

Quality of Education in General Government Secondary Schools
in Debre Markos Town

Bekalu Tadesse

A Thesis Submitted to
Institute of Educational Research and Development

Presented in Partial Fulfillment of the Requirements for the Degree of Master of Arts in
Educational Research and Development

Addis Ababa University

Addis Ababa, Ethiopia

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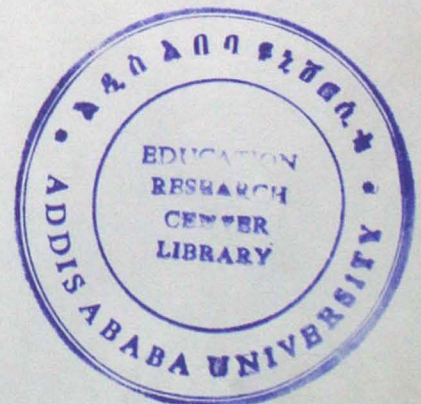
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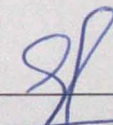


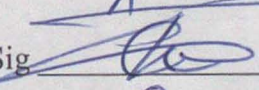
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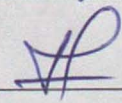
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This is to certify that the thesis prepared by Bekalu Tadesse entitled: Quality of education in General government secondary schools in Debre Markos town and submitted in partial fulfillment of the requirements for the degree of Degree of Masters of Arts (Educational Research and Development) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ACRONYMS

CPD	Continuous Professional Development
ELQIP	English Language Quality Improvement Program
EMIS	Education Management Information System
ESDP	Education Sector Development Program
GCE	Global Campaign for Education
GDP	Gross Domestic Product
GEQAEA	General Education Quality Assurance and Examinations Agency
GEQIP	General Education Quality Improvement Program
GMR	Global Monitoring Report
ICT	Information Communications Technology
KETB	Kebele Education and Training Board
MAP	Management and Administration Planning
MDGs	Millennium Development Goals
MoE	Ministry of Education
NLAs	National Learning Assessments
NOE	National Organizations for Examination
PTAs	Parent Teacher Associations
SER	School Effectiveness Research
SIP	School Improvement Program
SNNPR	Southern Nations and Nationalities Peoples Region
TDP	Teacher Development Program
TQM	Total Quality Management
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEO	Wereda Education Office
WoFED	Wereda Finance and Economic Development

ABSTRACT

Quality of Education in General Government Secondary Schools in Debre Markos Town

Bekalu Tadesse

This study examines the status of quality education in three lower secondary schools situated in Debre Markos town using systems model. Building the model by 'filling in' variables from GEQIP framework and the literature, the study employs parallel mixed methods design to better illuminate the nature of relationships in input, process, and output variables in the study. Data was obtained from teachers, students, supervisors, directors, PTA members and Wereda education offices through questionnaire, interview and document analysis. Using stratified random sampling, 336 students and 112 teachers; purposefully selected 15 teachers, supervisors, and directors, 4 PTA members, and 2 Wereda education office representatives participated in the study. Mixing qualitative and quantitative strands of data at the analysis level, the study tried to answer the research questions. The results indicate that more than 98% of teachers in these schools had teacher qualifications set in the education policy for the level. It is also found that teacher guides and textbooks ratio are not yet 1:1, and there are students and teachers who did not receive at all textbooks and teacher guides respectively. It is also found that the three schools were statistically significantly different in terms of all variables ($p < .01$) except the school improvement program ($F_{(2, 109)} = 0.204, p = .816$). Stepwise regression results also show that assessment and material resources jointly explained 33.6% of the variance in the outcome measure – teachers' and students' satisfaction with overall schooling. Those variables from GEQIP framework, namely assessment and material resources explained all of the variance in student and teacher satisfaction. However, the rest of the components or subcomponents of the GEQIP framework did not appear to be significant predictors of customers' satisfaction – thereby provision of quality education in the schools. But qualitative analysis through themes and categories illuminated existing limitations in the relationships quantified above. It is found that school improvement program implementation is substantially deterred by implementers' poor understanding of the program, low awareness among stakeholders, exclusion of school priorities from school improvement plan. Amount gaps in school grant releases and receivables, absence of school grant documents in PTAs, scarce resources and facilities, lack of interest and ownership in CPD, poor teacher and student motivation, absence of participatory decision making, poor assessment procedures and difficulty in implementing continuous assessment, and generally low satisfaction in overall school services are found to be some of the explanations of the current status of quality education in these schools. Thus, meeting school grant program implementation requirements on the part of PTAs and the schools, developing context-based planning on the part of schools, reviewing school improvement program guidelines to allow schools develop their plans with inputs from the analysis of their contexts on the part of MoE, and the practice of participatory decision making procedures by school administrations were some of the recommendations made.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The Federal Government of Ethiopia underscores that education is the cornerstone in the implementation of Plan for Accelerated and Sustained Development to End Poverty. In this assumed role, education is believed to realize the strengthening of human resource capacity and achievement of MDGs. This called for the launching of the first five year Education Sector Development Program (ESDP I) in 1997 within the Framework of the Education and Training Policy. As part of a twenty-year education sector plan, ESDP I leads to raising student enrolment and/or expansion of the education system as a whole. For instance, until the launching of ESDP III, gross enrolment rate increased to 91.3% and net enrolment rate to 77.5% (MoE, 2008).

However, achievements in access like the above have not been accompanied by adequate improvements in quality. In some areas, quality has deteriorated at least partly as a result of rapid expansion. This is evidenced by the three National Learning Assessments (NLA) results conducted in the years 2001, 2004, and 2007 in grades 4 and 8. The results indicate achievement reductions from 47.9% in the baseline to 40.9% in 2007 for grade 4; and from 42.6% in the baseline to 39.8% in 2007 for grade 8. Factors relating to these results identified in the 2007 NLA include school organization and management; teacher training on new techniques; school supplies; availability of curricular and instructional materials, and language of instruction (MoE, 2008).

The National Agency for Examinations conducted the Ethiopian First National Learning Assessment of Grades 10 and 12 Students with one of its purposes – “to measure academic achievement levels” (MoE, 2010:viii). Taking a sample of 5,583 Grade 10 and 2,812 Grade 12 students, the study used standardized achievement tests in English, mathematics, biology,

chemistry and physics developed based on the MLC (Minimum Learning Competencies) of General Secondary Education (Grades 9 and 10) and Preparatory Program (Grades 11 and 12). It was found that the academic achievement of the students as measured by the mean score of the above five subjects for both grades was less than the 50% achievement level set by the Education and Training Policy of Ethiopia. The national mean score was only 36% for Grade 10. For this grade, in the average of the five subjects, only 13.8% of students scored fifty percent and above (MoE, 2010).

The status of quality of education has been pronounced differently in the discourses of the Ethiopian education system. The Education and Training Policy and its implementation (MoE, 2002) identifies that lack of quality and relevance, and continuous decline in quality and standard as long-standing problems associated with the Ethiopian education system (see also MoE, 2008).

More specifically, Education Sector Development Program I (MoE, 1998) evidences low quality of education at all levels of education, including government general secondary schools, in different dimensions of the sector examined in light of such indicators as inadequate facilities, shortage of books (an average of five children must share each textbook), inadequate teacher training (only about 40 percent of teachers for Grades 9-12 are qualified), examinations which are not improvement oriented, and poor curricula.

Comparable explanations to the above are found in the ESDP I Report (MoE, 2003) conducted in SNNPR to observe major achievements in the education system. It evidences that quality of education has not improved in parallel with quantitative improvements such as enrollments and dropout rates; and various quality indicators suggest that quality improvement objectives of the program have largely not been met. It highlights that the quality of key curricular material (especially textbooks) does not meet the needs of the students; information on availability of textbooks is scarce; and strong challenges in recruiting properly qualified secondary school teachers.

On the other hand, different from the above regional report, ESDP II (MoE, 2002) Program Action Plan states improvements in 'quality' in terms of such variables as textbooks availability (national average to a ratio of about 2.5:1 at primary level), teacher training and teachers (the major bottleneck for secondary education remains unavailability of qualified teachers: 36.5% of the teachers teaching in secondary schools in 2000/2001 had a first degree) with no mention of textbooks availability at secondary level. Rather, it highlighted an increase in total enrollment in senior secondary schools (9-12) by 309, 679 students from 426, 495 students in 1996/97 to 736, 174 in 2000/01. The problem with this last figure is that it is difficult to know the total population of this age cohort in this report to estimate gross enrolment ratio at secondary education level.

Among the four major goals ESDP II outlines (MoE, 2002:21), the notion of quality at secondary education level seem to be implied by the third one: "... to meet the quantitative and qualitative demand for trained manpower at all levels (including secondary education) in order to respond to the socio-economic development needs...".

With its view of quality education as a complex matter connected with the society's cultural, economic, and political realities and activities and close dependence on the resources of the country and society, the Education and Training Policy and Its Implementation Report (MoE, 2002) highlighted results of measures taken to improve the quality of education. However, it reports quality of education with rather a 'reduced' view. It holds that the supply of quality educational materials such as textbook is 1:1 ratio, libraries and laboratories set up in schools in greater number, and use of television as a medium for instruction are some of the progresses achieved (p.71-74). Here, it is possible to learn that the explanations of these progresses are not in terms of the view that quality education is embedded with society's cultural, economic and political realities.

According to ESDP III (MoE, 2005), the government set standards and maintain quality provided supervision services and supportive environment for private sector and the community to enhance education delivery. In terms of indicators, it highlighted that student/textbook ratio for secondary schools has reached 1:1 and the percentage of qualified

teachers at secondary level stands at 40.6% in 2004/05. To enhance the quality of education at secondary level, ICT infrastructures are provided to schools to receive satellite education transmission; internet facilities to enable teachers develop their professional qualifications and students access global knowledge. Among a list of its goals under general education, one was improving the quality of education.

Recently, the Ministry of Education issued out ESDP IV (2010-2015) Program Action Plan. Ensuring student completion & academic achievement and the improvement of general education are given priority. According to the Program Action Plan, despite major improvements in the numbers and the qualifications of teachers and the availability of equipment, student achievement has not sufficiently improved. This indicates the need to shift attention to “quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment (such as: quality-focused school supervision, internal school leadership, increased student participation, school-community partnerships)” (p. 12).

Here, it can be understood that the Education Sector Development Program achieved a shift from sole emphasis of assessment of quality of education based on quantifications (such as enrollment, drop outs, number of qualified teachers, etc) to that of actual student’s learning and academic achievement based on inputs and processes.

Thus, in response to the pressing state of quality of education in Ethiopia evidenced in ESDPs I, II, III and NLAs on primary and secondary education, General Education (1-12) Quality Improvement Program has become an integral part of ESDP IV (MoE, 2010). ESDP IV sets two priorities under general education: to improve the quality of general education and to increase access and equity with distinct programs for each. Specifically, the quality improvement program integrates core priorities such as teacher and leader development and Information and Communication Technologies.

Though the above two programs receive core priorities, MoE (2010:19) states that “GEQIP is composed of a number of components and sub-components which are complementary to each other and form part of an integrated school effectiveness model” (see also MoE, 2008).

Thus, one broad program context for assessment of quality education in Ethiopian schools is the General Education Quality Improvement Package (GEQIP), currently underway (2008-2016). With the aim of improving quality of general education (grades 1-12), GEQIP reaches all government schools in the country, implementing institutions from the federal level (Ministry of Education) down to wereda education offices and Teacher Education Institutions at federal level (universities) and Regional level (teacher training colleges).

GEQIP is being implemented at three levels of government – federal, regional and wereda levels – corresponding to the roles and responsibilities for the management and financing of general education. The components of the program are streamlined in this structure. Thus, Ministry of Education and Universities at the federal level, Regional education bureaus and teacher training colleges at the regional level, Wereda education offices and all government schools in the country all implementing institutions of respective program components/subcomponents. Of these components, those that fall under the implementation of general secondary government schools include school improvement program including school grants, continuous professional development, teaching learning materials (textbooks, teacher guides) and assessment, as well as school planning and management. Thus, these components from the program and other quality related variables which dominate the literature are used to explain quality of education in the three general secondary government schools in Debre Markos town.

In one of the regional states, Amhara, the quality of education seems not different from national findings. The regional mean for Grade 10 in Ethiopian First National Learning Assessment was found to be 36.6% in five subjects, namely English, Mathematics, Physics, Chemistry, and Biology (but a slight difference from the national mean – 36%) (MoE, 2010). This is far below the national minimum requirement of at least 50%.

Ayalew et al. (2009) contend that quality of science education in primary and secondary education, which are critical for later educational development, is at crisis. Based on a study conducted to investigate the causes of students' failure in regional grade eight examination in Bahir Dar City Administration taking 24,045 students of six years' results (1995 to 2000 E.C.), they argue that all scores fall below 50% which is below the passing point set in the education policy. This regional finding is consistent with the results of national learning assessments.

However, there are no studies, related to quality of education, conducted in one or more of general secondary government schools in Debre Markos. Even school improvement program studies based on the guidelines of the program are not conducted. Thus, this study explores the status of quality education both qualitatively and quantitatively to take better view of the case.

In summary, the trend we observe to assess quality of education in Ethiopian secondary schools from the Education and Training Policy through to the present day employ mainly enrollments, textbooks, teacher student ratio, teacher qualifications, and more recently quantitative school improvement studies than assessment of how available inputs and ongoing processes are transformed into results in a given context (school realities). World Declaration on Education for All underscores the need to focus on what students actually learn. It goes "the focus of education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrolment, continued participation in organized programs and completion of certification requirements (Barrett et al., 2006:9).

The rationale for undertaking this research is mainly driven by the idea of improvement of quality education in government general secondary schools. Though such an improvement is a time-taking endeavor, it can be possible through understanding of what makes quality education at government general secondary schools through debate, assessment and the use of valid assessment results that feed into quality improvement programs. Moreover, initiating or motivating stakeholders in the quality education to increase their participation by informing the results is another reason for undertaking this research. Thus, achievements (or

otherwise) as a result of quality interventions in general secondary government schools in Debre Markos town are explored.

To obtain a better representation of the quality of education in these general secondary government schools, this study tries to consider a number of variables that relate to quality education. To this end, those components of GEQIP that particularly apply to general secondary government schools in Debre Markos town and other aspects of schooling are treated.

1.2 Statement of the Problem

Schooling is not just a process of doing things, but doing the right things right. Scheerens (2011:3) writes that questions on 'doing the right things' and 'doing things right' have place in educational settings. Therefore, quality education makes the difference between success and failure (Sallis, 2002:1), not just access or attendance. Thus, appropriate assessment of school quality education is essential for sustained school quality improvement programs. Improvements in quality education are possible when such assessment results are not only used for judgments but also feed into the quality improvement program in schools.

Assessment of quality of education can be made at school level. Three general secondary government schools (grades 9–10) available in Debre Markos are to be assessed for the quality of services as determined by customers' satisfaction. As they are government schools and are systems, they take inputs, transform or process them in some way and produce an output. The relationship between these determinants and the interaction among them is examined to determine the overall status of quality of education.

One of the triggers that drove this enquiry comes out of the growing expressed concern of stakeholders everywhere including the media to be informed of quality of education and thereby increase their involvement to improve it. Secondly, lack of studies of quality

education at school level as a system with comprehensive approach considering important variable, particularly general secondary government schools in Debre Markos town. Even in other areas, most of the studies deal with one or few aspects of schooling, and mainly quantitative school improvement studies alone. Thus, it is preferable if a number of aspects are included and a comprehensive picture of quality of education is represented. Thirdly, the researcher's interest to know more about school quality education and the impacts of school input and process variables in the context of GEQIP is another driving force.

1.3 Significance of the study

The study would provide range of stakeholders with the necessary information on the status of quality of education in general secondary government schools to enhance their involvement toward achieving quality of education. For instance, policy makers would take a glimpse of quality of education in general secondary schools and fine tune future programs to make them more responsive to school realities. For school principals and teachers, the study may enable them look into their practices and would learn lessons on progresses or otherwise.

Moreover, it allows parents understand the status of quality education and raise their participation in Parent-Teacher Associations and School Improvement Programs (SIP) and ultimately in students' academic achievement. For students, it locates the quality of their own learning and creates awareness about the concept of quality of education. For research community, it can be useful to facilitate exploration of quality of education for further understanding to initiate participation in the quality debate.

1.4 Objectives of the study

The general objective of this study is to locate the existing status of quality of education in government general secondary schools in Debre Markos town. This will be possible by examining inputs, processes and customers' satisfaction about the overall quality of services within the schools. Specifically, the objective of the study is to:

1. Assess the availability and utilization of enabling inputs in general secondary government schools in Debre Markos town.
2. Assess how selected process variables operate in general secondary government schools in Debre Markos town to improve quality of education.
3. Determine the relationship between input and process variables with that of teacher and student satisfaction to explain quality of education in general secondary government schools Debre Markos town.

1.5 Research Questions

The study assesses the quality of education in general secondary government schools in Debre Markos town by raising the following research questions.

1. What is the status of quality of education in general secondary government schools in Debre Markos town?
2. To what extent do input and process variables selected from GEQIP framework and literature significantly predict quality of education in general secondary government schools in Debre Markos town?
3. Are there statistically significant differences in quality of education among the three general secondary government schools in Debre Markos town?

1.6 Theoretical and Empirical Framework of the study

Essentially adapting the basic systems model of Scheerens (2011), the theoretical and empirical framework of the study draws constituents for input, process and output variables by 'filling options' in the model from the school effectiveness research and GEQIP. Scheerens argues for the flexibility and broadness of applicability of the framework. Since the assessment of quality of education in these schools without the context of GEQIP is unlikely, those components/variables of the package that operate in general secondary schools will be built into the model. These variables are discussed in the discourse relating to improving quality of general education in Ethiopia.

MoE (2008) states that GEQIP will support the implementation of the first four of the six components of the GEQIP, namely,

- 1) Teacher Development Program (TDP) including English Language Quality Improvement Program (ELQIP);
- 2) Curriculum, Textbooks and Assessment including inspection;
- 3) Management and Administration Program (MAP) with an EMIS subcomponent; and
- 4) School Improvement Program (SIP) with a School Grant subcomponent.

Thus, the discussion below analyzes components/sub-components of GEQIP to identify those that pertain to general secondary schools. Based on these identified components, the study will try to examine the extent to which the program is supporting general secondary school with quality of education. The first component embraces curriculum, textbook and assessment. This component consists of three sub-components; (1) curriculum reform and implementation, (2) teaching learning materials, and (3) assessment, examinations and inspection. Of these, assessment, teaching learning materials especially distribution of textbooks and teacher guides are examined whereas curriculum reform is made and its implementation requires a different study in itself.

The second component is teacher development program (TDP) which consists of two parts: the pre-service and in-service teacher quality improvement. While the pre-service teacher quality improvement falls right on teacher education institutions, the in-service program specifically continuous professional development (CPD) will be assessed by the present study. The third component, the school improvement program including school grants is part of the study.

The fourth component, management and administration program supports for capacity development for (1) education sector planning and management, (2) school planning and management, and (3) education management information system (EMIS). Of these, education sector planning and management as well as education management information system stretch all levels of the system, whereas school planning and management falls right at the school level. Therefore, school planning and management makes up one variable of the present study. The fifth component of the program, coordination, monitoring and evaluation are to be managed centrally at the ministry level.

Thus, GEQIP supports the following programs at general secondary school level:

- 1) Curriculum, Teaching learning materials (textbooks and teacher guides), Assessment, examinations and inspection;
- 2) In-service teacher quality improvement program (CPD), including English language quality improvement program, upgrading and career structure;
- 3) School improvement program, including school grants; and
- 4) School planning and management.

However, the present study, based on feasibility of variables/components, treats the following components to assess the extent to which GEQIP is instrumental in enhancing the quality of education at the school level:

- 1) Teaching learning materials (Textbooks and teacher guides) and assessment;
- 2) Continuous professional development;

- 3) School improvement program, including school grants; and
- 4) School planning and management.

These components of schooling are regarded as unavoidable elements of quality of education (UNESCO, 2004; MoE, 2010). Moreover, UNESCO (2004:35) argues assessments of the quality of education outputs that ignore initial differences among learners are likely to be misleading. Hence, entry behavior is included to control students' background based on their academic achievement. The study includes inevitable and influential variables in the literature of quality education such as the teaching learning process. Finally, using customers' (internal only, i.e. students', teachers' and principals') satisfaction as the only meaningful indicator of quality of education as an outcome measure (Sallis, 2002), the study draws its conceptual framework as follows.

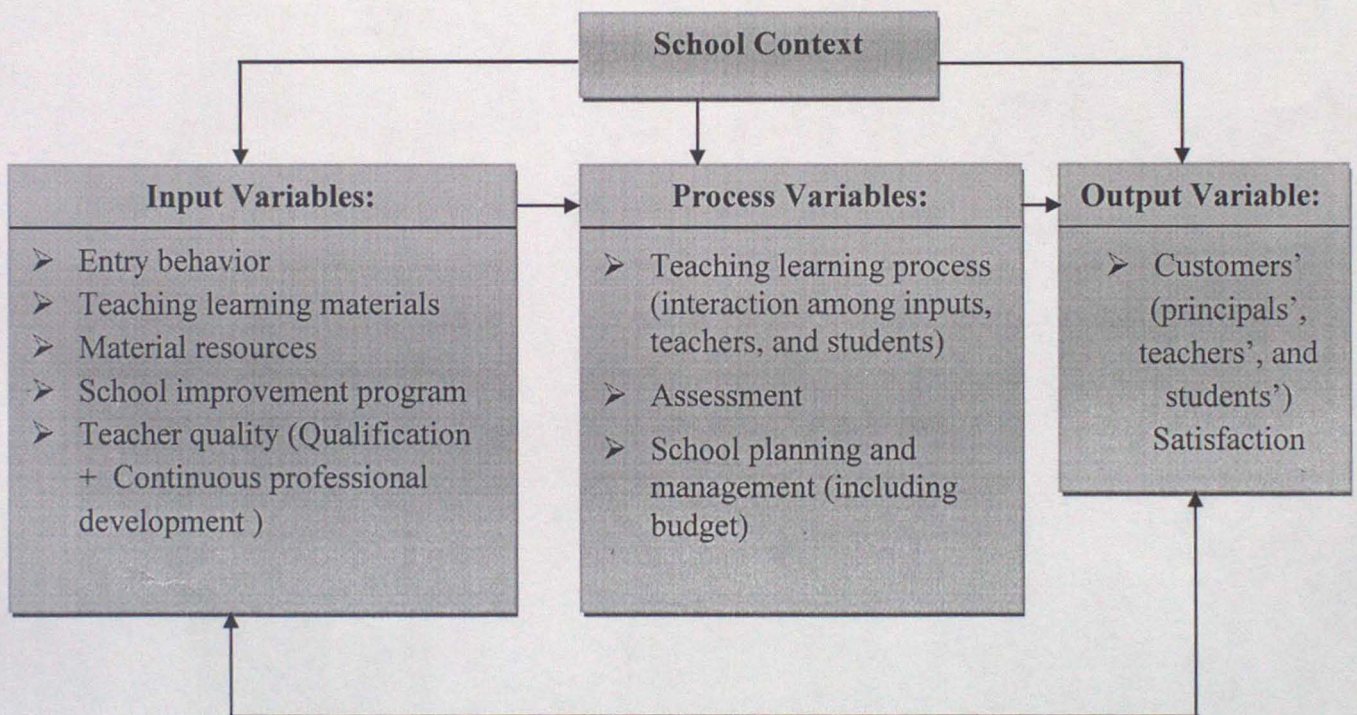


Fig. 2 Conceptual framework for the study

Thus, one of the bases of including these variables in the study is that they occupy much space and context in quality policies. The second reason is that they dominate debates in the quality literature discussed earlier. Sometimes, they stand out as an avoidable measure in the assessment of quality education. Accordingly, they highly contribute to the explanation of an overall quality of education in any government general secondary government schools.

Detailed discussions of most of the constituent inputs and processes of this model can be found in the 2005 GMR framework. However, the use of students test scores as an outcome measure to explain quality of education is highly criticized in the literature. Nikel & Lowe (2010) argue that quality cannot be equated to student achievements for it entails a restricted interpretation. Bauer (2000) uses Popham's term of 'confounded causality.' Student performance may be caused by any number of factors, including what's taught in schools, a student's native intelligence, and out-of-school learning opportunities that are heavily influenced by a student's home environment. Hanushek and Wubmann (2007) raise threats of validity and reliability of tests arguing that test scores are prone to considerable measurement error because of substantial errors in each test.

On the other hand, Nikel & Lowe (2010) provide two positions from where quality of education can be monitored: if (1) a predefined standard is achieved or (2) customers' satisfaction (compared with their expectation) can be proved. Likewise, Sallis (2002) suggests that the only meaningful performance indicators are those of customers' satisfaction. Customers judge quality by comparing their perceptions of what they receive with their expectations of it. Though he exhausts customers of education or schooling (learners, parents, governors, employers, teachers/staff, and the society, this study considers the satisfaction of internal customers mainly teachers, students and principals as a source of data.

1.7 Delimitation

This study will be delimited to the three general secondary schools in Debre Markos town. Besides, only components or sub-components of GEQIP that pertain to general secondary schools as inputs namely, textbook and assessment, school improvement programs including

school grants, school planning and management and teacher quality are the foci of the present study. Moreover the study includes the teaching learning as process variable and customers' satisfaction as output measure of the school system. Hence students, teachers and principals in these schools are participants of the study.

1.8 Limitations of the study

The lack of standardized measurement instruments with acceptable evidence of validity might make the study dependent on evidence of reliability alone.

1.9 Operational Definitions

Government secondary schools: refers to school level engaged in the teaching of grades 9 and 10 financed by the government budget.

Quality of Education: the quality of education as a service provided at general secondary schools measured by customers' satisfaction (Sallis, 2002).

Entry behavior: refers to academic achievement of students at elementary schools measured by average grade 8 results on national exams. Hence students' amount of prior learning as a function of other important determining characteristics such as socio-economic background, health, place of residence, cultural and religious background is recognized (UNESCO, 2004).

Teaching Learning Materials: refers textbooks and teacher guides provided and utilized in the school measured by their ratio to teachers and students (MoE, 2008).

School improvement program: refers to condition set to enable schools develop school improvement plans and implement accordingly measured by items on a questionnaire (MoE, 2008).

School planning and management: refers to the process of improving performance through strengthening planning and management capacity at the school level measured by items on a questionnaire (MoE, 2008; UNESCO, 2004).

Teacher quality: refers to qualification of teachers (UNESCO, 2004) and their participation in as well as practices of continuous professional development in the school to improve quality of services (MoE, 2008) measured by a questionnaire.

Teaching learning process: refers to the formal interaction among students themselves and students and teachers, and with other material resources/inputs measured on questionnaires.

Assessment: refers to the school's assessment practices measured by items on questionnaires.

Material resources: those resources acquired and utilized by schools to improve quality of education thereby student performance (MoE, 2008) measured by items on a questionnaire.

Customers' satisfaction: refers to the extent to which teachers, principals and students are satisfied with the quality of service provided in the school (Sallis, 2002) measured by items on a questionnaire.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Assessment of quality of education at both education system level and school level is an essential part of the development of a nation (Ayalew, et al. 2009). Different perspectives and standards can be used to determine the status of quality of education at the school level. Hence, the next part summarizes conceptualizations and perspectives or models available in literature of school quality.

2.1. Definitions on Quality of education

Sayed (1997), who argues that the concept of quality in education is elusive and frequently used but never defined, attributes this to the multiple meanings it reflects such as different ideological, social and political values (in Barrett et al., 2006:2). However, Sahney (2004:145; see also Oakland, 2004:5) recapitulates definitions of quality in education forwarded by different authors. Accordingly, the term has been defined as excellence in education (Peters and Waterman, 1982); value addition in education (Feigenbaum, 1951); fitness of educational outcome and experience for use (Juran and Gryna, 1988); conformance of education output to planned goals, specifications and requirements (Gilmore, 1974; Crosby, 1979); defect avoidance in the education process (Crosby, 1979); and meeting or exceeding customer's expectations of education (Parasuraman et al., 1985).

With more analytical approach, Ginsburg and Schubert (2001:4) provide that definitions of quality may focus one or more of the following aspects:

- ❖ *inputs* (fiscal and other resources as well as characteristic of students, teachers, administrators, instructional materials, and facilities);
- ❖ *processes* (nature of interaction in educational activities involving students, teachers, administrators, materials, and technologies);
- ❖ *content* (knowledge, skills, and attitudes being transmitted through the curriculum);

- ❖ *output* (relatively short-term consequences, such as students' cognitive achievement, completion rates, certification, skills attitudes, and values); and/or
- ❖ *outcomes* (long term consequences, such as school leavers employment, earnings, civic participation, and other attitudes, values, and behaviors).

2.2. Quality Models in Schools

Although “no general theory as to what determines the quality of education has been validated by empirical research” (UNESCO, 2004:228), literature on quality of education provides various approaches to be employed while examining education quality. Though many, a number of approaches and/or models can be used to determine the quality of education in schools. In search of a framework for understanding, monitoring and improving, education quality, UNESCO (2004:35) discloses the presence of a number of factors that can affect educational outcomes and that “these factors are so vast that straightforward relationships between the conditions of education and its products are not easy to determine.” This indicates the importance of discussion on how quality of education can be conceptualized. Hence, the following part discusses on the most prevalent and widely used models of conceptualizing and judging the quality of education.

2.2.1. Total Quality Management (TQM)

Total Quality Management in educational context, as viewed by Sallis (2002:25) is “a philosophy of continuous improvement, which can provide any educational institution with a set of practical tools for meeting and exceeding present and future needs, wants and expectations.” Similarly, Ayalew et al. (2009:165) citing Berry (1991) write that “TQM, borrowed from business enterprise, centers on customer satisfaction and urges employees and managers to improve production inputs, processes, and products.” They continue to elaborate that customers involve in the planning, implementation and evaluation of educational programs. Sayed (1997) in Barrett et al. (2006:5) analyses that Total Quality Management results from the quality movement, which emerged in response to economic crisis in the

1970s. Quality in this movement is defined in terms of efficiency, value for money and meeting the demands of educational consumers.

Sallis (2002) argues that TQM is about always trying to do things right first time and every time, rather than occasionally checking if they have gone wrong. The 'total' in TQM dictates that everything and everybody in the organization is involved in the enterprise of continuous improvement. The 'management' in TQM, likewise, means everyone in the institution, whatever their status, position or role, is the manager of their responsibilities. Since TQM is customer focused, quality of service must be matched to the expectations and requirements of customers and clients. Quality is what the customer wants, not what the institution decides is best for them. Hence institutions need fully worked out strategies for meeting their customers' requirements.

Emphasizing the nature of strategies, Sahney (2004:145) suggests that organizations need to have mechanisms in place both to establish what the customer expects and requires, and to conform that these expectations have been met with. Thus, Sallis (2002) views that TQM involves moving with the changing customers' expectations and fashions to design products and services which meet and exceed their expectations. Accordingly the perceptions and expectations of customers are recognized as being short term and fickle, and so organizations have to find ways of keeping close to their customers to be able to respond to their changing tastes, needs and wants.

Murgatroyd & Morgan (1994) stress the attention given to the 'managing of processes' because processes produce outcomes. To them, far too much attention has been focused up on securing outcomes, no matter what the processes looks like- yet it is process quality and effectiveness that leads to sustainable quality outcomes. It is the service or product or the output that fails, not the process. According to Sallis (2002:21) "the only meaningful performance indicators are those of customers' satisfaction." Customers judge quality by comparing their perceptions of what they receive with their expectations of it. Hence the use of customers' satisfaction or perception of quality of the service will outstand as an avoidable outcome measure in schools.

2.2.2. A Basic Systems Model of Education

Galabawa & Alphonse (2005), attributing the poor quality outputs of government schools of the time to systemic problems, observed that the trend in quality monitoring and evaluation is to move toward a holistic approach of system analysis. In doing so, they draw on Heaton's (1977) use of the productivity concept as he adopted a systems approach to the assessment of quality and effectiveness. In this perspective, quality is seen as an outcome of four operating functions: (1) input, (2) processing, (3) output or follow-up, and (4) timing and coordination.

Likewise, Scheerens (2011) uses systems model as a basic template to define and quantify the quality of education but with emphasis on context. In this model, education is viewed as a 'production process' whereby input is transformed into output. Various interpretations of 'quality' can be defined further to the relative importance of certain components within the input-process-output-context model and the specific relationships between those components. To him, the components in this model are 'filled out' by using results from empirical school effectiveness research.

An observation on the construction of systems models from school effectiveness research can also be found from Tikly (2011) in his notes that the school effectiveness frameworks are often based around a linear input-output model. Inputs, in the form of financial and material resources, teachers and pupil characteristics are acted on by educational processes producing outcomes. To him, the best known quality framework to have emerged in recent years that has been heavily influenced by input-output models is the 2005 GMR Education for All – The Quality Imperative framework.

As Nikel & Lowe (2010:593) assert, the 2005 GMR Model is particularly important for its introduction of a framework for understanding, monitoring and improving educational quality and illustrates the dimensions or determinants of the quality of education as linking elements in an education system, and their interaction. To them the model draws on UNICEF's (2000) view that "quality in education is understood as involving learners, content,

processes, environments and outcomes; and allowing for an understanding of education as a complex system embedded in a political, cultural and economic context.”

Two core assumptions underpin this basic model as applied to schooling: (1) there is a linear progression, from education inputs, through the processes to the definable outputs of the education system, and to the ultimate outcomes desired by society, and (2) higher quality in an education system is achieved when students demonstrate higher levels of (cognitive) achievement (Nikel & Lowe , 2010).

Literature shows debates on the use of this model. Nikel and Lowe (2010) argue that the framework enables connection to the local and institutional situation. Scheerens (2011) also supports that the systems model is global and allows for a range of priorities. Tikly and Barret (2007) added that elaborated progress models of education such as the GMR 2005 framework and those developed by school effectiveness researchers [systems model of Scheerens, (2011., p. 4)] provide us with powerful tools for reflecting on how educational outcomes are influenced by educational processes, the resources invested in education and the broader context.

However, Tikly (2011) holds that several criticisms can be leveled at this model. For example, it is problematic to assume a linear relationship between inputs, processes and outputs of education that is often implied by an input–output model. Rather the inter-relationships between learner characteristics, enabling inputs, educational processes and outcomes are complex, multi-dimensional and vary according to context. He further argues that even where such models do appear to take account of the range of factors that might impact on education quality, there is limited scope for contextual factors to be fully discussed. The danger with input–output models is that they lead to a ‘one size fits all’ approach to quality that is insensitive to the learning needs of different groups of learners and to diverse learning environments. Somewhere else, Tikly and Barret (2007:6) added that process models tend to assume a technical approach to analyzing education quality that does not make explicit their normative basis.

In the schematic presentation of the basic systems model, as Scheerens (2011) depicts, there are various options for choosing at which level the central “black-box” is described. The “black box” – as called by Barrow et al. (2006) - is the arena where more recent studies have moved into. “It is the space in which educators and others think and act in relation to project inputs and consequences for project outputs” (Oduro, Dachi, Fertig, and Rarieya, 2007:3).

Hence, the level of analysis can be the education system, the individual school, or the classroom and the inputs and processes could be ‘filled out’ depending on context.

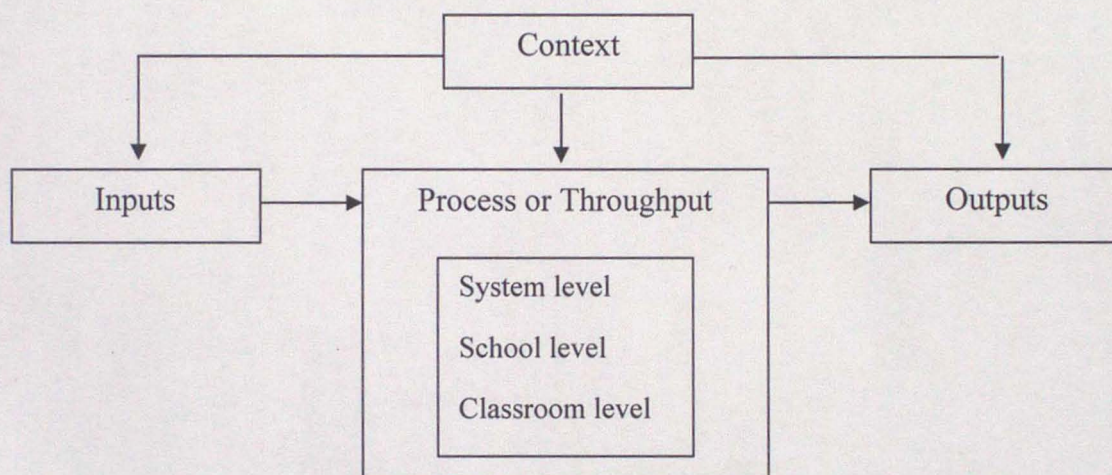


Fig. 1 A basic systems model on the functioning of education (Scheerens, 2011:36)

2.2.3. The Human Capital Approach

“Knowing that education is a necessary, but not sufficient condition for national economic development” (Barrett et al., 2006:6), the central rationale for investing in education within the human capital approach, including education quality, lies in the contribution that education can make to economic growth. Here GDP is understood as the most significant indicator of development (Tikly, 2010).

Within human capital approaches, a good quality education is associated with cognitive achievement and improvements in scores in standardized tests. Threshold levels of literacy and numeracy are important outcomes in their own right, but also lay the foundation for the development of broad-based cognitive skills in later stages of schooling that are key for economic growth, income distribution and returns to investment in education (Hanushek and Wobmann, 2007).

In terms of strategies to raise the quality of education, Hanushek and Wobmann (2007:74) emphasize three key areas. These are “creating greater choice and competition between schools which will encourage schools to improve outcomes; greater school autonomy including local decision making, fiscal decentralization, and parental involvement; and greater accountability through the publication of school performance data, the use of external examinations and benchmarking including participation of countries in international tests.”

However, Barrett et al. (2006) explain that this “economist” view of education uses quantitative measurable outputs as a measure of quality, for example enrolment ratios and retention rates, rates of return on investment in education in terms of earnings and cognitive achievement as measured in national or international tests. Hence, the approach itself implies a positivist approach to measuring quality.

A further point within the human capital theory, as Tikly (2011) argues, is that it does not in itself provide a framework for understanding education quality. Hence influential texts on education quality published by the World Bank, for example, have therefore often adopted

school effectiveness approaches (see also Barret, et al., 2006:6). However, the over-reliance on standardized assessments of cognitive learning as a measure of quality can also be problematic (Tikly, 2011:6).

Here, it could be added that the human capital approach took a narrower view of the outcomes of education and schooling. Though the approach stresses the improvement of cognitive scores as an outcome, it is obvious that education and schooling have additional purposes such as the development of value systems within the affective domain and the coordination of sensori-motor skills within the psychomotor domain.

2.2.4. The Rights Based Approach

In contrast to the human capital approach, Tikly (2010) writes, the human rights approach is interested in rights to education, rights in education and rights through education. Pigozzi (2006) elaborates these rights as the three important aspects of education as a human right: (a) participation in a high quality of education as an important end in itself; (b) the practice of human rights in education; and (c) education as a right that facilitates the fulfillment of other rights.

Whereas in human capital approaches economic growth is the object of development, in rights based approaches, it is the realization of fundamental human rights. These include the enactment of negative rights such as protection from abuse, as well as positive rights, for example celebration and nurturing of learner creativity, use of local languages in schools, pupil participation in democratic structures and debate. This approach adopted by UNICEF (2007) and the Global Campaign for Education (GCE 2002) based on a learner-centered view of education quality has been particularly influential. It is organized around six dimensions; namely, what students bring to learning; environments (are they healthy, safe, protective and gender-sensitive?); content (are curricula and materials relevant?); processes; outcomes; responsiveness, explained as being responsive to individual learning needs of learners, being responsive to local needs of communities and being accountable to parents, communities and taxpayers for education outcomes (Tikly, 2011).

According to Tikly and Barrett (2009:4), the human rights approach to access to education has been critiqued by Robeyns (2006) as vulnerable to being reduced to legal rights only, which are formulated and implemented in a high level international and state-led manner, whilst moral rights are overlooked. Moreover, the rights-based approach constructs schools as set apart from the local context whereas schools exist in specific socio-cultural contexts and a quality education must be responsive to the lived realities of learners and educators in those contexts.

2.2.5. The Social Justice Approach

With an approach towards understanding education quality based on principles of social justice, the social justice approach draws on recent theoretical developments in the area of international and comparative education and insights from human capital and rights based approaches whilst remaining critical of aspects of both. Through emphasizing the importance of participation and voice in defining what a good quality education might entail, it concerns to forefront the voices and experiences of marginalized groups. Having its origin in the Western episteme, it is argued that the approach allows space and scope for alternative voices and for critical perspectives to emerge (Tikly, 2011).

To Tikly and Barret (2007) the success of a society could better be evaluated by the substantive freedoms its members enjoy than by traditional measures of economic wealth, such as per capita income. Here, freedoms are viewed as ends in themselves as well as means of development as greater freedom enhances the ability of people to help themselves and also to influence the world. To them, the approach is based on Sen's (1999, 2000) works on the "capabilities" of persons to lead the kind of lives they value and have reason to value. Hence it distinguishes between the various "capabilities" that an individual or a society has reason to value and "functionings", those capabilities that are actually realized.

According to the social justice approach, the underlying purpose of education is the development and realization of human capabilities. Capabilities are the opportunities that individuals and groups have to realize different 'functionings' that they may have reason to

value. The capabilities that are associated with a good quality education will necessarily vary depending on context but can potentially include capabilities such as autonomy, critical thinking and emotional intelligence (Tikly, 2011).

According to Tikly and Barret (2007), the capabilities approach means two things about education quality. First, that a quality education should expand what a person and what society can do and be that it has reason to value. Second, that educational outcomes should be a matter of dialogue, subject to debate throughout society. However, some researchers qualify these claims on capabilities with recognition that schooling can and in some cases does contribute to capability deprivation, often through reproducing existing inequalities.

Another view of the social justice approach highlights the institutional and wider structural barriers that can stand in the way of realizing human capabilities in the context of globalization. Based on the works of Fraser on global social justice, it refers to economic structures that deny access to resources that individuals and groups may need in order to interact with others as peers; institutionalized hierarchies of cultural value that may deny them the requisite standing; and, exclusion from the community that is entitled to make justice claims on one another (Tikly, 2011). Tao (2010) citing (Alkire, 2002) argues for the Capability approach that it has been used to analyze the situations of 'deprived people' and create policies that give them access to necessary resources and the ability to make choices.

Based on the above views (Sen's idea of "capabilities" and Fraser's view on global social justice), the social justice approach to education quality, according to Tikly (2011) identifies three inter-related principles that provide a benchmark against which social justice within an education system can be evaluated.

The first of these principles, that education should be inclusive, is concerned with ensuring that all learners achieve specified learning outcomes. The focus here is not only on access to the necessary resources to learn but on overcoming economic, social and cultural barriers that prevent individuals and groups from converting these resources into desired outcomes or 'functionings'. A social justice approach does not require all learners to have access to the

same kind of quality inputs. Past injustices along with differing educational needs mean that learners require different kinds and levels of resource in order to develop their capabilities. It draws attention to the need to monitor the extent to which desired outcomes are realized and to make effective and efficient use of scarce resources in order to maximize outcomes for all learners.

The second principle is that a quality education must be relevant, i.e. that learning outcomes must contribute to sustainable livelihoods and wellbeing for all learners, must be valued by their communities and consistent with national development priorities in a changing global context. The third principle is that education should be democratic in the sense that learning outcomes are determined through public debate and ensured through processes of accountability.

In summary, the approaches or models discussed above are not exhaustive. For instance, UNESCO (2006) has produced a learner-centered framework for quality of education in the context of HIV/AIDS (Tikly, 2011). Somewhere else Tikly (2010) provides a framework for understanding quality of education in Africa as arising from three enabling environments: enabling policy environment, enabling school environment, and enabling home and community environment. Another multi-dimensional quality education model is given by Nickel and Lowe (2010) which views quality as composed of efficiency, effectiveness, sustainability, relevance, reflexivity, responsiveness and equity. Thus, there is no single agreed-up-on framework by all for assessing quality of education. The choice of which to use depends on the relative consideration of contextual realities.

Literature on quality of education grounded in research works shows that there are varied ways of approaching assessment of quality education at different levels such as system (national), classroom, individual learner and employing diverse quality indicators. Thus, this part is devoted to the discussion of the discourse of quality of education based on research.

Generally, a study on quality education/schooling is usually associated with the concept of school improvement and school effectiveness researches and there is a great deal of complement and overlap between school improvement and school effectiveness perspectives as there are differences (Craig, 1995 in Erkyhun, 2001:11). To him, school effectiveness research refers mostly to quantitative input-output analysis of data from large scale surveys to identify the significant system of schools, whereas school improvement research relies on qualitative areas or process variables including an understanding of which inputs are more significant. Thus, they can broadly be categorized as school effectiveness research studies and school improvement studies.

2.3.School Effectiveness Research Studies

Over the past two decades, school effectiveness researchers have examined the quality and equity of schooling in an attempt to find out why some schools are more effective than others in promoting positive outcomes, whether schools perform consistently across outcomes and areas, and what characteristics are most commonly found in schools that are effective for all their pupils (Stoll, 1994:129). School effectiveness research (SER), as the line of research that investigates performance differences between and within schools, as well as the malleable factors that enhance school performance, usually using student achievement scores to measure the latter (Luyten, Visscher, and Witziers, 2004:249) is discussed as follows.

There are local studies and national assessments which used student cognitive achievement as a proxy indicator for quality of education. A local study conducted to assess quality of science education in selected Ethiopian government universities argues that research in Ethiopia established that students beginning from general grades have serious knowledge deficits in Science and Mathematics (Ayalew et al., 2009). Drawing on studies that analyzed the Three National Learning Assessments carried out by the General Education Quality Assurance and Examinations Agency (GEQAEA), they evidenced that all the scores fall far below the minimum passing point set in the Education and Training Policy (1994), which is 50% (see also MoE, 2008). Though the adequacy of standardized tests to be used as a basis

to judge quality of education is still a debate (see Bauer, 2000), the national learning assessments testify poor quality education in Ethiopian government schools.

Fuller et al. (1994) cited in Yu (2007) conducted a study on 4,948 students from grade 8 and grade 9 in junior secondary schools framed with the predictive power of such school input variables as material conditions, school inputs, time in school, teacher characteristics and training; and process variables as teaching practices, classroom social rules and teacher effort and pedagogical benefits with academic achievement as outcome/dependent variable. They found that

*... [input variables] **material conditions, school inputs and time in school** like supplies of text books, exercise books, teacher guides, supplemental reading materials such as non-textbook readers, magazines and reference books, class size, inspector visits to classroom and **teacher characteristics and training** like gender, social class, pre-service training, frequency of in-service training, length of teaching experience, tenure in the current school and nationality explained significant proportion of the variance in students' achievement (paraphrased; p. 54)*

However, the process variables included in the study do not explain considerable variation in the model (though statistics are not reported). To them,

*....such process variables in **teaching practices and classroom social rules** as task complexity, vertical character of authority by the teacher, complexity of instructional tools used by the teachers, frequency and complexity of questions asked of pupils, consistency of teacher pedagogical technology, distribution of teacher time, proportion of teacher talk in English or Setswana; and **teacher effort and pedagogical beliefs** as teachers' self-perception of competence in different areas, job satisfaction, level of efficacy in shaping pupils' learning and school-wide policies and practices held little explanatory power (p. 53-54).*

A similar study by Nyagura and Riddell (1993) in Yu (2007:56) is conducted by taking large sample coverage in Zimbabwe. They took 6,927 grade 7 students from 86 schools to see how pupil-teacher ratio, the availability of textbooks and percentage of trained teachers are related with students' English test score achievements. Finally they found that the pupil-teacher ratio, the availability of textbooks, and the percentage of trained teachers were highly significant correlates for students' English achievement.

With a review of 12 effectiveness studies carried out in developing countries, Scheerens (1999) has confirmed a restatement of the importance of equipment particularly textbooks, and human resource factor (teacher training). According to the author, instructional and pedagogical theories appear to be practically missing as a source of inspiration for educational effectiveness studies in developing countries. In the four studies that did look into some school organizational and instructional variables the impact of these variables was relatively low (Sheerens, 2000). From this, it is possible to understand that processes both at the classroom and school level are little examined with respect to their impacts on academic achievement.

Hanushek (1995) cited in Yu (2007) reviewed a large number of [nearly 200] school effectiveness studies conducted within the production function approach to observe statistical significance or otherwise on key inputs. He suggested that there are no clear and systematic relationships between key inputs and student performance. Later, Hanushek and Wobmann (2007) evidence the work of Hanushek and Kimko investigated whether the international math and science test scores were systematically related to the resources devoted to the schools in the years prior to the tests. They were not. If anything, their results suggested relatively better performance in those countries spending less on their schools.

A study to identify school factors that have the greatest bearing on the quality of education around South Pacific proposes ten propositions. The study then sought for supporting evidence on these propositions. Accordingly, some factors have the greatest relevance to the improvement of school quality around the region. These factors are: the quality of teachers; the availability of learning materials; initial instruction in the mother tongue; the quality of

educational management; and curriculum reform. The study concludes by arguing that strategies to improve quality will fail unless they recognize important complementarities between the factors determining quality (Gannicot and Throsby, 1992).

Rumberger and Palardy (2005) investigate the relationships among several different indicators of high school performance such as test scores, dropout rates, transfer rates, and attrition rates. The study was based on data from the National Educational Longitudinal Survey of the 1988 with follow up data collected in 1990, 1992, 1994, and 2004 conducted by the National Center for Education Statistics. They analyzed valid questionnaire data of 14,199 students who took part in the national survey. They found that

... schools that are effective in promoting student learning (growth in achievement with an increase of 7.85 points over the four years) are not necessarily effective in reducing dropout (vary between a low of 2% to a high of 22%) or transfer rates (vary from 1% to 25%) and attrition rates (vary from 4% to 34%) (p. 15). In fact, after control for student inputs, high schools exhibit relatively little variability in dropout rates but considerable variation in transfer rates. These student background and student composition predictors explained a sizeable amount of the variance in educational outcomes among schools, specifically, 36% of the variance in student learning, 58% of the variance in dropout rates among schools; however they explained only 3% of the variance in transfer rates. Thus, there is a considerable school-level variance to be explained in achievement growth and transfer rates but not dropout rates (p. 17).

Thus, it can be suggested that, along with test scores, dropout and transfer rates should be used to judge school performance as additional and/or alternative indicators of the quality of education.

Another important aspect of quality education supported by research is school management. A study by Antonio (2008) examines the impact of implementing democratic school leadership via advisory school councils in Philippine public secondary schools. Combining

experimental design with empirical surveys and interviews for the collection of qualitative data, 735 respondents participate on pre-test and post-test surveys. Prior to introduction of the experimental treatment the experimental and control groups showed no statistical differences in levels of student academic achievement ($t_{(733)} = .104$, $p = .917$), and commitment ($t_{(728)} = .975$, $p = .330$), empowerment ($t_{(719.9)} = 0.846$, $p = 0.398$), and trust ($t_{(729)} = 1.488$, $p = 0.137$) (p. 50). After treatment, the results show that

... the experimental group had statistically significantly higher levels of commitment with $t_{(601)} = 3.258$, $p = 0.001$; empowerment with $t_{(601)} = 2.117$, $p = .035$; and trust with $t_{(599.74)} = 4.989$, $p < 0.001$) when compared with the control group. However, the experimental and control groups did not show a significant difference in their student academic achievement levels ($t_{(512.80)} = 1.433$, $p = 0.153$). Thus, arguing that implementing democratic school leadership brings positive effects to schools in terms of improved levels of commitment, empowerment and trust among educational stakeholders (p. 53).

However, the one-year experiment did not yield a significant impact on the students' academic achievement levels. This can be due to the idea that improvement students' academic achievement is time-taking endeavor.

Within this realm of school administration, a baseline survey is carried out by Dachi and Alphonse (2010) in three regions of Tanzania to determine what public primary schools Head teachers consider to be the role of school leadership and management in the improvement of quality. Both descriptive and exploratory in its methods, the study brings into play quantitative and qualitative data through questionnaires. After analyzing the data they found that

... head teachers promote the quality of teaching and learning in their respective schools by enforcing administrative procedures such as inspection of lesson plans, monitoring of pupils' and teachers' punctuality and attendance; making textbooks and other textual/learning materials easily available and accessible to pupils; making teaching materials easily available

and accessible to teachers; ensuring effective use of teaching and learning time (time on task); supporting professional training activities within a school; encouraging peer learning among pupils; giving teachers opportunity to participate in decision making and promotion of teamwork... (p. 27-30).

2.4.School Improvement Studies

Over the past decade, school improvement researchers have focused their studies on the processes that schools go through to become more successful and sustain this improvement (Stoll, 1994:129).

In Ethiopia, school improvement program studies and the use of achievement scores are emphasized to explain quality of education at school level. Berhanu (2009) examined the implementation of school improvement program in Addis Ababa and identifies challenges, achievements and prospects using multi-stage random sampling of 264 primary and secondary school students in eight sub-cities, 234 primary and secondary school teachers from 24 schools, 70 experts from kebele and sub-city administration education offices and federal ministry of education levels employing 'a blend of qualitative and quantitative approaches to research'. Based on domains and elements of the program, he found that

... encouraging achievements have been made at school levels with respect to teaching learning and leadership and management domains. Achievements in school environment and community involvement domains were found very low. Furthermore, lack of school facilities, insufficient budget, lack of the necessary awareness and practical involvement of teachers were identified major challenges in the implementation process whereas the prospects include enhancing the teaching learning process, bringing about safe and healthy education environment and creating strong school-community partnerships...(p. 65)

Though the study employs mixed methods no achievements, challenges and prospects are represented numerically and the prospects identified are re-statements of objectives that drive the program.

Esayas (2010) also conducted another school improvement study with a similar objective, i.e., to investigate the implementation of SIP in seven secondary schools of Tigray regional state employed a survey method and collected and analyzed data from vast primary and secondary sources and from 52 parent teacher association members, 106 teachers and 476 students participants selected using quota sampling and from questionnaires, observations and document review. Analyzing the data both qualitatively and quantitatively, he found that

...majority of school change forces lack the necessary awareness on school improvement program; most of the teaching learning and leadership domains being practiced; school leadership lacks adequate background and training to develop effective school strategic plan; poor laboratory services; school leadership dependent on very limited school community relation strategies (p. 67)

He also found 'serious' and 'moderate' problems schools encounter include

... lack of consistent and informed training; poor practices in searching external funds; teaching load; and students' resistance. Those 'moderate problems he added include absence of consistent awareness raising; absence of adequate budget, lack of supervision support, teaching and non-teaching staff transfer, absence of support from parents and political leaders, poor school improvement strategic planning, focus to traditional practices, absence of effective experience sharing, lack of incentive system, principals, teachers and parents resistance (p. 68)

A comparative study (Erkyhun, 2001) examined, compared and identified salient differences and similarities exhibited in two groups of schools labeled as high and low achiever schools

in the 'National Assessment Study' tests conducted by National Organizations for Examinations (NOE) in 1999/2000 with regard to students learning achievements. Purposefully selecting three high achiever and three low achiever schools and collecting data from six directors, 140 teachers, 480 students, and 36 classroom observations analyzed the data based on his research questions. He found

... many inconsistent differences as well as similarities within the schools and between the groups of school labeled as high and low achievers regarding school conditions, characteristics of directors, teachers and students. The high achiever schools were found to be better only in some variables whereas similar in most other cases (p. 74)

A study conducted in South Africa within a tradition of qualitative methodology argues for a shift of emphasis from educational production function to qualitative approaches to capture "the nuances and differences in contexts, diversities of school actors' perspectives and interests, and the plurality of tensions and conflicts in the social relations of the school" so as to better understand the intricacies of everyday school realities and various issues surrounding school effectiveness. Carrim and Shalem (1999) in Yu (2007:16) examined link of "reported experiences" with such issues as administration and control, school governance, discipline, motivation of students and teachers, and community relations; and argue that "reported experiences demonstrated that schools operate in complex and sometimes contradictory contexts, though the schools may have similar socio-economic background as defined in many monetarist quantitative school effectiveness studies." Though holistic and contextualized their approach is, neither the authors end up with identified nodes of intervention for improvement nor the reviewer suggested on the practicality of the study's results.

The studies discussed so far raise different determinants to judge quality education in a given school. Because of significant differences in context, what brings about good quality education on a given school might not work so for another. Thus, though most results are consistent, there are also inconsistent ones as well as considerable differences among schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Study Area

The study was conducted in Debre Markos town at the three available government general secondary schools. These three schools are Debre Markos secondary school, Menkorer secondary school, and Gozamine secondary school. This area is selected for the sole reason that data collection from such familiar places with the researcher will minimize communication barriers with teachers and principals.

3.2 Design of the study

This study employs parallel mixed methods design since it allows explanation of alternative perspectives that would have been missed if either qualitative or quantitative designs were used alone. In this design, the two types of data are collected independently at the same time or with some time lag and analyzed concurrently (Mertens, 2005; Creswell, 2009). In this study, both quantitative and qualitative data were collected to see the statistical contribution of input and process variables to output variable and to explore the complex and multiple realities of school contexts in relation to quality of education respectively. Specifically, questionnaires are used to measure input and process variables from GEQIP and literature to explain predictions in the output variable. At the same time, teachers, directors, Woreda education officers and PTA members are interviewed and documents such as SIP plans, CPD modules, and students' academic records are analyzed to explore quality of education in these schools.

3.3 Population and Sample size

The population for this sample is the universe of government general secondary students, teachers, directors, PTA members, and Woreda education office experts in the three schools in Debre Markos town. The three general secondary schools, i.e., Menkorer, Debre Markos

and Gozamin are selected using available sampling and purposive is the selection of teachers, PTA members, Woreda Education Office experts, school principals and supervisors for interview. Currently, the total number of students in the three schools is about 4,611. Using stratified random sampling, proportional number of students and teachers from the three schools are selected and handed over questionnaires to fill. The appropriate sample size for this population of students will be about 353 (<http://www.surveysystem.com/sscalc.htm>). This estimation is the minimum sample size based on a 95% confidence interval.

The total number of teachers currently engaged in teaching in these three government general secondary schools is 164. Using stratified random sampling, about 117 teachers are included in the study. They were included in the sample since they are the major stakeholders in the schooling process.

The Sample size for both student and teacher populations across the three schools was determined by calculating samples sizes for the respective schools. Such means of achieving proportionate sample sizes can be found in Singh (2007:104). Thus, the ratio of estimated sample size to the population size multiplied by the stratum size will provide the size of the sample for each school students and teachers. This is summarized in the table below.

Table 1. Sample size estimation

a) For Questionnaires									
No.	Sample School	Population							
		Students			Sample size	Teachers			Sample size
		M	F	T		M	F	T	
1	Debre Markos Secondary School	1,010	821	1,921	148	59	12	71	52
2	Menqorer Secondary School	778	733	1,511	116	37	9	46	34
3	Gozamine Secondary School	660	519	1,179	91	27	15	42	31
Total				4,611	353				117
b) For Interviews 15 teachers, directors, and supervisors, 4 PTA members, 2 WEO representatives;									

Table 2. Return rates of questionnaires from teachers and students

No.	Sample School	Students			Teachers		
		Sample size	Returned	Return rate	Sample size	Returned	Return rate
1	Debre Markos Secondary School	148	141	95.27	52	49	94.23
2	Menqorer Secondary School	116	111	95.68	34	32	94.11
3	Gozamine Secondary School	91	84	92.3	31	31	100
Total		355	336	94.7	117	112	95.7

3.4 Instruments of Data collection

In this study, three data gathering methods were used. These were questionnaires, interviews, and documents analysis. Two sets of questionnaires, one for teachers and principals and the other for students, were developed and used to measure and predict explanations among input, process and output variables. Both questionnaires consist of closed-ended items. Interviews were held with directors, PTAs, and Woreda education experts to explore their ideas and views on the status of education in respective schools. All participants become part of the study with their willingness, and were explained the intent of the study, data completion procedure and conducting interviews. Thirdly analyses of documents and reports were made to substantiate interview data.

3.4.1 The Students' Questionnaire

This questionnaire consisted of two parts. The first part requires students to supply background information such as school name, grade level, and textbook distribution. The second part consisted of 40 items measuring four variables: the Teaching learning process (15 items), Assessment (7 items), Materials resources and facilities (7 items), and their Level of satisfaction (11 items). The items were developed based on the literature reviewed. After writing the items, the instrument was piloted to see if they have the minimum acceptable reliability index, which is Cronbach's alpha value of .70 (see Brance, Kemp and Snelgar,

2006). The reliability evidence for each variable is thus .70 and above for each variable. The items scoring was a five-point likert scale starting with 1 strongly agree through to 5, which stands for strongly disagree.

3.4.2 The Teachers' and Directors' Questionnaire

This questionnaire also has two parts. The first part dealt about the general background information with three items which require teachers to indicate their School name, qualification, and the distribution of teacher guides. The second section of this questionnaire consisted of items developed to measure the variables of interest. Before piloting the instrument, it had 94 items. However, after piloting, it was finalized. With the minimum acceptable evidence of reliability, similar to students questionnaire, this questionnaire consisted of 69 items for measuring seven variables namely; school improvement program (10 items), school planning and management (10 items), teaching learning process (10 items), continuous professional development (10 items), material resources and facilities (9 items), assessment (7 items) and level of satisfaction (13 items). Similar to the students' questionnaire, the reliability evidence for these variables is found to be .70 and above. The questionnaire is developed on a five-point likert scale ranging from 1 'strongly agree' through to 5, which denotes 'strongly disagree.'

3.4.3 Interviews

Unstructured structured interviews were conducted with school principals and teachers, Woreda Education Offices (WEO) and PTAs on overall quality of education in the three schools. For this interview guides are prepared and 15 teachers, supervisors, directors, 4 PTA members, and 2 wereda education office representatives participated. As Patton (2002:343) indicates, "the interview guide involves outlining a set of issues to be explored with each respondent before interviewing. It provides the topics within which the interviewer is free to explore, probe, and ask questions that elucidate and illuminate a particular subject."

3.4.4 Documents Analysis

Academic records indicate students' performance as a function of background contexts. The three year School improvement plans and its subsequent one year action plan will be used to examine the planning and implementation of the program. Continuous professional development plans at school and individual teacher level are used to look into teachers' participation in the program.

3.5 Variables in the study

Drawing on the literature from GEQIP and school effectiveness research, this study treats three groups of variables namely input, process, and output variables in a systems model. In the first place, those components of GEQIP as they pertain to general secondary schools are selected. These variables, which are mostly input variables, include teaching learning materials, school improvement program, and teacher quality specifically their participation in continuous professional development. Added to this group of input variables is students' entry behavior as predicted by their academic achievement. In the literature it is underlined that "assessments of the quality of education outputs that ignore initial differences among learners are likely to be misleading" (UNESCO, 2004:35). Hence, this variable will be used to control students' initial differences before they join the schools.

However, to assess the status of overall education quality at school level, an unavoidable element of the school is the teaching learning process. Hence, it is included as process variable in addition to assessment & examinations, and school planning & management from GEQIP as they are basically processes in the school. Hence, the study has three process variables: the teaching learning process, assessment and school planning and management. In most cases of quality studies, cognitive scores are used as proxy measures of output variables. However, due to limitations in scores and tests, customers' expectation and their satisfaction with the qualities of the services delivery is used as an output measure in the present study. Hence, the level of satisfaction of students, teachers and principals will be used as dependent variable to predict the quality of education based on all others mentioned above.

Though this treatment of variables seems simplistic, it operates within the context of the school. Hence, it is possible to notice that school realities are considered in school improvement program and school planning and management.

3.5.1 Independent Variables

The independent variables are generally input and process variables. They include input variables such as *entry behavior* (student background characteristics represented by their grade 8 mean scores as a function of social, economic, and cultural contexts (UNESCO, 2004)), *teaching learning materials* (textbook and teacher guides (MoE, 2008)), *material resources and facilities* (the availability and utilization of school resources for teaching learning), *school improvement program* including school grant (the development and implementation of SIP plans (MoE, 2008)) and *teacher quality* (teacher qualification (UNESCO, 2004) and their participation in planning and implementation of CPD (MoE, 2008)); process variables such as *assessments*, *teaching learning process* (the interaction of teachers, students and non-human resources in school context), and *school planning and management* (improving school performance through strengthening planning and management capacity).

3.5.2 Dependent Variable

The dependent variable for this study is customers' satisfaction with school services which represents the output/outcome of the school system to judge the quality of education in general secondary government schools. As Sallis (2002) argued, the only meaningful performance indicator in schools is that of customers' satisfaction. Hence the dependent variable of this study is teachers', directors' and students' level of satisfaction.

3.6 Methods of Data Analysis

In this study, the data collected are analyzed both quantitatively using descriptive and inferential statistical procedures as well as qualitatively using descriptions, categories and themes. The qualitative data will be transformed by creating codes and themes to produce counts for further comparison with quantitative results (see Creswell, 2009).

More specifically, teachers' qualification are calculated using percentage to see if it is up to the standard set in the education policy for teaching in secondary schools. Distributions of teacher guides and student textbook are also summarized using percentage. To see if these schools significantly differ across the variables, descriptive statistics is calculated and Chi-square and One-way between subjects ANOVA is run. To see how much variation in the dependent variable is explained by GEQIP input, process variables and other variables, multiple regression is employed. The statistical package used for the analysis is SPSS version 15.

On the other strand of analysis, the raw data from interviews, documents and reports is organized using coding, categorizing and building themes. The occurrence of repeated themes and categories are transformed to counts and compared with results of the quantitative analysis for convergence. Hence the mixing of the two strands of data is at the analysis phase.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this part of the study, the results obtained from directors, supervisors, teachers, students, PTA members and Woreda Education Offices of the three schools using questionnaires, interviews and documents analysis are presented. More specifically, using data from questionnaires, the study examined school improvement program including school grants, school planning and management, continuous professional development, teaching learning process, assessment practices, material resources, textbooks and teacher guides ratios and level of satisfaction of teachers and students to understand the status of quality education. On the other hand, data from interviews and documents is presented in themes and emerging categories for the same purpose.

4.1 Comparing schools in terms of input, process and output variables considered in the study

This part tries to show existing differences or otherwise among the three schools across the variables considered in the present study. Those variables regarded as inputs in the study include textbooks and teacher guides, teacher quality (qualification participation in continuous professional development (CPD), school improvement program including school grant and material resources. The process variables include teaching learning, assessment and school planning and management. The output measure for all these variables is taken to be teacher and student satisfaction.

4.1.1 Comparing Input variables

4.1.1.1 Teacher Qualification

Teacher quality, proxied by teacher qualifications (UNESCO, 2004), is used to determine the teaching quality of the staff in the respective schools. Table 3 shows the composition of Diploma and Degree teacher qualifications in these schools.

Table 3. Teacher academic qualification by school

School Name	Teacher Qualification		Total
	Diploma	Bachelor Degree	
Menkorer Secondary School	0 (0%)	32 (100%)	32 (100%)
Debre Markos Secondary School	0 (0%)	49 (100%)	49 (100%)
Gozamine Secondary School	2 (6.5%)	29 (93.5%)	31 (100%)
Total	2 (1.8%)	110 (98.2%)	112 (100.0%)

Academic qualification of the teaching staff in the three schools can be used as indicators of the quality of teaching staff. Akiba, Gerald, LeTendre, & Scribner (2007), conducted cross national analysis on teacher quality and academic achievement and revealed that the countries with better qualified teachers produced higher mathematics achievement scores. The result on teacher qualification of the staff who participated in the study showed that 98.2% of them had a first degree, which is the required standard set in the policy (see, MoE, 2002). Specifically, Table 3 shows that Menkorer and Debre Markos secondary schools have achieved a 100% qualification of the required standard to teach in secondary schools whereas Gozamine secondary school is about to achieve the standard (93.5%). Statistically, however, the three schools do not significantly differ in terms of teaching staff qualifications ($\chi^2_{(2, 112)} = 5.32, p = .07$).

4.1.1.2 Textbooks and Teacher Guides Ratios

Table 4. Teacher Guide ratio by school

Teacher Guide Ratio	School Name			Total
	Menkorer	Debre Markos	Gozamine	
1 to 1	29 (90.6%)	49 (100%)	29 (93.5%)	107 (95.5%)
1 to 2	1 (3.1%)	0 (0%)	0 (0%)	1 (0.9%)
1 to 3	0 (0%)	0 (0%)	2 (6.5%)	2 (1.8%)
Not at all	2 (6.3%)	0 (0%)	0 (0%)	2 (1.8%)
Total	32 (100%)	49 (100%)	31 (100%)	112 (100%)

Table 5. Textbook Ratio by school

Textbook Ratio	Secondary School Name			Total	
	Menkorer	Debre Markos	Gozamine		
English	1 to 1	111 (100%)	141 (100%)	41 (50%)	293 (87.7%)
	1 to 2	0 (0%)	0 (0%)	41 (50.0%)	41 (12.3%)
	Total	111 (100%)	150 (100%)	31 (100%)	292 (100%)
Amharic	1 to 1	111 (100%)	141 (100%)	81(98.8%)	333 (99.7%)
	1 to 2	0 (0%)	0 (0%)	1 (1.2%)	1 (0.3%)
	Total	111 (100.0%)	141 (100%)	82 (100%)	334 (100%)
Math	Not at all	3 (2.7%)	5 (3.5%)	5 (6.1%)	13 (3.9%)
	1 to 1	106 (95.5%)	136 (96.5%)	77 (93.9%)	319 (95.5%)
	1 to 2	2 (1.8%)	0 (0%)	0 (0%)	2 (0.6%)
	Total	111 (100%)	141 (100%)	82 (100%)	334 (100%)
Physics	Not at all	1 (0.9%)	20 (14.2%)	0 (0%)	21 (6.3%)
	1 to 1	108 (97.3%)	121 (86.7%)	82 (100%)	311 (92.1%)
	1 to 2	2 (1.8%)	0 (0%)	0 (0%)	2 (0.6%)
	Total	111 (100%)	141 (100%)	82 (100%)	334 (100%)
Chemistry	Not at all	1 (0.9%)	7 (5%)	1 (1.2%)	9 (2.7%)
	1 to 1	109 (98.2%)	131 (92.9%)	78 (95.1%)	318 (95.2%)
	1 to 2	1 (.9%)	0 (0%)	1 (1.2%)	2 (0.6%)
	1 to 5 & more	0(0%)	3 (2.1%)	2 (2.4%)	5 (1.5%)
	Total	111 (100%)	150 (100%)	82 (100%)	334 (100%)
Biology	Not at all	2 (1.8%)	8 (5.7%)	0 (0%)	10 (3%)
	1 to 1	108 (97.3%)	131 (92.9%)	80 (97.6%)	319 (95.5%)
	1 to 2	1 (0.9%)	0 (0%)	1 (1.2%)	2 (0.6%)
	1 to 5 and	0 (0%)	2 (1.4%)	1 (1.2%)	3 (0.9%)
	Total	111 (100%)	141 (100%)	82 (100%)	334 (100%)
Geography	1 to 1	111 (100%)	141 (100%)	41 (50%)	293 (87.7%)
	1 to 2	0 (0%)	0 (0%)	41 (50%)	41 (12.3%)
	Total	111 (100%)	141 (100%)	82 (100%)	334 (100%)
History	Not at all	2 (1.8%)	0 (0%)	1 (3.2%)	3 (0.9%)
	1 to 1	109 (98.2%)	141 (100%)	81 (98.8%)	331 (99.1%)
	Total	111 (100%)	141 (100%)	82 (100%)	334 (100%)
Civic	Not at all	0 (0%)	8 (5.7%)	0 (0%)	8 (2.4%)
	1 to 1	111 (100%)	133 (94.3%)	81 (98.8%)	325 (97.3%)
	1 to 2	0 (0%)	0 (0%)	1 (1.2%)	1 (0.3%)
	Total	111 (100%)	141 (100%)	82 (100%)	334 (100%)

It is known that the availability of such basic learning materials as teacher guides is an essential part of the teaching learning process. The ratio of teachers to teacher guides was planned to be given to all teachers (see MoE, 2010:24). Though all teachers who participate in the study from Debre Markos secondary school assert that the ratio is 1:1, as Table 4 shows, those from Menkorer and Gozamine secondary schools rated that there are 1:3 in some and even there are teachers (1.8%) who did not receive teacher guides at all.

Similarly, textbooks distribution in these schools across subjects yield mixed results, as shown in Table 5. Crossley & Murby (1994) assert that increased provision of pupil textbooks and other learning materials are the most cost-effective ways of improving educational quality. It was stated that pupil/textbook ratio throughout the country is 1:1 (MoE, 2010; MoE, 2005; MoE, 2002). In fact, Table 5 indicates that from those who participate in the study, no school has achieved a 1:1 textbook/pupil ratio. However, on average in all subjects, 94.4% of the students in all schools had a 1:1 ratio. Moreover, on average in all subjects in the three schools, 3.06% had a ratio of 1:2 and 0.27% had a ratio of 1:5 and more. On average in all subjects, 2.14% had no textbook at all.

However, there is no systematic distribution of textbooks across schools and core subjects such as sciences. For example, for both English and Geography textbooks, Gozamine secondary school 50% of the students had a 1:1 ratio and the rest 50% in the same school had a ratio of 1:2; whereas in Debre Markos and Menkorer, textbook/pupil ratio in English and Geography is 1:1 for 100% of the students. Besides, in science subjects like physics, chemistry, biology, and mathematics, 1:1 ratio was not able to go beyond 95% which might impede the realization of quality education that emphasized science and technology streams.

Thus, though ESDP IV (MoE, 2010) sets that by 2010/11, secondary school textbook/pupil ratio will be 1:1, the indicator, based on those who participated in the study, is not yet achieved.

4.1.1.3 School improvement program

As eye inspection of Table 6 indicates, teachers in all schools respond to school improvement items in a similar way, as both mean and standard deviations indicate. It also locates the ratings around the median of the scale. Thus, the implementation of the program is found to be of medium level.

Table 6. Comparing School improvement program using descriptive statistics

Variable	School Name	N	Mean	Standard Deviation
School improvement program	Menkoror	32	26.16	5.131
	Debre Markos	49	25.51	4.664
	Gozamine	31	26.06	5.266

However, One-way ANOVA was run to test if there are statistically significant differences among these variable means across schools.

Table 7. One way ANOVA results comparing teachers' & students' ratings on variables

Variables	Source of variation	Sum of Squares	df	Mean Square	F
School improvement program	Between Groups	10.085	2	5.043	.204
	Within Groups	2692.335	109	24.700	
	Total	2702.420	111		
School planning and management	Between Groups	579.364	2	289.682	12.474*
	Within Groups	2531.199	109	23.222	
	Total	3110.563	111		
Continuous professional development	Between Groups	533.422	2	266.711	9.701*
	Within Groups	2996.855	109	27.494	
	Total	3530.277	111		
Teaching learning process	Between Groups	2959.372	2	1479.686	14.542*
	Within Groups	45281.073	445	101.755	
	Total	48240.444	447		
Material resources and facilities	Between Groups	512.873	2	256.436	4.706*
	Within Groups	24248.875	445	54.492	
	Total	24761.748	447		
Level of satisfaction	Between Groups	1811.254	2	905.627	9.562*
	Within Groups	42147.815	445	94.714	
	Total	43959.069	447		
Assessment	Between Groups	855.467	2	427.733	12.797*
	Within Groups	14874.227	445	33.425	
	Total	15729.694	447		

* $p < 0.01$, values are significant

One way ANOVA results indicated in Table 7 also confirmed that the implementation of school improvement program is not statistically significantly different across the schools compared ($F_{(2, 109)} = 0.204, p = .816$).

On the other hand, interviews and document analysis revealed that all schools have developed the school improvement plan. But the planning was dictated by predetermined standards in school improvement guideline than school contextual realities or priorities, which places assessment of every school on identical ground of too many standards because they are the same. A participant's reflection goes:

... it is developed based on standards of practice from the school improvement guide devolved from the top rather than priorities emerged from school context realities. We cannot plan for activities out of the standards determined in the school improvement documents, no matter how critical or less they are. Rather we plan for all standards because it is taken as 'must.' Nothing is planned and done without the sets of standards determined in the guides. Moreover, there are standards that are not real to our school. It seems that such planning is copied from a kind of source."

This is consistent with the finding of Harris and Chapman (2004) which argues that approaches to school improvement are unlikely to succeed because the approaches adopted are not sufficiently differentiated or context specific. Drawing on two recent empirical studies, they argue against standardized solutions in favor of a differentiated approach to school improvement that recognizes and respects the diversity, variability and complexity of schools in difficult contexts. Vedder (1994) similarly argues against developments towards standardization of measures of quality. To him, in the development of such measures, developers are looking for what is common to school cultures instead of what is unique.

This process of planning and implementation of the program has been hampered by several factors in the three schools. Almost all participants ($N = 15$) feel that ambiguity and low awareness on the program by teachers, directors and parents worsened by lack of training

deterred its expected effectiveness. For instance a teacher said “I am a member of the school improvement program committee. But still, the whole process is not clear to me.”

One aspect of the school improvement program is the school grant. There seems to be confusion of GEQIP school grant with that of block grant in the two of the schools. This is supported by 33% of the respondents. A teacher said “the block grant allocation [from the wereda] is made based on students enrolment, whereas GEQIP school grant allocation is made based on proportions of students compared across schools.”

The assessment of school grants utilization across WEOs and schools’ PTA members reveal contradictory results. A wereda which embraces two schools claimed the consideration of additional funds to meet the levels recommended in the Blue Book, making it 50 br per students for the level (grade 9 and 10). Once in 2002, the [Debre Markos] wereda gave training but only to directors and supervisors, no member of PTA or KETB (Kebele Education and Training Board – a body which oversees planning and financial decisions in some schools) participated. It informs to schools and PTA allocated school grants through letters and gave the funds via Bank accounts. It also claims provision of support services and conducting monitoring activities on overall program implementation. It did not receive quarterly school GEQIP grant cash book from schools but WoFED did. The other [Gozamine] wereda also perform similar things except that it did not consider additional allocations to schools and directly give the school grants to school representatives.

However, neither PTA nor KETB did plan and organize community awareness meetings in all schools because they did not take part in trainings at wereda level. Interview with PTA members also inform that the amount of school grants received in all schools is 20 br per students which is GEQIP minimum level of funding. So, there is gap between what one of the weredas claims additional allocation and two schools’ receivable of the bare minimum school grant funding. Together with this, PTAs relate that the support and monitoring activities from the wereda is too weak.

In all the three schools, the PTA seems to have similar pattern of participation in the implementation of the school improvement program. They participate in the decisions related

to financial and resource acquisition processes at meetings with KETB. KETB is the ultimate body to oversee overall school activities. A member of PTA's reply, similar to all others, on their participation in school improvement program implementation goes on:

... we implement the school improvement program by participating in KETB meetings to decide on expenditures and amounts, items that are relevant to schooling, ensuring that expenditures are in line with plans, and developing income generating strategies. PTA had minutes, but no school grant cash book is prepared rather schools had. In the schools, no notice board is prepared to publicize information to the community; no school grant files in PTA but schools had."

4.1.1.4 Material resources

These general secondary schools also show statistically significant difference in terms of the availability and utilization of material resources ($F_{(2, 445)} = 4.706, p < .01$). Dunnett's T3 post hoc analysis identified that availability, organization and efficient utilization of appropriate resources is statistically significantly different between Menqorer and Gozamine secondary schools ($p < .01$) whereas no statistically significant difference was found between Debre Markos and Gozamine secondary schools ($p = .167$) and between Menqorer and Debre Markos secondary schools ($p = .399$) as shown in Table 8.

Table 8. Post hoc comparison on material resources among schools

Dependent Variable	(I) School Name	(J) School Name	Mean Difference (I-J)	99% Confidence Interval	
				Lower Bound	Upper Bound
Material resources and facilities	Menqorer	Debre Markos	1.133	-1.22	3.49
		Gozamine	2.832(*)	.17	5.50
	Debre Markos	Menqorer	-1.133	-3.49	1.22
		Gozamine	1.698	-.96	4.35
	Gozamine	Menqorer	-2.832(*)	-5.50	-.17
		Debre Markos	-1.698	-4.35	.96

* $p < .01$; values are significant

If we examine the means of teacher and student responses in Table 9, we find those teachers and students from Gozamine secondary school rating better than those in Debre Markos and Menqorer secondary schools.

Table 9. Comparing schools' material resources using descriptive statistics

Variable	School Name	N	Mean	Standard Deviation
Material Resources	Menkorer	143	22.05	6.768
	Debre Markos	190	20.92	7.750
	Gozamine	115	19.22	7.489

A recurring theme from interview data in all schools is the lack of school material resources. All the participants (100%, N = 15) seem to feel similar magnitude of the problem. Teachers expressed their feeling as:

... lack of material resources is evident such as lounge used as meeting hall, no recreation center, lounge serve as storage of things like lockers; water supply not adequate, hand wash facilities near latrines are missing, laboratories (are ill-equipped), no offices for departments including chairs, tables, classrooms, no internet services at all, libraries have no books for teachers. Available resources are those minimum possible ones to run routine activities...

According to MoE (2005:16) specific learning resources like the internet services receive attention. It states that "in addition to enhancing the quality of educational delivery in the schools, the Internet facility provided to schools will enable the teachers to develop their professional qualifications." However, not only the internet service but also the unavailability of the computers seems to be a reality to all schools.

Specifically, these resources seem to be worse in Gozamine secondary school where, unlike the other two, there is no attempt to prepare any kind of teaching aid for classroom purposes. The other schools, despite shortage of inputs, sometimes prepare local teaching aids by themselves or by their students as part of the assignment. The school grant is only used to purchase those inputs like office supplies to run routine activities. Thus, though schools seem to be significantly different statistically from each other, it is understandable that resources in the three schools are still scarce which ultimately affected the quality of education. This is consistent with findings in Tadesse (2006) that absence of school facilities like libraries and

laboratories hindered the quality of education provided in secondary schools of Gambella region.

4.1.1.5 Continuous professional development

There were also statistically significant differences in teachers' participation continuous professional development activities across the three schools ($F_{(2, 109)} = 9.701, p < .01$). Further post hoc analysis using Dunnett's T3 method reveals that there is statistically significant difference between Menqorer and Debre Markos secondary schools ($p < .001$), and between Menqorer and Gozamine secondary schools ($p < .001$) whereas no statistically significant difference between Debre Markos and Gozamine secondary schools ($p = .650$).

Table 10. Post hoc comparison on CPD among schools

Variable	(I) School Name	(J) School Name	Mean Difference (I-J)	99% Confidence Interval	
				Lower Bound	Upper Bound
Continuous professional development	Menqorer	Debre Markos	4.125(*)	.96	7.29
		Gozamine	5.512(*)	1.75	9.27
	Debre Markos	Menqorer	-4.125(*)	-7.29	-.96
		Gozamine	1.387	-2.64	5.42
	Gozamine	Menqorer	-5.512(*)	-9.27	-1.75
		Debre Markos	-1.387	-5.42	2.64

* $p < .01$; values are significant

Thus, as the means in Table 6 indicate, it seems that teachers in Debre Markos and Gozamine secondary schools participate more in planning and implementation of activities in the continuous professional development than teachers in Menqorer secondary school. Surprisingly, it is in Gozamine secondary school that 6.5 % of the teachers who participated in the study are not up to the standard to teaching in the level (Diploma holders).

Table 11. Comparing schools' CPD using descriptive statistics

Variables	School Name	N	Mean	Standard Deviation
Continuous professional development	Menkorer	32	30.13	3.661
	Debre Markos	49	26.00	5.741
	Gozamine	31	24.61	5.772

Though every teacher prepared an annual CPD plan, it seems that many teachers lose interest in it and consider it as an 'ad-on' activity designed to make them busy without adding any value. Moreover, their understanding of the planning and implementation of the new CPD is poor because of lack of trainings that clarify its essence. The themes that appear to have greater counts (100%, N = 15) include the development of CPD plans by every teacher and lack of training, which followed 'cascade approach' to effectively implement the program. The views of teachers could be expressed as:

... the training is insufficient. The process involved first training those trainers at wereda level who will further train teachers; which resulted in many unclear concepts because it distorted information. This affected implementation of the program. "CPD is broad and ambiguous; even those trained trainers do not actually understand it. Implementation without good understanding will be adversely affected..."

The program output will be worse in Menkorer secondary school because teachers respond that they lose interest in it. A teacher's reply goes:

... every teacher is made to prepare his/her annual CPD plan but with no interest, the whole process is vague. This is the new CPD program. The previous CPD took too much time and resources and we are told that it is useless. So seem be the fate of this one...

On the other hand, though Debre Markos and Gozamine secondary schools seem to appear statistically significantly different in teachers' participation in continuous professional development activities, teachers' voices present that the program's effective implementation

is a doubt. Thus, the program's implementation effectiveness in Menkorer secondary school can be worse than others.

Villegas-Reimers (2003) argues that continuous professional development improves teachers working conditions, increase the quality of education for the students and offer teachers and administrators opportunities for development. However, teachers participation in CPD activities seem to be too low, thus supporting the explanation that quality of education in these schools is low.

4.1.2 Process variables

Following is a comparison of the process variables across schools namely teaching learning, assessment, and school planning and management.

4.1.1.4 Teaching learning process

The next variable that show statistically significant differences among schools is the teaching learning process ($F_{(2, 445)} = 14.542, p < .01$). Dunnett T3 post hoc comparison reveals statistically significant difference between Menkorer and Gozamine secondary schools ($p < .001$), between Menkorer and Debre Markos secondary schools ($p < .001$); and no statistically significant difference between Debre Markos and Gozamine secondary schools ($p = .099$).

Table 12. Post hoc comparison on teaching learning process among schools

Variable	(I) School Name	(J) School Name	Mean Difference (I-J)	99% Confidence Interval	
				Lower Bound	Upper Bound
Teaching learning	Menqorer	Debre Markos	4.313(*)	.75	7.87
		Gozamine	6.568(*)	2.82	10.31
	Debre Markos	Menqorer	-4.313(*)	-7.87	-.75
		Gozamine	2.254	-.88	5.39
	Gozamine	Menqorer	-6.568(*)	-10.31	-2.82
		Debre Markos	-2.254	-5.39	.88

* $p < .01$; values are significant

Inspection of the descriptive statistics in Table 6 indicate that teachers and students in Debre Markos and Gozaminie secondary schools appear to rate aspects of the teaching learning process better compared to their counterparts in Menkoror secondary school.

Table 13. Comparing schools' teaching learning process using descriptive statistics

Variables	School Name	N	Mean	Standard Deviation
Teaching Learning Process	Menkoror	143	38.78	11..726
	Debre Markos	190	34..46	9.593
	Gozamine	115	32.21	8.566

A common theme supported by all participants (100%) is that poor student participation, motivation and language skill is evident. Teachers' poor motivation was supported by 46% (7 counts) of participants, expressed as the employment of traditional approaches to teaching, poor classroom management practices and inadequate preparation before starting class. A teacher spoke on poor student motivation as:

I tried to make students participate in class and clubs to nurture their creativity and talents by developing activities that are directly linked to the classroom and appear to be helpful learning experiences. However, they are not active participants because they lose interest in learning...

A supervisor described the situation with teachers' poor motivation as:

... poor classroom management practices evident, and teacher preparation before coming to class is poor and inadequate including lesson planning practices even under continuous supervisory support..

Two teachers expressed the condition of poor motivation in teachers as:

... teachers are less interested to stay in the school rather do other activities that might more support their lives than teaching. Likewise, students interest to learn is low... ..teachers are rather interested in search of income alternatives to support their

lives than teaching alone though CPD and other attempts are made to maximize teacher stay in the school...

Here, we note that both the mean scores on the variable and the themes emerged from the qualitative analysis indicate that teachers' ratings fall right at disagree and strongly disagree scales. Thus, the suspicion that teaching learning process is not in the right track to reach quality education increases. The teaching learning process where both parties, teachers and students, are not motivated would be rather far from quality teaching learning.

4.1.2.2 School planning and management

Similar results are also found observed on other variables in the comparison. For instance, there were statistically significant differences in schools' capacity to effective planning and management activities across schools ($F_{(2, 109)} = 12.474, p < .01$). Further analysis using Dunnett's T3 method found statistically significant differences between Menqorer and Debre Markos secondary schools ($p < .001$), between Menqorer and Gozamine secondary schools ($p < .001$) and no statistically significant difference between Gozamine and Debre Markos secondary schools ($p = .459$) on their rating of school planning and management.

Table 14. Post hoc comparison on school planning and management among schools

Variable	(I) School Name	(J) School Name	Mean Difference (I-J)	99% Confidence Interval	
				Lower Bound	Upper Bound
School planning and management	Menqorer	Debre Markos	3.986(*)	1.70	6.27
		Gozamine	5.893(*)	1.31	10.47
	Debre Markos	Menqorer	-3.986(*)	-6.27	-1.70
		Gozamine	1.907	-2.55	6.37
	Gozamine	Menqorer	-5.893(*)	-10.47	-1.31
		Debre Markos	-1.907	-6.37	2.55

* $p < .01$; values are significant

The means in Table 6 conforms that teachers in Gozamine and Debre Markos secondary school rate better than those in Menkorer secondary school in school's capacity in planning and management activities.

Table 15. Comparing schools' planning and management using descriptive statistics

Variables	School Name	N	Mean	Standard Deviation
School planning and management	Menkorer	32	32.31	3.355
	Debre Markos	49	28.33	3.211
	Gozamine	31	26.42	7.500

Two themes recur each supported by 53% (around half counts) of the participants regarding school planning and management: that decisions are not participatory and that coordination among the staff is poor. Regarding poor coordination, a teacher spoke as "the school management tendency to work with teachers is low." Other teachers expressed the undemocratic decision making process they note in the schools as:

... no participatory decision making is in exercise, especially selection decisions to a training or appointment. Issues like budget planning or school and block grants are not communicated to the staff. I heard about GEQIP and its budget informally. Only the management knows such details as how much, when to use it and what for, etc...

Obviously, such a style of management will bear consequences on every activity in the school. The implication is that directors are not acquainted with basic management and/or leadership styles to apply. Antonio (2008) argues that factors that either elicit or inhibit active participation from the stakeholders in collaborative decision making in a school need to be identified. He suggests that establishing participatory groups in schools as an approach to create better quality schools.

However, the situation in these schools might also imply that the plans in Management and Administrative Planning (one of the pillars in GEQIP framework) aimed to improving capacity development to plan and manage at school level are not effectively implemented at woreda and school level.

4.1.2.3 Assessment

Responses of teachers and students toward the appropriateness of assessment practices across the three schools yield statistically significant differences ($F_{(2, 445)} = 12.797, p < .01$). A similar to the above post hoc analysis showed statistically significant difference between Menkorer and Gozamine secondary schools ($p < .001$) and between Debre Markos and Menkorer secondary schools ($p < .01$) whereas no statistically significant difference was found between Gozamine and Debre Markos secondary schools ($p = .075$) in assessment practices.

Table 16. Post hoc comparison on assessment practices among schools

Variable	(I) School Name	(J) School Name	Mean Difference (I-J)	99% Confidence Interval	
				Lower Bound	Upper Bound
Assessment	Menqorer	Debre Markos	2.028(*)	.19	3.87
		Gozamine	3.623(*)	1.38	5.86
	Debre Markos	Menqorer	-2.028(*)	-3.87	-.19
		Gozamine	1.596	-.51	3.71
	Gozamine	Menqorer	-3.623(*)	-5.86	-1.38
		Debre Markos	-1.596	-3.71	.51

* $p < .01$; values are significant

An eyeballing of the descriptive statistics in Table 6 clarifies that teachers and students ratings to assessment practices are better in Gozamine and Debre Markos secondary schools.

Table 17. Comparing schools' assessment practices using descriptive statistics

Variables	School Name	N	Mean	Standard Deviation
Assessment	Menkorer	143	22.15	5.681
	Debre Markos	190	20.13	5.526
	Gozamine	115	18.53	6.297

Regarding assessment and examinations, two themes emerged each with strong support (over 80%) by the participants. One is that there is poor assessment practice in schools. Teachers echoed similar tone as:

... poor assessment practice because the procedure includes such trivial measures as attendance, celebrating flag ceremony, exercise books, etc with considerable weight which leads to promotion to grades without demonstrating the required knowledge. Students' score is lower even with the inclusion of such trivial measures like the above. Had assessments were appropriate, scores would have probably been worse...

The other important theme emerged was difficulty teachers attribute to implementation of continuous assessment. A teacher holds that continuous assessment is difficult because "teachers are overloaded with high number of periods per week and reaching large class size, and therefore run short of time to adequately assess group works and home works." It can be understood that assessment results are not used to inform selection of methods and testing which will make it more effective.

4.1.3 Output Variable

4.1.3.1 Level of satisfaction

These schools did not only differ in terms of the above variables but also in terms of teacher and student satisfaction with the overall services rendered in the school. The schools appear to be statistically significantly different with regard to teachers' and students' levels of satisfaction ($F_{(2, 445)} = 9.562, p < .01$). Further Dunnett's T3 post hoc analysis confirms that there is statistically significant difference between Menkorer and Gozamine secondary schools ($p < .001$) and between Debre Markos and Menkorer secondary schools ($p < .05$) whereas no statistical significant difference was found between Debre Markos and Gozamine secondary schools ($p = .075$).

Table 18. Post hoc comparison level of satisfaction among schools

Variable	(I) School Name	(J) School Name	Mean Difference (I-J)	99% Confidence Interval	
				Lower Bound	Upper Bound
Level of satisfaction	Menqorer	Debre Markos	2.561	-.45	5.57
		Gozamine	5.325(*)	1.64	9.01
	Debre Markos	Menqorer	-2.561	-5.57	.45
		Gozamine	2.764	-.88	6.41
	Gozamine	Menqorer	-5.325(*)	-9.01	-1.64
		Debre Markos	-2.764	-6.41	.88

*p < .01; values are significant

The mean scores on the variable in Table 6 could further indicate that teachers' and students' satisfaction on overall schooling look better for Debre Markos and Gozamine secondary schools than those in Menkorer secondary school. However, the means tell us that teachers and students are dissatisfied with the overall school services rendered in respective schools.

Table 19. Comparing schools' level of satisfaction using descriptive statistics

Variables	School Name	N	Mean	Standard Deviation
Level of Satisfaction	Menkorer	143	42.04	20.743
	Debre Markos	190	39.75	20.914
	Gozamine	115	62.68	9.181

However, qualitative data shows that all the participants (100%) rated their level of satisfaction as generally low. To them, this emanates from varied sources. One is lack of resources that make the school a better place. Secondly, teachers are not relatively autonomous to decide on issues that fall on them. A teacher put this as:

... teachers should be autonomous to decide on student promotion after assessment, but are imposed; hence students promote without demonstrating the required knowledge. Moreover, contributions from salaries and salary cuts are not communicated beforehand...

For some, dissatisfaction emanates from school administration. One of the participants expressed this as:

... selection decisions for trainings are not based on the training requirements such as knowledge of the field or experience, rather are based on affiliation to a party or something, and hence are biased....

According to writers on quality education (such as Sallis, 2002), customers (in this case teachers & students) satisfaction is a meaningful indicator of quality education. If teachers and students are found to be dissatisfied, then this is another word for poor quality of education in these schools.

4.2 Level of satisfaction predicted from input and process variables

As mentioned earlier, the present study employed a systems approach to understand the status of education quality by building variables into the model. The variables can be broadly fall into three groups: input variables, process variables and output variables. Thus, input variables (students' entry behavior, textbook and teacher guide ratio, school improvement program, teacher qualification, continuous professional development and material resources) and process variables (assessments and examinations, school planning and management, and teaching learning process) were used to predict the outcome variable level of satisfaction.

Table 20. Stepwise Multiple Regression analysis in predicting teachers' and students' level of satisfaction

Model	R	R ²	Adj. R ²	Change Statistics				
				R ² Change	F Change	df1	df2	Sig. F Change
1	.520(a)	.270	.591	.270	40.775	1	110	.000
2	.590(b)	.336	.683	.078	13.037	1	109	.000

a) Predictors: Assessment

b) Predictors: Assessment, material resources

c) Dependent Variable: Level of satisfaction

Using the stepwise method, a significant model emerged ($F_{(2,109)} = 29.137, p < .001$). Table 8 shows that the two variables in the model jointly explained about 33.6% of the variance ($Adjusted R^2 = .336$) in the level of satisfaction of teachers and students with overall schooling. The model showed that assessment practices and examinations in schools was a significant predictor of both teacher and student satisfaction (27%) followed by the acquisition, organization and efficient utilization of material resources in schools (7.8%). This implies that school services related to assessment practices and the availability and utilization of material resources have relatively brought about teacher and student satisfaction.

The prediction power of each of the predictor variables is indicated in Table 21. Accordingly, assessment practices and material resources and facilities were found to be significant predictors of student and teacher level of satisfaction; whereas other components from the GEQIP framework and literature held little explanatory power in the model.

Table 21. The unstandardized and standardized regression coefficients for the variables entered into the model

Variables	b	SE B	β
School improvement program	-.037	.120	-.017
School planning and management	.199	.127	.096
Continuous professional development	-.068	.111	-.037
Teaching learning process	.099	.075	.120
Assessment	.633	.107	.480*
Material resources	.423	.110	.332*
Zscore: Entry Behavior	.378	.663	.035

* $p < .01$; values are significant

In other words, such school variables that entered into the model as school improvement program including school grant, school planning and management, teachers' participation in continuous professional development, the teaching learning process and students' entry behavior were rejected by the model. For example, Rumberger and Palardy (2005) investigate that student background and student composition explained a sizeable amount of the variance in educational outcomes among schools, specifically, 36% of the variance in student learning. Thus, student background was a significant predictor of their academic

achievement. However, this finding is inconsistent with the present study which shows that student entry behavior/background is not significantly explaining teacher and student satisfaction, thereby quality of education in these schools.

It can be noted that the two significant predictors are variables supported by GEQIP, explaining 33.6% of the variance on the outcome measure though it is difficult to establish linear regressions among such complex variables of the school setting.

In terms of input-output relationships, the process variable assessment explained most (27%) of the variance in the student and teacher satisfaction whereas 7.8% of the variance in the model is explained by the input variable - material resources. Thus, it implies that process variables are more important to quality education than just availability of inputs.

In summary, many of the variables from the GEQIP framework are taken to be poor in their contribution to the quality of education provided in the three schools. Quantitatively, school improvement program, school planning and management, continuous professional development, are not able to significantly predict the outcome variable –teacher and student satisfaction- customer view of quality education; nor do other variables from the literature such as teaching learning process and student entry behavior. On the qualitative part, all the results suggest that poor quality of education is a reality.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Drawing on both qualitative and quantitative strands of data collected and analyzed in this study, the following conclusions could be reached about general secondary schools in Debre Markos town. Subsequently, recommendations are given.

5.1 Summary

The overall intent of this study is the assessment of status of quality education in three government general secondary schools situated at Debre Markos town. To this end, the research set the following specific objectives:

1. Assess the availability and utilization of enabling inputs in general secondary government schools in Debre Markos town.
2. Assess how selected process variables operate in general secondary government schools in Debre Markos town to improve quality of education.
3. Determine the relationship between input and process variables with that of teacher and student satisfaction to explain quality of education in general secondary government schools Debre Markos town.

To achieve these objectives, the following research questions are formulated:

1. What is the status of quality of education in general secondary government schools in Debre Markos town?
2. To what extent do input and process variables selected from GEQIP framework and literature significantly predict quality of education in general secondary government schools in Debre Markos town?
3. Are there statistically significant differences in quality of education among the three general secondary government schools in Debre Markos town?

Building its theoretical framework by 'filling in' variables from GEQIP and literature into the basic system model, the research sought for explanations emerging from input, process and output variables in the study setting. The input variables include teaching learning materials (textbooks and teacher guides), material resources and facilities, school improvement program, and teacher quality (qualification and participation in CPD). The process variables include teaching learning process, school planning and management, and assessment while the output variable or outcome measure is students' and teachers' level of satisfaction on overall schooling.

The study employs parallel mixed methods design where qualitative and quantitative data are collected independently. Data was collected from teachers and students through questionnaires; directors, wereda education office experts and PTA members through interview and other qualitative data through documents analysis. 336 students and 112 teachers who filled questionnaire were selected using stratified random sampling. 15 teachers, supervisors, directors, 4 PTA members, and 2 wereda education office representatives who are selected purposefully participated in this study. Mixing the two strands of data at the analysis level, the study used percentages, descriptive statistics, chi-square, One-way ANOVA and multiple regression for statistical analysis and building themes and categories for analysis of qualitative data. The findings are the following:

1. Menkorer and Debre Markos secondary schools have achieved a 100% Degree qualification of the staff up to the standard to teach in secondary schools whereas Gozamine secondary school is about to achieve the standard (93.5%). Statistically, however, the three schools do not significantly differ in terms of teaching staff qualifications ($X^2_{(2, 112)} = 5.32, p = .07$).
2. In terms of teacher guide ratio, while all teachers who participate in the study from Debre Markos secondary school assert that the ratio is 1:1, as Table 4 shows, those from Menkorer and Gozamine secondary schools is found to be 1:3 in some and even there are teachers (1.8%) who did not receive teacher guides at all.
3. There is no systematic distribution of textbook to pupil ratio across subjects and schools. Whereas 1:1 textbook ratio in all subjects ranges from 87.7% to 99.1%, there are

considerable number of students with ratio of 1:2 and 1:3 in some cases and those who receive no textbook at all range from 0 to 6.3% in different subjects.

4. While school improvement program implementation does not statistically significantly differ among the three schools ($F_{(2, 109)} = 0.204, p = .816$), qualitative data shows that all schools have prepared school improvement plans. However, the plans were too much determined by predetermined standards of the guideline than inputs from school contextual analysis. Moreover, participants reflected that ambiguity and low awareness on the program by teachers, directors and parents worsened by lack of training deterred its expected effectiveness hampered program implementation.
5. School grant program implementation also is far from the procedures indicated in the guidelines. There seem to be gaps in the allocation and provision of school grants by the wereda, gaps between wereda allocations and school receivables, there are no additional funds considered, the documents, school grant cash books are not kept by PTAs, and school grant notice board are not in place in all schools.
6. Gozamine secondary school seems to be statistically significantly different in terms of material resources and facilities from those of Menkoror and Debre Markos secondary schools. However, participants in all schools expressed that lack of materials and facilities such as lounge, meeting hall, recreation center, inadequate water supply, hand wash facilities near latrines, laboratories (are ill-equipped), lack of offices for departments including chairs, tables, classrooms, internet services at all and books for teachers are evident.
7. It appears that teachers in Gozamine and Debre Markos secondary schools statistically significant differences in planning and implementation of activities in continuous professional development from teachers in Menkoror secondary school. However, participants from all the schools articulated that many teachers lose interest in it and consider it as an 'ad-on' activity designed to make them busy, and adds no value. Moreover, their understanding of the planning and implementation of the new CPD is poor because of lack of trainings that clarify its essence. The development of CPD plans

by every teacher and lack of training, which followed 'cascade approach' to effectively implement the program are the themes emerged from their voices.

8. Debre Markos and Gozamie secondary schools appear to be statistically significantly different in terms of the teaching learning process from Menkorer secondary school. But, all interviewees indicate that poor participation, motivation and language skill of students and poor motivation expressed as the employment of traditional approaches to teaching, poor classroom management practices and inadequate preparation before starting class in teachers are apparent. Descriptive statistics revealed that teachers' ratings fall right at disagree and strongly disagree scales which indicates that it is of poor quality.
9. Gozamine and Debre Markos secondary school appear to have statistically significant differences from Menkorer secondary school in school's capacity in planning and management activities. Teachers assert that decisions are not participatory and that coordination among the staff is poor and this because the schools' management tendency to work with teachers is low.
10. Gozamine and Debre Markos secondary schools seem statistically significantly different from Menkorer secondary school in assessment practices though in all schools teachers frequently mention the presence of poor assessment practices and the difficulty of implementing continuous assessment especially during overload and large class size.
11. Teachers' and students' satisfaction on overall schooling look better for Debre Markos and Gozamine secondary schools than those in Menkorer secondary school. However, the means tell us that teachers and students are dissatisfied with the overall school services rendered in respective schools. Qualitative data also supported that teachers' satisfaction is generally low. This emanates from lack of resources, absence of autonomy and school administration.
12. A significant model of regression explained that 33.6% of the variance in the level of satisfaction of teachers and students is explained jointly by the variables assessment practices and material resources. Other variables that entered into the model as school

improvement program including school grant, school planning and management, teachers' participation in continuous professional development, the teaching learning process and students' entry behavior held insignificant or little explanatory power.

13. Both variables that strongly predicted 33.6% of the variance are supported by GEQIP. These are assessment and material resources acquired by utilizing the school grants. In other words, other components of the framework seem to have no effect.
14. Process variable assessment explained most (27%) of the variance in the student and teacher satisfaction whereas 7.8% of the variance in the model is explained by the input variable - material resources. Thus, it implies that process variables are more important to quality education than just availability of inputs.

5.2 Conclusions

1. Menkorer and Debre Markos secondary schools have achieved a 100% of first degree holders who are up to the standard to teach at the level whereas Gozamine secondary school is about to achieve the standard (93.5%). Statistically, however, the three schools do not significantly differ in terms of teaching staff qualifications ($X^2_{(2, 112)} = 5.32, p = .07$).
2. The ratio of textbooks and teacher guides is not 1:1 yet. There are teachers and students with teacher guides and textbooks with 1:2 and 1:3 ratios. Moreover, there are students and teachers with no textbooks and teacher guides at all.
3. The three schools' mean scores on all variables were not more than the median on the scale, which means teachers and students averagely, disagree and strongly disagree. Statistically, the three schools seem to have significant differences on all variables except school improvement program.
 - 1.1. There was no statistically significant difference on school improvement program means among the three schools ($F_{(2, 109)} = 0.204, p = .816$).

- 1.2. These general secondary schools show statistically significant difference in terms of the availability and utilization of material resources ($F_{(2, 445)} = 4.706, p < .01$). Means and post hoc test show that Gozamine secondary schools rate better than Debre Markos and Menkore secondary school in terms of material resources.
- 1.3. The three schools also show statistically significant differences in their participation in continuous professional development ($F_{(2, 109)} = 9.701, p < .01$). Means and further post hoc test show that Debre Markos and Gozamine secondary schools participate more in planning and implementation of activities in the continuous professional development than teachers in Menkorer secondary school.
- 1.4. There is statistically significant differences among schools is the teaching learning process ($F_{(2, 445)} = 14.542, p < .01$). Means and post hoc test reveals that Debre Markos and Gozamine secondary schools appear to exercise better teaching learning processes compared to Menkorer secondary school.
- 1.5. There were statistically significant differences in school planning and management capacities across schools ($F_{(2, 109)} = 12.474, p < .01$). Means and post hoc test show that Gozamine and Debre Markos secondary schools have developed better planning and management capacities than Menkorer secondary school.
- 1.6. Assessment practices across the three schools show statistically significant differences ($F_{(2, 445)} = 12.797, p < .01$). Means and post hoc comparison clarifies that assessment practices are better in Gozamine and Debre Markos secondary schools than Menkorer secondary school.
- 1.7. The three schools appear to be statistically significantly different in terms of teachers' and students' levels of satisfaction ($F_{(2, 445)} = 9.562, p < .01$). Means and post hoc analysis reveal that Debre Markos and Gozamine secondary schools are better satisfied than those in Menkorer secondary school.
4. Using the stepwise method, there emerged significant regression model ($F_{(2, 109)} = 29.137, p < .001$). The variables assessment, material resources and teaching learning process

jointly explained about 33.6% of the variance (*Adjusted R*² = .683) in the level of satisfaction of teachers and students with school services.

- 4.1. The model showed that assessment practices and examinations in schools was a significant predictor of both teacher and student satisfaction (27%).
 - 4.2. The second most significant predictor emerged in the model is material resources in schools, which explained 7.8% of the variance in teachers' and students' level of satisfaction.
 - 4.3. Of variables supported in GEQIP framework, assessment and (provision of) material resources explained 33.6% of the variance in teachers' and students' level of satisfaction. Thus, it can be concluded that only few components/sub-components in GEQIP framework are significant contributors to the 'existing' quality of education in schools.
 - 4.4. School improvement program, school planning and management, and continuous professional development were not found to be significant predictors of student and teacher satisfaction. Hence, it can be concluded that these variables of the GEQIP model do not significantly contribute to the status of quality education in these schools.
 - 4.5. Only one process variable - assessment explained most (27%) of the variance in the student and teacher satisfaction whereas input variable, which is material resources explained 7.8% of the variance in level of satisfaction. Thus, processes are more important for quality education than available material resources.
5. Teacher qualification is nearly up to the standard set by the policy: about 98.2% of the teachers in these schools had first degree, while the rest 1.8% had diploma. Teachers' participation in continuous professional development is poor despite every teacher completes individual CPD plans. Lack of teachers' interest and ownership of the program, insufficiency of trainings, and ambiguity are the causes for poor performance. Teacher quality, drawn from academic qualification and participation in CPD does not seem to be promising for quality teaching.

6. Learning materials like text books and teacher guides do not yet reach to a ratio of 1:1. The proportion of teachers and students with 1:1 ratio of teacher guides and textbooks is about 95.5% and 94.5% respectively. The rest had other ratio or not at all.
7. All schools have developed school improvement plans based on standards of practice specified in the guideline. The school improvement plan seems to be dictated by top-down approach than bottom-up because the standards of planning are predetermined. While schools differ in context, this approach to planning place schools on similar grounds for assessment. There are no chances to include school contextual realities in to the plan. Thus, the school improvement plan does not include prioritized school problems but estimates of standards.
8. School improvement program appears to be affected by insufficiency of training and low awareness on the part of implementing stakeholders. Thus, its effects are hampered. Teachers and directors seem to confuse GEQIP school grant with block grants.
9. There are observable gaps between school grant amounts wereda education offices claim (50 br per student) and amounts schools or their representatives actually received (20 br per student) for the level grade 9-10. In other words, while the wereda education office argues that it had considered additional funds to school grants, schools did not receive that yet. Besides, the offices did not include PTA members in the training on school grant program implementation. This made impossible the PTA's role to plan and organize community awareness meetings.
10. Among the documents expected to be in place, PTA and KETB had minutes. Otherwise, school grant cash book, school grant file in PTA and school grant notice board in schools to publicize information are missing.
11. Input material resources are scarce. Lack is evident in terms of offices with chairs and tables for departments, internet facilities, books in libraries and (segregated) latrines with hand washing facilities.

12. Teachers lose interest and lack sense of ownership of continuous professional development program. Reasons include low understanding of the program as it is new, absence of trainings for clarification and office or administration imposition on teachers.
13. Teachers characterize teaching learning process by poor student participation, low motivation, and language deficits on the part of students. Likewise, teachers have no motivation as indicated by employment of traditional approaches, poor classroom management, inadequate preparation before class and poor lesson planning practices.
14. School management mostly exercises decision making approaches which are not participatory and its coordination to work as a team the staff is found to be weak.
15. Some assessment practices are found to be 'trivial' which do not measure and improve student achievement. Continuous assessment is hardly possible at times of large class size and greater number of sections a teacher has to cover.
16. Finally, teachers' satisfaction with schooling seems to be generally low. This emanates mainly from lack of relevant resources, absence of teacher autonomy and undemocratic school administration.

5.2. Recommendations

Based on the findings of the study, the following recommendations are made.

1. Regional education bureaus, in collaboration with wereda education offices could facilitate the availability of textbooks and teacher guides to a ratio of 1:1.
2. Schools could emphasize process-oriented variables to improve their provision of quality education.
3. School administration in all schools would work to acquire material resources that enhance provision of quality education and keep the staff satisfied.
4. MoE would improve the school improvement program guidelines to let schools prepare plans grounded in context. This would maximize the number of routes to quality education than a fixed set of standards devolved from the center down to schools.

5. Regional education bureau or wereda education offices could arrange trainings for clarification on program implementation processes based on teacher demands to get most out of the school improvement program, including school grants.
6. Schools would improve implementation processes of school planning and management, continuous professional development, teaching learning process, assessment practices, acquisition and utilization of resources so as to improve quality education by meeting the voices and interests of stakeholders.
7. Wereda education offices and schools would need to be transparent to each other on the amounts of school grants allocated to schools and grants schools actually receive.
8. Schools shall prepare GEQIP school grant notice board to publicize financial overview to customers and stakeholders.
9. PTA would establish school grant cash book and school grant files to keep records of expenditures and other related files.
10. School administration would create motivation mechanisms to trigger teachers' participation in continuous professional development and teaching learning process activities.
11. School administrations could employ participatory decision making procedures to make teachers feel recognition and grant teachers autonomy to exercise within their limits of activities.
12. Further research on school grant allocations and actual receivables is needed to identify mechanisms which enable WEOs to consider additional funds to meet the blue book recommendations. These mechanisms would also enable schools ensure the amounts received and allocated are identical. They might also suggest better use of school grants.

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Questionnaire to be filled by Teachers and Principals

General Direction: This questionnaire is designed to study the status of the quality of education being provided in your school. All the questions included ask your perception and they do not have “right” or “wrong” answers. Your response will not be used for any other purposes. You are, thus, kindly requested to be honest with your responses as this will have direct bearing on the success of the research.

Thank You in advance

Introduction: This questionnaire has two sections. Each section has its own direction. Before you answer the questions, please read the instruction, which will inform you how to respond to the questions in each section.

I. Part One: Background Data

Direction: Here are some items about your personal information. In some of the items you are requested to write the necessary information in the blank space provided. When the questions are in the form of choices, you are required to indicate your response by putting “√” mark in the appropriate box of your choice.

1. Name of School: _____
2. Qualification: Diploma
 Bachelor Degree
 Masters Degree

3. Teachers Guide distribution: please put “√” mark in the ‘Response’ row with the corresponding ratio of Teacher Guide distribution.

Teachers Guide/ratio	1 to 1	1 to 2	1 to 3	1 to 4	1 to ≥ 5	Not at all
Response						

II. Part Two: Items

Direction: Below are items related to the quality of service delivery in your school. You are kindly requested to respond based on your perception about the School improvement program, your level of participation in Continuous professional development, School planning and management and Level of satisfaction about the school service. Indicate your response by circling one of the choices provided. The items are to be rated as follows:

1 = Strongly Agree	2 = Agree	3 = Not Sure	4 = Disagree	5 = Strongly
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Example: If you disagree with the statement, circle 4;

No.	Item	Responses				
1	Most teachers leave the school at the first opportunity.	1	2	3	4	5

No	Items	Responses				
<i>School Improvement Program</i>						
1*	The school ignores school-community participation.	1	2	3	4	5
2	The school has regular meetings with the outside community.	1	2	3	4	5
3	The school ensures community participation in resource utilization decisions.	1	2	3	4	5
4	The school encourages community participation in resource generation.	1	2	3	4	5
5	The school improves the learning environment by acquiring basic resources.	1	2	3	4	5
6*	The school failed to use school grants to finance elements of improvement.	1	2	3	4	5
7	Parents are involved in mobilizing resources for the school.	1	2	3	4	5
8	The school engages parents in decision making.	1	2	3	4	5
9	The parent teacher association is involved in reviewing the	1	2	3	4	5
10*	The school has no clear plan of quality improvement.	1	2	3	4	5
<i>School Planning and Management</i>						
1	There is improved planning capacity at the school level.	1	2	3	4	5
2*	The school lacks improved management capacity.	1	2	3	4	5

3	Trainings (by education bureaus) are offered to capacitate	1	2	3	4	5
4	The school leadership has a clear view on how the school has to be managed.	1	2	3	4	5
5	Decisions are taken on the basis of well-grounded	1	2	3	4	5
6*	Decisions are made without the participation of the staff.	1	2	3	4	5
7	The school leadership ensures that decisions made are carried through.	1	2	3	4	5
8	The school leadership encourages counseling of pupils with learning and behavioral problems throughout the school year.	1	2	3	4	5
9	The school leadership requires that teachers keep records on pupils' progress.	1	2	3	4	5
10*	The school leadership ignores the problems of the staff.	1	2	3	4	5

Continuous Professional Development

1	We participate in CPD as helpers to each other and as planners of in-service activities.	1	2	3	4	5
2	Teachers emphasize on differentiated training opportunities.	1	2	3	4	5
3*	Goals and activities in CPD are determined by the school.	1	2	3	4	5
4	Teachers' teaching methodology is strengthened.	1	2	3	4	5
5	CPD enabled teachers' understanding and responding to the learning needs of all students.	1	2	3	4	5
6	Teachers have sense of ownership of their CPD.	1	2	3	4	5
7	There is adequate supply of national manuals and CPD	1	2	3	4	5
8	There are clear guidelines on the purpose, content and format of portfolios.	1	2	3	4	5
9	We share good practice with our colleagues.	1	2	3	4	5
10	I engage myself in conducting action research.	1	2	3	4	5

Teaching learning process (for plasma classes)

1	I use active learning methods when giving highlights.	1	2	3	4	5
2	I usually check whether students are ready for the day's lesson.	1	2	3	4	5
3	I move throughout the class to check whether students are actively engaged in the activity.	1	2	3	4	5
4*	I usually do not ask questions during plasma lesson.	1	2	3	4	5

5	I often support students to go on with activities as per the instructions of the plasma teacher.	1	2	3	4	5
6*	I mostly answer questions raised from students while the plasma teacher talks.	1	2	3	4	5
7*	I go out from the class immediately as plasma lesson ends.	1	2	3	4	5
8	I usually check students' attainment of the lessons objectives	1	2	3	4	5
9	I call the students for tutorial classes to help them.	1	2	3	4	5
10	I mostly give time for the students to ask questions.	1	2	3	4	5
Teaching learning process (for Non-plasma classes)						
1*	No one inspects my lesson plans.	1	2	3	4	5
2	I often communicate lesson objectives with my students.	1	2	3	4	5
3	I often facilitate students' discussions in the classroom.	1	2	3	4	5
4	I often use audio-visual aids to promote effective teaching and learning.	1	2	3	4	5
5	I keep logical sequencing of topics in my teaching.	1	2	3	4	5
6*	Students rarely participate in the learning process.	1	2	3	4	5
7*	Students fright to ask for questions.	1	2	3	4	5
8	I rarely link-up of main points at the end of the lesson properly.	1	2	3	4	5
9*	I teach mostly by dictating notes or reading from texts.	1	2	3	4	5
10*	My teaching techniques do not consider students' interest.	1	2	3	4	5
Assessment						
1	My assessment of student attainment is appropriate to the	1	2	3	4	5
2	My examinations involve the use of various test item types.	1	2	3	4	5
3*	It is impossible to apply continuous assessment.	1	2	3	4	5
4*	I found it difficult to effectively assess the learning progress of my students.	1	2	3	4	5
5	I prepare remedial lessons for those students with scores	1	2	3	4	5
6	I do use test results for improving teaching or learning.	1	2	3	4	5
7*	I do not use examination results for improving further testing.	1	2	3	4	5
8	I provide students with opportunities to discuss on exam results.	1	2	3	4	5
Material resources						

1*	The laboratories in the school are not adequately equipped	1	2	3	4	5
2	The library in the school has adequate reference materials.	1	2	3	4	5
3	The books in the library are highly related with the	1	2	3	4	5
4*	The books in the library are not arranged nicely for use.	1	2	3	4	5
5	Books in the library that help teachers improve their	1	2	3	4	5
6	The school has pedagogical center.	1	2	3	4	5
7	The pedagogical center is suitable for the production of teaching aids.	1	2	3	4	5
8	Audio-visual materials are available to facilitate teaching learning by teachers.	1	2	3	4	5
9*	There is little effort by teachers to prepare teaching aids.	1	2	3	4	5
<i>Level of Satisfaction</i>						
1*	Office services take a lot of time to respond.	1	2	3	4	5
2*	Many students stay away from classes.	1	2	3	4	5
3	There is considerable acquisition of material resources these days.	1	2	3	4	5
4*	Most teachers complain about lack of facilities or materials.	1	2	3	4	5
5*	There is unfair allocation of duties within the school.	1	2	3	4	5
6	The school's service delivery satisfies my needs.	1	2	3	4	5
7	Many of the students have pleasant behavior.	1	2	3	4	5
8	The school management shows appreciation if teachers do a particularly good job.	1	2	3	4	5
9	The school is secured environment to work.	1	2	3	4	5
10	I often enjoy the classroom teaching climate.	1	2	3	4	5
11*	I often feel my abilities haven't been recognized in the school.	1	2	3	4	5
12*	I am offended with evaluation activities of my efficiency.	1	2	3	4	5
13	Work at school is interesting.	1	2	3	4	5

*Reversed items

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Questionnaire to be filled by Students

General Direction: This questionnaire is prepared to conduct a study on the appropriateness of assessment, teaching learning, textbook distribution and overall level of satisfaction about the quality of services being rendered by your school. All the questions included ask your perception and they do not have “right” or “wrong” answers. Your response will not be used for any other purposes. So, you are kindly requested to respond the questions honestly and frankly.

Thank you in advance

Introduction: The questionnaire has two major parts. The first part is about background information and the second part consists of items to measure quality of school services received.

Part One: Background Data

Direction: Below are some items about your background information. Please, answer the questions after you have clearly understood each of them by filling in the spaces provided.

- a) Name of School: _____
- b) Textbook Distribution: please put “√” mark corresponding to the textbook subject and its ratio given to you.

Subject/ratio	English	Math	Physics	Chemistry	Biology	Geography	History
1 to 1							
1 to 2							
1 to 3							
1 to 4							
1 to ≥ 5							

Part Two

Direction: The following items are formulated to investigate students' perception of school service delivery. Therefore, please read each item carefully and then rate your response by circling the level that corresponds to the response that closer to your opinion as follows.

1 = Strongly Agree	2 = Agree	3 = Not Sure	4 = Disagree	5 = Strongly Disagree
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No	Items	Responses				
<i>Teaching learning process</i>						
1	I often start lesson knowing what I am expected to know after the lesson.	1	2	3	4	5
2	Most teachers' presentation caught my attention throughout the lesson.	1	2	3	4	5
3	Mostly, contents are broken in to small bits to enable us learn in steps.	1	2	3	4	5
4	Mostly teachers use verbal or concrete examples to help us learn	1	2	3	4	5
5	I actively participate in learning in the classroom.	1	2	3	4	5
6*	Most teachers use blackboards carelessly.	1	2	3	4	5
7	Most teachers encourage students during classroom participation.	1	2	3	4	5
8*	I am not able to identify the main points of most of the lessons.	1	2	3	4	5
9*	I get bored in class as most teachers are teaching.	1	2	3	4	5
10	Most teachers summarize main points at the end of the lesson.	1	2	3	4	5
11*	What most teachers try to teach is beyond my ability to learn.	1	2	3	4	5
12	Mostly, teachers are not absent from class.	1	2	3	4	5
14	Most of the teachers ask our knowledge of the topic before they actually teach.	1	2	3	4	5
15	Most teachers have good knowledge of their subjects.	1	2	3	4	5
<i>Assessment</i>						
1*	Most of the tests contain items that are not related to what I learn in class.	1	2	3	4	5
2	Most of the items in tests are clear to understand.	1	2	3	4	5
3	Most of the teachers use various test types.	1	2	3	4	5
4	Most teachers discuss exam questions in classroom after showing exam results.	1	2	3	4	5
5	Items in most tests effectively measure my performances.	1	2	3	4	5
6	The majority of the teachers assess our learning progress continuously.	1	2	3	4	5
7	When students score below average, most teachers re-teach.	1	2	3	4	5
<i>Materials and resources</i>						
1	I often get books that I need in the library.	1	2	3	4	5

2*	The library lacks adequate space to accommodate large number of students.	1	2	3	4	5
3	Laboratory equipments are adequate in the school.	1	2	3	4	5
4	All students have no easy access to all resources.	1	2	3	4	5
5	Teachers use aids to help us learn better.	1	2	3	4	5
6	Our classrooms contain appropriate visual learning aids.	1	2	3	4	5
7	The school arranges us internet services to use.	1	2	3	4	5
<i>Level of Satisfaction</i>						
1*	There are partialities in awarding marks in examinations.	1	2	3	4	5
2	I am happy with assessment techniques.	1	2	3	4	5
3	I am proud of learning in this school.	1	2	3	4	5
4*	Our school's facilities are of poor standard.	1	2	3	4	5
5	The materials in the school are comfortable to use.	1	2	3	4	5
6*	Most teachers are irresponsible to all my needs in the classroom.	1	2	3	4	5
7	The school's service delivery satisfies my needs.	1	2	3	4	5
8	I feel happy during class hours.	1	2	3	4	5
9	The school appreciates good behavior.	1	2	3	4	5
10	It is encouraging to learn in this school.	1	2	3	4	5

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Interview to be made with Teachers and Principals

Introduction: I am Beklau Tadesse, from Addis Ababa University, a student under the Institute of educational research and development. Nice to meet you.

General Direction: This interview is designed to study the status of the quality of education being provided in your school. The questions below are general and meant to initiate discussions of your views and what you know about the quality of education in the school. Hence you are expected to freely discuss about the quality of education in your school. Therefore, my interest in this interview originates from knowing the status of quality education in your school in general. If you volunteer to participate in the interview on this issue, I need you to confirm me to record the information that you provide and use it only for the purpose of this research. In turn, I will assure you that you are anonymous and your ideas will be kept confidential.

Thank You in advance!

Discussion Guiding Questions

1. What can you say generally about yourself and specifically the particular role you have in enhancing the quality of education in this school?
2. How is the school managing the school improvement program?
3. How is the school trying to improve the quality of education?
4. How is GEQIP supporting the enhancement of quality of education in your school?
5. How can you explain the status of quality of education in the school in general?
6. To what extent is the school satisfying your needs and expectations?

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Interview to be made with Parent Teacher Associations (PTAs)

General Direction: This interview is designed to study the flow and utilization of School Grants in the schools in this woreda. The questions below call for your knowledge of flow, allocation and implementation of school grants for and in each school. If you volunteer to participate in the interview on this issue, I need you to confirm me to record the information that you provide and use it only for the purpose of this research. In turn, I will assure you that you are anonymous and your ideas will be kept confidential.

Thank You in advance!

Structured Interview Items

1. Did the PTA plan Parents and Community Awareness Meeting? Who participated in the planning?
2. Did the PTA organize Parents and Community Awareness Meeting? If yes,
 - 2.1 Were the School Grant Program introduced? Who assisted the explanations?
 - 2.2 Were the School Improvement Program introduced? Who were the facilitators?
 - 2.3 Were the priorities for using the School Grant funds discussed with the community?
3. Did the PTA keep School Grant Management Documents? If Yes,
 - 3.1 Did the PTA keep School Grants Meetings Minute Book? What for?
 - 3.2 Did the PTA open School Grants File? What for?
 - 3.3 Did the PTA establish School Grants Public Notice Board? What for?
 - 3.4 Did the PTA establish School GEQIP Grant Cash Book? What for?
4. Did the PTA collect School Grant funds?
5. Did the PTA implement the School Improvement Plan? How?
6. Did PTA facilitate Meeting to Discuss School Monitoring? How many unannounced visits to the school? Any evidence?
7. Did the PTA submit Quarterly School GEQIP Grant Cash Book and Documents to WOFED? Any evidence?
8. Did the PTA prepare financial Overview for the Public? Any feedback from the community for further improvement?

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Interview to be made with Woreda Education Office

General Direction: This interview is designed to study the flow and utilization of School Grants in the schools in this woreda. The questions below call for your knowledge of flow, allocation and implementation of school grants for and in each school. The interest in this interview originates from knowing the status of quality education in your school in general. If you volunteer to participate in the interview on this issue, I need you to confirm me to record the information that you provide and use it only for the purpose of this research. In turn, I will assure you that you are anonymous and your ideas will be kept confidential.

Thank You in advance!

Structured Interview Items

1. Did WEO and WoFED, on joint meeting, allocate additional School Grant for each school? ?
1.1 Decisions on higher allocations to small schools; considering additional funds
2. Has the WEO organized the Woreda School Grants Training Workshop? For whom? With what purpose?
3. Did the WEO inform Schools on the School Grants Allocations? How?
4. Did the WEO provide School Grants Allocations to Schools? How?
5. Did the WEO provide advice and support to these schools? How?
6. Did the WEO monitor the School Grants Program? Any practical evidence?

ክፍል ሁለት፡- ዋና ጥያቄዎች

መመሪያ፡- ከዚህ ቀጥሎ የቀረቡት ጥያቄዎች ስለትምህርት ቤታችሁ የአገልግሎት ጥራት አሰጠጥ የተመለከቱ ናቸው። በእናንተ እይታ በትምህርት ቤታችሁ ውስጥ ስለሚካሄዱ የትምህርት ቤት ማሻሻያ መርሃ ግብር (School improvement program)፣ በተከታታይ ሙያዊ ማሻሻያ (Continuous professional development (CPD))፣ የትምህርት ቤት እቅድና አስተዳደር (School planning and management) እንዲሁም ትምህርት ቤታችሁ የአገልግሎት አሰጣጥ ምን ያህል አርኪ ያላችሁን ግንዛቤ እንድታሰቀምጡ የሚጋብዙ ጥያቄዎች ናቸው። እያንዳንዱ ጥያቄ በደረጃ የተቀመጡ ምርጫዎች አሉት። ምርጫዎቹ በጥያቄዎች ላይ ያላችሁን መስማማት ወይም አለመስማማት የሚለኩ ናቸው። የተስማማችሁባቸውን ምርጫዎች በማክበብ መልሶቻችሁን እንደሚከተለው አመልከቱ።

1= በሚገባ እስማማለሁ	2= እስማማለሁ	3= እርግጠኛ አይደለሁም	4 = አልስማማም	5= ፈፅሞ አልስማማም
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ምሳሌ፡- ምርጫችሁ አልስማማም ከሆነ '4'ን እንደሚከተለው ያክብቡ።

ተ.ቁ	ጥያቄ	ምላሽ				
		1	2	3	4	5
1	ብዙ መምህራን እንደተቀጠሩ ወዲያውኑ ትምህርት ቤቱን				4	

ተ.ቁ	ጥያቄዎች	ምላሾች				
የትምህርት ቤት ማሻሻያ መርሃ ግብር						
1	ትምህርት ቤቱ የሀብረተሰቡን ተሳትፎ ችል ይላል።	1	2	3	4	5
2	ትምህርት ቤቱ ከሀብረተሰቡ ጋር መደበኛ ስብሰባ ያደርጋል።	1	2	3	4	5
3	ትምህርት ቤቱ በሀብት/ንብረት አጠቃቀም ወሳኔ ላይ በሚሰጡ ወሳኔዎች የሀብረተሰቡን ተሳትፎ ያረጋግጣል።	1	2	3	4	5
4	ትምህርት ቤቱ በሀብት ማመንጨት ላይ የሀብረተሰቡን ተሳትፎ	1	2	3	4	5
5	ትምህርት ቤቱ ጠቃሚ እቃዎችን/ንብረቶችን በማስገባት የማስተማር ስራውን እያሻሻለ ይገኛል።	1	2	3	4	5
6	ትምህርት ቤቱ የማሻሻያ መርሃግብሩን ለመደገም የተመደበለትን ገንዘብ መጠቀም አልቻለም።	1	2	3	4	5
7	ወላጆች ለትምህርት ቤቱ ሀብት ማፈላለግ ጉዳዮች ላይ ተሳትፈዋል።	1	2	3	4	5
8	የትምህርት ቤቱ ወሳኔ የሚወስነው ወላጆች በተሳተፉበት ነው።	1	2	3	4	5
9	የወላጅ መምህራን ሀብረቱ የትምህርት ቤቱን መርሃ ግብር ጥራት በየወቅቱ ይከልሳል።	1	2	3	4	5
10	ትምህርት ቤቱ ግልፅ የሆነ/የማያሻማ የትምህርት ጥራት ማሻሻያ አቅድ የለውም።	1	2	3	4	5

<i>የትምህርት ቤት ዕቅድና አመራር</i>						
1	ትምህርት ቤቱ የተሻሻለ የማቀድ አቅም አለው።	1	2	3	4	5
2	ትምህርት ቤቱ የተሻሻለ የማስተዳደር አቅም ያንሰዋል።	1	2	3	4	5
3	የትምህርት ቤቱን የማስተዳደር አቅም ለማግኘት ስልጠናዎች	1	2	3	4	5
4	የትምህርት ቤቱ አመራር ትምህርት ቤት እንዴት መተዳደር እንዳለበት ግልፅ/የማያሻማ ሀሳብ አለው።	1	2	3	4	5
5	ውሳኔዎች የሚወሰኑት በቂና ትክክለኛ የሆኑ መረጃዎችን መሰረት በማድረግ ነው።	1	2	3	4	5
6	ውሳኔዎች የሚወሰኑት በቂ የስታፍ አባላት በሌሉበት ነው።	1	2	3	4	5
7	የትምህርት ቤቱ አመራር የተላለፉ ውሳኔዎች መፈፀማቸውን ያረጋግጣል።	1	2	3	4	5
8	የትምህርት ቤቱ አመራር የመማርና የባህሪ ችግሮች ላሉባቸው ተማሪዎች የምክር አገልግሎት የሚሰጥበት ስርዓት ዘርግቷል።	1	2	3	4	5
9	የትምህርት ቤቱ አመራር ስለተማሪዎች ለውጥ/መሻሻል የሚያሳይ መረጃ በመምህራን ክትትል እንዲዘጋጅ ያደርጋል።	1	2	3	4	5
10	የትምህርት ቤቱ አመራር የሰራተኞቹን ችግሮች ቸል ይላል።	1	2	3	4	5
<i>ተከታታይ መያዣ ማሻሻያ</i>						
1	እኛ መምህራን ተሙማ የምንሳተፈው እርስ በርስ በመረዳዳትና በማቀድ ነው።	1	2	3	4	5
2	መምህራን ተለይተው ለሚታወቁ ፍላጎቶቻቸው ትኩረት ይሰጣሉ።	1	2	3	4	5
3	የተሙማ ግቦችና ተግባራት የሚወሰኑት በትምህርት ቤቱ ፍላጎት ነው።	1	2	3	4	5
4	መምህራን ለሚጠይቁት ጥያቄ ተሙማ ድጋፍና እገዛ ያደርጋል።	1	2	3	4	5
5	ተሙማ የሁሉንም ተማሪዎች የመማር ምርጫ/ፍላጎት እንድንረዳና ምላሽ እንድንሰጥ አስችሎናል።	1	2	3	4	5
6	የተሙማ ማኑዋሎችና ማቴሪያሎች በቂ አቅርቦት አለ።	1	2	3	4	5
7	በፖርቲፎሊዮ አስፈላጊነት፣ ይዘትና ቅርፅ ላይ ግልፅ መመሪያዎች አሉ።	1	2	3	4	5
8	በተሙማ እቅድ ውስጥ ያስቀመጥሁት የእኔን ፍላጎት ነው።	1	2	3	4	5
9	የትምህርት ቤቱ መምህራን መልካም ተሞክሮዎችን በመድረክ	1	2	3	4	5
10	እኔ የተግባር-ተኮር ምርምር/action research/ አደርጋለሁ።	1	2	3	4	5
<i>የመማር ማስተማር ሂደት (ፕላን ለሚጠቀሙ)</i>						
1	የክፍለ-ጊዜውን ዋና ዋና ነጥቦችን የማሳየው ተማሪ ተኮር የማስተማሪያ ዘዴ በመጠቀም ነው።	1	2	3	4	5
2	ተማሪዎች ለዕለቱ ትምህርት ዝግጁ መሆናቸውን ብዙ ጊዜ አረጋግጣለሁ።	1	2	3	4	5
3	ተማሪዎች በመማር ማስተማር ሂደቱ ውስጥ ንቁ ተሳትፎ እያደረጉ መሆን አለመሆናቸውን ለማረጋገጥ በክፍሉ ውስጥ እየዞርሁ አያለሁ።	1	2	3	4	5
4	የፕላን ለትምህርት ሲሰጥ ብዙ ጊዜ ጥያቄ አልጠይቅም።	1	2	3	4	5

5	ተማሪዎች የክፍለ-ጊዜውን ስራ የጥላዝማ መምህሩ ባዘዘው መሰረት እንዲሰሩ ድጋፍ አደርጋለሁ።	1	2	3	4	5
6	ብዙውን ጊዜ የጥላዝማ መምህሩ እያስተማረ ተማሪዎች ለሚጠይቋቸው ጥያቄዎች መልስ እሰጣለሁ።	1	2	3	4	5
7	የጥላዝማ ትምህርቱ እንዳለቀ ከክፍል ወጥቼ እሄዳለሁ።	1	2	3	4	5
8	ብዙ ጊዜ ተማሪዎች የክፍለ-ጊዜውን ዓላማዎች ከግብ ማድረስ አለማድረጋቸውን አረጋግጣለሁ።	1	2	3	4	5
9	ተማሪዎችን የበለጠ ለመርዳት የድጋፍ/ቴቶሪያል/ ክፍለ-ጊዜ አዘጋጃለሁ።	1	2	3	4	5
10	ብዙውን ጊዜ ተማሪዎች ጥያቄ እንዲጠይቁ ጊዜ እሰጣቸዋለሁ።	1	2	3	4	5
የመማር ማስተማር ሂደት (ጥላዝማ ለማይጠቀሙ)						
1	ዕለታዊ የማስተማሪያ እቅድን ማንም ሰው አይገመግመውም።	1	2	3	4	5
2	ብዙ ጊዜ ማስተማር ስጀምር የየክፍለ-ጊዜ አላማዎችን ተማሪዎች እንዲያውቋቸው አደርጋለሁ።	1	2	3	4	5
3	በክፍል ውስጥ ብዙ ጊዜ የተማሪዎችን ውይይት አበረታታለሁ።	1	2	3	4	5
4	ብዙ ጊዜ የምስልፍ የድምጽ መርጃ መሳሪያዎችን ውጤታማ ለሆነ መማር-ማስተማር እጠቀማለሁ።	1	2	3	4	5
5	በማስተምርበት ጊዜ የርዕሶችን ቅደም ተከተል እጠብቃለሁ።	1	2	3	4	5
6	ተማሪዎች በመማር ማስተማር ሂደቱ ውስጥ ያላቸው ተሳትፎ አናሳ ነው።	1	2	3	4	5
7	ተማሪዎች ጥያቄ ለመጠየቅ ይፈራሉ።	1	2	3	4	5
8	በየክፍለ-ጊዜው መጨረሻ ዋና ዋና ነጥቦችን አጠቃልላለሁ።	1	2	3	4	5
9	ብዙውን ጊዜ በቃል በማፍፀም ወይም ከመጽሐፍ በማንበብ አስተምራለሁ።	1	2	3	4	5
10	ክፍል ውስጥ የምጠቀምበት የማስተማሪያ ስነ-ዘዴ የተማሪዎችን ፍላጎት ያገናዘበ አይደለም።	1	2	3	4	5
ምዘና						
1	የተማሪዎችን ውጤታማነት ለመለካት የማዘጋጃቸው መመዘኛ ጥያቄዎች ከየክፍለ-ጊዜ ዓላማዎች ጋር በቀጥታ የተገናኙ ናቸው።	1	2	3	4	5
2	የማወባቸው ፈተናዎች የተለያዩ የጥያቄ አይነቶችን የያዙ ናቸው።	1	2	3	4	5
3	ተከታታይ ምዘናን በተግባር ላይ ማዋል አስቸጋሪ ነገር ነው።	1	2	3	4	5
4	ተማሪዎች ያሳዩትን የመማር ለውጥ በትክክል መመዘን አስቸጋሪ ነው።	1	2	3	4	5
5	የተማሪዎቹን የፈተና ውጤት መማር ማስተማሩን ለማሻሻል	1	2	3	4	5
6	የፈተና ውጤቶችን ቀጣይ ፈተናዎችን ለማሻሻል አልጠቀምበትም።	1	2	3	4	5
7	ተማሪዎች በፈተና ወረቀቶች ላይ እንዲማማሩ እድል እሰጣለሁ።	1	2	3	4	5
የትምህርት መሣሪያዎችና ተያያዥ ግብዓቶች						
1	በትምህርት ቤቱ የሚገኙ ቤተ-ሙከራዎች በቂ እቃ የላቸውም።	1	2	3	4	5
2	ቤተ-መጻፍቱ በቂ የማጣቀሻ መጻሕፍትን ይዟል።	1	2	3	4	5
3	በቤተ-መጻፍት ውስጥ ያሉት መጻሕፍት ከምናስተምረው ስርዓተ-ትምህርት (ክሪክለም) ጋር በቀጥታ ግንኙነት ያላቸው ናቸው።	1	2	3	4	5

4	መጻሕፍቱ በቤተ-መጻሕፍት ውስጥ በአመቺ ሁኔታ አልተደረደሩም።	1	2	3	4	5
5	የመምህራንን ሙያዊ እድገት የሚያግዙ በቂ መፅሃፍት በቤተ-መፅሃፍት ውስጥ አሉ።	1	2	3	4	5
6	ትምህርት ቤቱ የትምህርት መርጃ መሳሪያ ማዘጋጀት ማዕከል አለው።	1	2	3	4	5
7	ማዕከሉ የትምህርት መርጃ መሳሪያዎችን ለማዘጋጀት አመቺ ነው።	1	2	3	4	5
8	ትምህርት ቤቱ የመማር ማስተማር ሂደቱን ለማቀላጠፍ የሚያገለግሉ የድምጽና ምስል እቃዎች አሉት።	1	2	3	4	5
9	ማስተማሪያ መሳሪያዎችን ለማዘጋጀት መምህራን የሚያደርጉት ጥረት አነስተኛ ነው።	1	2	3	4	5
የእርካት መጠን/ደስታ						
1	ለጉዳዮች ምላሽ ለመስጠት ትምህርት ቤቱ ረጅም ጊዜ ይወስድበታል።	1	2	3	4	5
2	ብዙ ተማሪዎች በትምህርት ሰዓት ከመማሪያ ክፍል ውጭ ይቆያሉ።	1	2	3	4	5
3	ትምህርት ቤቱ በአሁኑ ወቅት በዛ ያለ የትምህርት ቁሳቁስ እያስገባ ነው።	1	2	3	4	5
4	ብዙ መምህራን በዕቃዎች ወይም መሳሪያዎች እጥረት አቤቱታ ያቀርባሉ።	1	2	3	4	5
5	በትምህርት ቤቱ ውስጥ ኢፍትሃዊ የሆነ የስራ ድልድል ይታያል።	1	2	3	4	5
6	የትምህርት ቤቱ አገልግሎት አሰጣጥ የምፈልገውን ነገር ያሟላል።	1	2	3	4	5
7	ብዙዎቹ ተማሪዎች ደስ የሚል ባህርይ አላቸው።	1	2	3	4	5
8	መምህራን ጥሩ ስራ ሲሰሩ የትምህርት ቤቱ አመራር አድናቆቱን ይገልጻል።	1	2	3	4	5
9	ትምህርት ቤቱ ያለስጋት የሚሰራበት የስራ ቦታ ነው።	1	2	3	4	5
10	ክፍል ውስጥ ሳስተምር በሚፈጠረው ድባብ ደስ እሰኝበታለሁ።	1	2	3	4	5
11	ብዙ ጊዜ ትምህርት ቤቱ ለችሎታዬ አውቅና እንዳልሰጠኝ ይሰማኛል።	1	2	3	4	5
12	የትምህርት ቤቱ የስራ ብቃት ግምገማ የሰውን ስሜት የሚሳዳ ነው።።	1	2	3	4	5
13	በዚህ ትምህርት ቤት ውስጥ መስራት ያስደስታል።	1	2	3	4	5

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ነጭግራም

የትምህርት ጥናትና ምርምር ተቋም

በተማሪዎች የሚሞላ የጽሁፍ መጠይቅ

አጠቃላይ መመሪያ፡- ይህ መጠይቅ የተዘጋጀው በትምህርት ቤታችሁ ያለውን የምዘና፣ የመማር ማስተማር ሂደት፣ የመጻሕፍት ክፍፍልና ባጠቃላይ የትምህርት ቤቱን የአገልግሎቶች ጥራት ስለሚሰጣችሁ የእርካታ መጠን ለማወቅ ነው። እያንዳንዱ ጥያቄ የአንተን/የአንቺን አመለካከት ማስፈር የሚጠይቁ ሲሆን ትክክል ወይንም ስህተት የሚባል መልስ አይኖርም። መልሶቻችሁ ከላይ ከተገለጸው ዓላማ ዉጪ ለምንም አይነት አገልግሎት አይወሉም። ስለዚህ ለጥያቄዎቹ ቀጥተኛና ትክክለኛ መልስ ትሰጡ ዘንድ በማክበር ትጠየቃላችሁ።

ስለትብብራችሁ አስቀድመን እናመሰግናለን!

መግቢያ፡- ይህ የጽሁፍ መጠይቅ ሁለት ክፍሎች አሉት። የመጀመሪያው ክፍል መሰረታዊ መረጃን የሚመለከት ሲሆን ሁለተኛው ክፍል ደግሞ በትምህርት ቤቱ የሚሰጡትን የአገልግሎቶች ጥራት የሚለኩ ጥያቄዎችን የያዘ ነው።

ክፍል አንድ፡- መሰረታዊ መረጃ

መመሪያ፡- ከዚህ በታች የተዘረዘሩት ጥያቄዎች የየግላችሁን መሰረታዊ መረጃ ይጠይቃሉ። ስለሆነም ጥያቄዎቹን በጥሞና አንብባችሁ ከተረዳችሁ በኋላ ተገቢውን ምላሽ ትሰጡ ዘንድ በትህትና ትጠየቃላችሁ።

1. የትምህርት ቤቱ ስም፡- _____
2. የክፍል ደረጃ፡- _____
3. አንድ መጽሐፍ ለስንት እንደሚደርሳችሁ በተገቢው ረድፍ የ"[√]" ምልክት በማድረግ አሳዩ።

ድርሻ/የት.ዓይነት	እንግሊዝኛ	ሂሳብ	ፊዚክስ	ኬሚስትሪ	ባዮሎጂ	ጂኦግራፊ	ታሪክ	ሲቪክስ	አማርኛ
1 ለ 1									
1 ለ 2									
1 ለ 3									
1 ለ 4									
1 ለ ≥ 5									

ክፍል ሁለት፡- ዋና ጥያቄዎች

ይህ የመጠይቅ ክፍል የትምህርት ቤቱን የአገልገሎት አሰጣጥ የጥራት መጠን በተመለከተ የተማሪዎችን ግንዛቤ ለመገምገም ነው። ስለዚህ ጥያቄዎችን በጥሞና በማንበብ ክታች በተሰጠው ምርጫ መሰረት እውነተኛውን ምርጫችሁን ቁጥሮችን በማክበብ አመልክቱ።

1= በሚገባ እስማማለሁ	2=እስማማለሁ	3=እርግጠኛ አይደለሁም	4=አልስማማም	5=ፈፅሞ አልስማማም
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ምሳሌ፡- ምርጫችሁ አልስማማም ከሆነ '4'ን እንደሚከተለው ያክብቡ።

ተ.ቁ	ጥያቄ	ምላሽ				
		1	2	3	4	5
1	ብዙ መምህራን እንደተቀጠሩ ወዲያውኑ ትምህርት ቤቱን				4	

ተ.ቁ	ጥያቄዎች	ምላሾች				
		1	2	3	4	5
የመማር ማስተማር ሂደት						
1	አብዛኛውን ጊዜ ትምህርት ሲጀመር ከየእለቱ ትምህርት በኋላ ምን እንደሚጠበቅብኝ አውቃለሁ።					
2	የብዙዎቹ መምህራን የትምህርት አቀራረብ ከትምህርቱ መጀመሪያ እስከ መጨረሻ ድረስ ትኩረት ሳቢ ነው።					
3	አብዛኛውን ጊዜ የትምህርቱ ይዘት እንዲገባን ተደርጎ በመጠን በመጠኑ					
4	መምህራን ሲያስተምሩ ምሳሌ የሚጠቀሙት አልፎ አልፎ ነው።					
5	በክፍል ውስጥ በምናደርገው ትምህርት በንቃት እሳተፋለሁ።					
6	የብዙ መምህራን ጥቁር ሰሌዳ አጠቃቀም ግድየለሽነት ይታይበታል።					
7	ብዙ መምህራን የተማሪዎችን የክፍል ውስጥ ተሳትፎ ያበረታታሉ።					
8	በክፍሉ-ጊዜው ብዙውን ጊዜ የሚናገሩት መምህራን ናቸው።					
9	በአብዛኛው ክፍሉ-ጊዜ የትምህርቱን ዋና ዋና ነጥቦች መለየት ይቸግራል።					
10	በክፍል ውስጥ መምህር ሲያስተምር አብዛኛውን ጊዜ እሰለቻለሁ።					
11	በየክፍሉ-ጊዜው መጨረሻ ብዙ መምህራን ዋና ዋና ነጥቦችን ያጠቃልላሉ።					
12	ብዙ መምህራን ለማስተማር የሚሞክሩት ነገር ከእኔ የመማር ችሎታ በላይ ነው።					
13	መምህራን ክፍል የማይገቡበት ጊዜ ጥቂት ነው።					
14	ብዙ መምህራን ማስተማር ከመጀመራቸው በፊት ስለትምህርቱ ርዕስ የምናውቀውን ይጠይቃሉ።					
15	አብዛኞቹ መምህራን ስለሚያስተምሩት ትምህርት በቂ አውቀት አላቸው።					
ምዘና						
1	ብዙ ፈተናዎች ክፍል ውስጥ ከተማርነው ጋር ግንኙነት የሌላቸው ጥያቄዎችን ይዘው ይመጣሉ።					
2	ብዙዎች የፈተና ጥያቄዎች ግልፅ ናቸው።					

3	ብዙ መምህራን እንደ የፈተና አይነት (ለምሳሌ ወይ ምርጫ ብቻ፣ ወይም ዳሽመ-ላ ብቻ፣ ወይም ዓፍ ብቻ፣ ወይም አዛምድ ብቻ ወዘተ) ፈተና ላይ	1	2	3	4	5
4	ብዙዎች መምህራን ፈተናዎቻችንን አርመው ሲመልሱ በጥያቄዎች ላይ እንወያይባቸዋለን።	1	2	3	4	5
5	በአብዛኞቹ ፈተናዎች ውስጥ የተካተቱት ጥያቄዎች የተማርሁትን በትክክል የሚለኩ አይደሉም።	1	2	3	4	5
6	አብዛኞቹ መምህራን ተከታታይ ምዘና ይጠቀማሉ።	1	2	3	4	5
7	ከግማሽ በታች ያመጡ ተማሪዎችን አብዛኞቹ መምህራን ደግመው ያስተምራሉ።	1	2	3	4	5
የትምህርት መሳሪያዎችና ተያያዥ ግብዓቶች						
1	ብዙውን ጊዜ የምፈልጋቸውን መጻሕፍት ቤተ-መጻሕፍት ውስጥ አገኛቸዋለሁ።	1	2	3	4	5
2	ቤተ-መጻሕፍቱ ብዙ ተማሪዎችን ለማስተናገድ የሚያስችል በቂ ቦታ የለውም።	1	2	3	4	5
3	ትምህርት ቤቱ የቤተ-ሙከራ እቃዎች በበቂ መጠን አሉት።	1	2	3	4	5
4	ተማሪዎች በትምህርት ቤት ውስጥ ያሉትን የመማርያ እቃዎች ለመጠቀም ነፃነት የላቸውም።	1	2	3	4	5
5	እኛ የተሻለ እንድንማር መምህራን የትምህርት መርጃ መሳሪያ ይጠቀማሉ።	1	2	3	4	5
6	ብዙዎች የመማሪያ ክፍሎች የትምህርት መርጃ መሳሪያዎች እጥረት አለባቸው።	1	2	3	4	5
7	ትምህርት ቤቱ የኢንተርኔት አገልግሎት አመቻችቶልናል።	1	2	3	4	5
የእርካታ መጠን						
1	በፈተና ወጤት አሰጣጥ ላይ አድሎ ይታያል።	1	2	3	4	5
2	በትምህርት ቤታችን የምዘና ስርዓት ደስተኛ ነኝ።	1	2	3	4	5
3	በዚህ ትምህርት ቤት በመማሪያ ክፍሉ ይሰማኛል።	1	2	3	4	5
4	በትምህርት ቤታችን ውስጥ ያሉ እቃዎች ደረጃ/ጥራት ዝቅተኛ ነው።	1	2	3	4	5
5	በትምህርት ቤቱ ውስጥ ያሉ እቃዎች ለአጠቃቀም ምቹ ናቸው።	1	2	3	4	5
6	ብዙዎቹ መምህራን ክፍል ውስጥ ለምፈልገው ነገር ምላሽ አይሰጡም።	1	2	3	4	5
7	የትምህርት ቤቱ አገልግሎት አሰጣጥ የእኔን ፍላጎት የሚያሟላ ነው።	1	2	3	4	5
8	ክፍል ውስጥ ስማር ደስ እያለኝ ነው የምማረው።	1	2	3	4	5
9	ትምህርት ቤቱ ጥሩ ባህርይ ያላቸውን ተማሪዎች ያበረታታል።	1	2	3	4	5
10	በዚህ ትምህርት ቤት መማር የሚያበረታታ ነገር ነው።	1	2	3	4	5

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ፕሮግራም

የትምህርት ጥናትና ምርምር ተቋም

ለመምህራንና ርዕሳነ-መምህራን የሚቀርብ ቃለ-መጠይቅ

መግቢያ፡- በቃሉ ታደሰ እባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ በጥናትና ምርምር ተቋም ተማሪ ነኝ። በዚህ ቃለ-መጠይቅ ለመሳታፍ ፈቃደኛ በመሆንዎ አመሰግናለሁ።

አጠቃላይ መመሪያ፡ ይህ መጠይቅ የተዘጋጀው የትምህርት ቤታችሁን የትምህርት ጥራት ደረጃ ለማወቅ ነው። በመጠይቁ ውስጥ የተካተቱት ሁሉም ጥያቄዎች ጥቅል ሀሳብ የያዙ ሲሆን የተካተቱትም በወይይቱ ጊዜ ሃሳብዎንና የትምህርት ጥራትን አስመልክቶ ስለትምህርት ቤቱ የምታወቀውን እንድንነጋገር ታስበው ነው። ስለሆነም ስለትምህርት ቤቱ የትምህርት ጥራት በነፃነት እንወያያለን። ይህን ቃለ መጠይቅ ያዘጋጀሁት በትምህርት ቤቱ ያለውን የትምህርት ጥራት እንቅስቃሴ ለማወቅ ነው። በቃለ መጠይቁ ለመሳተፍ ፈቃደኛ ከሆንህ በወይይቶቻችን መካከል የሚፈልቁ መረጃዎችን እንድይዝ ፈቃድህን እንድታረጋግጥልኝ እፈልጋለሁ። እኔም የዚህ ወይይት ነጥቦች ለጥናቱ ብቻ ድንደሚወሉና በምስጢር እንደሚያዙ ላረጋግጥልህ እወዳለሁ።

ጊዜህን አጥፍተህ ከእኔ ጋር ይህንን ወይይት በማድረግህ አስቀድሜ ላመሰግንህ እወዳለሁ።

የወይይት አቅጣጫ ማስያዣ ጥያቄዎች

1. ስለአንተ አጠቃላይ ሁኔታና በተለይም ደግሞ በትምህርት ቤቱ ውስጥ የትምህርት ጥራትን ለማሻሻል ያለህን ሚና ብትገልፅልኝ?
2. ትምህርት ቤቱ የትምህርት ማሻሻያ መርሃግብሩን /ፕሮግራም/ እንዴት እያካሄደ ነው?
3. ትምህርት ቤቱ የትምህርት ጥራትን ለማሻሻል ምን እያደረገ ነው?
4. የትምህርት ቤታችሁን የትምህርት ጥራት ለማሻሻል የአጠቃላይ ትምህርት ጥራት ማሻሻያ ፕሮግራም ምን ያህል እያገዛችሁ ነው?
5. በአጠቃላይ የትምህርት ቤታችሁን የትምህርት ጥራት እንዴት ትገልፀዋለህ?
6. ትምህርት ቤቱ የአንተን ፍላጎት ምን ያህል ያሟላልኛል ብለህ ታስባለህ?

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ነገረ-ም

የትምህርት ጥናትና ምርምር ተቋም

ለወመህ የሚቀርብ ቃለ- መጠይቅ

መግቢያ፡- በቃሉ ታደሰ እባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ በጥናትና ምርምር ተቋም ተማሪ ነኝ። በዚህ ቃለ-መጠይቅ ለመሳታና ፈቃደኛ በመሆንዎ አመሰግናለሁ።

አጠቃላይ መመሪያ፡ ይህ መጠይቅ የተዘጋጀው የትምህርት ቤታችሁን የነፍስ ወከፍ ገንዘብ አጠቃቀም ለማወቅ ነው። ስለሆነም ስለትምህርት ቤቱ የነፍስ ወከፍ ገንዘብ አጠቃቀም በነፃነት እንወያያለን። በቃለ መጠይቁ ለመሳተፍ ፈቃደኛ ከሆንህ በወይይቶቻችን መካከል የሚፈልቁ መረጃዎችን እንድይዝ ፈቃድህን እንድታረጋግጥልኝ እፈልጋለሁ። እኔም የዚህ ወይይት ነጥቦች ለጥናቱ ብቻ ድንደሚወሉና በምስጢር እንደሚያዙ ላረጋግጥልህ እወዳለሁ።

ጊዜህን አጥፍተህ ከእኔ ጋር ይህንን ወይይት በማድረግህ አስቀድሜ ላመሰግንህ እወዳለሁ።

የቃለ መጠይቅ ጥያቄዎች

1. ወመህ የነፍስ ወከፍ ገንዘብ አጠቃቀም በተመለከተ የማህበረሰብ ግንዛቤ ማስጨበጫ መድረክ አቅዷል? ተግባራዊ?
2. ከተገበረ በስተቀር ላይ የለፍስ ወከፍ ገንዘብ አጠቃቀም ተዋወቋል? የትምህርት ማሻሻያ መርኢ ግብርስ? ህብረተሰቡን ነፍስ ወከፍ ገንዘቡን የሚጠቀምባቸውን ጉዳዮች በወይይት ለይቷል?
3. ወመህ የሚከተሉትን መዛግብት ይዟል?
 - 3.1. ቃለ ጉባዔ?
 - 3.2. የነፍስ ወከፍ መመዝገቢያ ፋይል?
 - 3.3. የነፍስ ወከፍ ገንዘብ አጠቃቀም ማሳወቂያ ቦርድ?
 - 3.4. የነፍስ ወከፍ ገንዘብ መመዝገቢያ መዝገብ?
4. ወመህ የነፍስ ወከፍ ገንዘብ ተቀብሏል?
5. ወመህ የትምህርት ቤት ማሻሻያ መርሃ ግብሩን የሚተገብረው እንዴት ነው?
6. ወመህ የትምህርት ቤት ቁጥጥሩን ለማከናወን ተወያይቷል?
7. ወመህ የሩብ የነፍስ ወከፍ ገንዘብ አጠቃቀም መዝገብና ማስረጃዎች ለወረዳ ገንዘብና ኢኮኖሚ ልማት ቢሮ ያቀርባል?
8. ወመህ የገንዘብ አጠቃቀም አጠቃላይ ሪፖርት ለማህበረሰቡ ያሳውቃል? ከማህበረሰቡ አስተያየት ይሰበስባል?