0.957427			1999	94.67
82	31	1.088384	-0.34412		80.8
75	39	-1.25583	1.491202		94.67
80	30	0.418609	-0.57354		91.7
78	30	-0.25117	-0.57354	Mean	90.46
78.75	32.5			S.D	6.590432
2.98607881	4.358899				

Part three

Sample Computation for 'z' score

$$\text{Mean} = (\Sigma x) / n$$

$$= (71+84+70+80) / 4$$

$$= 76.25$$

$$\text{S.D} = \sqrt{(\Sigma x^2 - [(\Sigma x)^2 / n]) / n - 1}$$

$$= \sqrt{((71^2+84^2 + 70^2 + 80^2) - (71+84 + 70 + 80)^2/4) / 4 - 1}$$

$$= 6.85$$

$$\text{Z score} = \frac{\text{Value} - \text{Mean}}$$

Standard deviation

$$= \frac{71 - 76.25}{6.85}$$

$$= -0.76642$$

Appendix 6
Part Two

Computation of the chi-square value of 'p' at alpha level of 0.05
Principals Response

ITEMS	High	Medium	Low	Total	Chi
A1-4	14	6	26	46	0.523539963
A5-10	14	5	27	46	
A11-19	22	6	18	46	
A20-40	17	4	25	46	
Total	67	21	96	184	
Mean	16.75	5.25	24		

Expected Mean		
16.75	5.25	24
16.75	5.25	24
16.75	5.25	24
16.75	5.25	24

Items	Agree	Undecided	Disagree	Total	Chi
A41-54	22	6	18	46	0.207854043
A55-60	22	7	17	46	
A61-65	14	8	24	46	
A66-71	18	2	26	46	
A72-77	14	10	22	46	
A78-92	17	6	23	46	
A93-101	11	9	26	46	
Total	118	48	156	322	
Mean	16.85714286	6.85714286	22.285714	46	

Expected Mean		
16.86	6.86	22.29
16.86	6.86	22.29
16.86	6.86	22.29
16.86	6.86	22.29
16.86	6.86	22.29
16.86	6.86	22.29
16.86	6.86	22.29
16.86	6.86	22.29

$$\chi^2 = \sum (O - E)^2 / E$$

Part Three (1)

Items	Agree	Not Decided	Disagree	Total
	5	5	36	46
	6	0	40	46
	10	5	31	46
	0	5	41	46
	0	5	41	46
	30	0	16	46
	5	1	40	46
	15	5	26	46
	20	5	21	46
Total	91	31	292	414
Mean	10.111111	3.444444	32.4444	

Expected Mean		
10	4	32
10	4	32
10	4	32
10	4	32
10	4	32
10	4	32
10	4	32
10	4	32
10	4	32

Item	Agree	Not Decided	Disagree	Total	Chi
<i>C1-4</i>	15	9	22	46	0.001110567
<i>C5-10</i>	18	4	24	46	9.27935E-07
<i>C11-17</i>	30	1	15	46	1.0618E-16
<i>C18-26</i>	18	3	25	46	3.0173E-14
<i>C27-35</i>	10	4	32	46	1.03216E-16
Total	91	21	118	230	

$$\chi^2 = \sum (O - E)^2 /$$

Part Three (2)

ITEMS	Agree	Not Decided	Disagree	Total
	130	20	70	220
	105	25	90	220
	100	20	100	220
	100	15	105	220
	90	75	55	220
	140	15	65	220
Total	665	170	485	1320
Mean	110.8333	28.3333	80.8333	
	50	60	110	220
	55	45	120	220
	100	15	105	220
	100	25	95	220
Total	305	145	430	880
Mean	76.25	36.25	107.5	

Expected Mean		
111	28	81
111	28	81
111	28	81
111	28	81
111	28	81
111	28	81

Expected Mean		
76	36	108
76	36	108
76	36	108
76	36	108

Part Four /1/

ITEMS	Agree	Not Decided	Disagree	Total
	90	15	115	220
	90	20	110	220
	110	20	90	220
	100	17	103	220
	80	25	115	220
	80	20	120	220
	70	47	103	220
	70	50	100	220
Total	690	214	856	1760
Mean	86.25	26.75	107	

Expected Mean		
86	27	107
86	27	107
86	27	107
86	27	107
86	27	107
86	27	107
86	27	107
86	27	107
86	27	107

Part Four /2/

ITEMS	Agree	Not Decided	Disagree	Total	Chi
D1-4	70	50	100	220	6.71059E-07
D5-10	97	39	84	220	7.28467E-49
D11-17	111	28	81	220	7.66723E-25
D18-27	76	36	108	220	1.90693E-12
D28-36	87	27	106	220	1.03369E-09
Total	441	180	479	1100	

$$\chi^2 = \sum (O - E)^2 / E$$

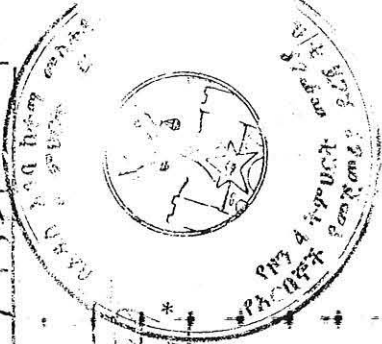
$$= (100-70)^2 / 70 + (40-50)^2 / 50 + (80-100)^2 / 100 + (60-70)^2 / 70 + (50-50)^2 / 50 + (110-100)^2 / 100 + (60-70)^2 / 70 + (40-50)^2 / 50 + (120-100)^2 / 100 + (60-70)^2 / 70 + (70-50)^2 / 50 + (90-100)^2 / 100$$

$$= 6.71059E-07$$

Appendix 7

1995

Year	Month	Day	Time
1995	11	42	11:00 AM
1995	11	28	11:00 AM
1995	11	35	11:00 AM
1995	11	35	11:00 AM
1995	11	45	11:00 AM
1995	10	44	11:00 AM
1995	10	21	11:00 AM
1995	10	10	11:00 AM
1995	10	8	11:00 AM
1995	10	27	11:00 AM
1995	10	25	11:00 AM
1995	10	24	11:00 AM
1995	10	41	11:00 AM
1995	10	37	11:00 AM
1995	10	37	11:00 AM



b7C
b7D
b7E

1995 9.9

3

අගය	ආකාරය	ප්‍රභේද	ප්‍රමාණය	විස්තර
582	1124	9	36	
583	"	8	33	
584	"	8	32	
585	"	-	22	
586	"	-	15	
587	"	-	13	
588	1124	1	39	
589	"	1	39	
590	"	1	28	
591	"	2	2	
592	"	3	3	
593	"	2	2	
594	"	4	33	
595	"	11	9	
596	"	6	28	



5

የትምህርት ዓይነቶች

አንገሊዝኛ	ሃሳብ	ባዮሎጂ	ፊዚክስ	ኪሚስትሪ	የሕዝብ ግንኙነት	ሥነ ዜጋ	ድምር ከ480	አማካይ ውጤት ከ100%	ፕርሰንታይጅ
18	26	18	15	20	17	35	178	37	18.7
ፊ	+	ፈ	+	ፍ	ፈ	90	—	—	—
22	29	22	44	21	24	32	219	46	49.9
ፊ	+	ፈ	+	ፍ	ፈ	90	—	—	—
15	30	26	25	12	26	35	193	40	28.2
ፊ	+	ፈ	+	ፍ	ፈ	90	—	—	—
23	26	20	19	13	36	53	231	48	56.3
30	24	22	19	16	36	48	238	50	63.0
23	27	22	21	17	32	44	220	46	49.9
16	26	21	23	12	28	37	186	39	24.8
20	29	21	21	14	29	44	202	42	35.0
19	32	14	23	19	30	44	209	44	42.4
19	27	25	29	20	27	40	227	47	52.8
13	14	18	27	24	27	42	202	42	35.0
11	33	33	32	19	23	30	213	44	42.4
12	27	18	33	22	18	37	200	42	35.0
16	35	20	31	22	31	40	218	45	46.2
14	33	20	28	22	29	36	199	41	31.9
ፊ	+	ፈ	+	ፍ	ፈ	90	—	—	—
17	30	30	23	26	35	45	243	51	66.3
18	27	24	32	13	19	37	196	41	31.9
ፊ	+	ፈ	+	ፍ	ፈ	90	—	—	—
33	38	40	48	36	45	45	316	66	93.0
30	32	34	49	35	39	38	286	60	86.0
28	33	34	48	38	33	47	283	59	84.4
23	24	22	21	29	30	49	234	49	59.7
12	11	15	20	18	19	40	171	36	16.3
13	15	31	25	21	24	43	210	44	42.4
ፊ	+	ፈ	+	ፍ	ፈ	90	—	—	—
19	33	18	29	24	35	41	217	45	46.2



አዲስ አበባ ግንባታና ልማት ሚኒስቴር
 የትምህርት ቢሮ
 መረሃ አብርሃ ቦርሃ
 የፊትና ዝግጅትና የዘድጋ ግለሰቦች
 ቡድን መሪ

የክልሉ
 ማኅተም

በዚህ ገጽ	ወ	ሴ	ደ
የተመዘገቡ	11	19	20
ያልተፈተኑ	2	4	6
የተፈተኑ	9	15	24
ያለፉ	8	14	
ያላለፉ	1	1	

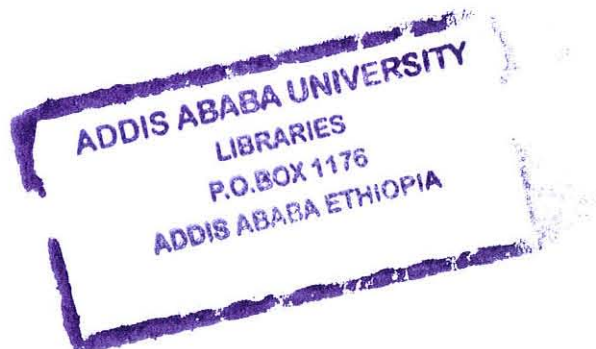
LETTER FROM ADVISOR

This thesis has been submitted to the school of graduated studies,
Addis Ababa University, with my approval as university advisor

Name Tshome Nekatibeb Dr.

Signature _____

Date -----



DECLARATION

I hereby declare that this Thesis is My original work done under the guidance of Dr. Teshome Nekatibeb. All relevant sources used in the study are duly acknowledged.

Place Addis Ababa University
 School of Graduate studies

Name Abeje Belete

Signature -----

Date -----