

**THE IMPLEMENTATION OF SCHOOL IMPROVEMENT
PROGRAM IN KOKEBE TSIBAH AND WONDYRAD
PREPARATORY SCHOOLS**

RAHEL ASHAGRE

**A THESIS SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND
TEACHERS PROFESSIONAL DEVELOPMENT STUDIES PRESENTED IN THE
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS (CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT)**

ADDIS ABABA UNIVERSITY

ADDIS ABABA, ETHIOPIA

July, 2014

Addis Ababa

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

This is to certify that the thesis prepared by Rahel Ashagre, entitled: The Implementation of School Improvement Program the case of Kokebe Tsibah and Wondyrad Preparatory schools and submitted in partial fulfillment of the requirements for the degree of Master of Arts(Curriculum and Teacher Professional Development Studies) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

Signed by Examining Committee

Examiner _____ Signature _____ Date _____

Examiner _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Chairman of Department or Graduate Program Coordinator

ACKNOWLEDGEMENT

My heartfelt thanks go to my Advisor Dr. Woube Kassaye for his valuable scholarly advice patience encouragement. I am also indebted to my friend Mr. Alem Abraham for his continual support. I am also thank full to my mother W/o Kassech Tefera for her sympathetic encouragement. I am also gratitude miss Frehiwot Bahru for her cooperation in typing.

Table of Contents

	Page
Acknowledgment.....	I
Table of Contents.....	II
Abstract.....	V
List of Table.....	VI
List of Figures.....	IX
Acronyms and Abbreviations.....	X

CHAPTER ONE

1. Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	2
1.3 Objectives of the Study.....	3
1.4 Research Questions.....	3
1.5 Significance of the Study.....	3
1.6 Delimitation of the Study.....	4

CHAPTER TWO

2. Review of Related Literature.....	5
2.1 The Concept of School Improvement.....	5
2.2 Rationales and Objectives of School Improvement Program.....	6
2.3 Guiding Principles for SIP.....	6
2.4 School Improvement Planning and Strategy.....	7
2.4.1 School Improvement Planning.....	7
2.4.2 School Improvement Strategy.....	8
2.5 School Improvement Domain.....	10
2.5.1 Teaching and Learning Domain.....	11
2.5.2 Learning Environment Domain.....	12
2.5.3 School Leadership and Management Domain.....	12

2.5.4	Community Participation Domain.....	13
2.6	Partners in SIP Implementation.....	13
2.6.1	The Effects of Parents’ Involvement on Student Attitude and Behavior...14	
2.6.2	The Effects of Parents Involvement in School Governance.....	16
2.6.3	Engaging Meaningful Parent Involvement in the Schools.....	16
2.7	SIP Program in the United Kingdom.....	16
2.8	School Improvement Program in the United State of America (USA).....	17
2.9	School Improvement Program in Australia.....	17
2.10	School Improvement Program in Ethiopia.....	18

CHAPTER THREE

3.	Research Design and Methodology.....	20
3.1	Research Method.....	20
3.2	Sources of Data.....	20
3.3	Sample and Sampling Techniques.....	21
3.4	Instruments for Data Collection.....	21
3.4.1	Questionnaire.....	22
3.4.2	Interview.....	22
3.5	Procedure of Data Collection.....	23
3.6	Method of Data Analysis.....	23

CHAPTER FOUR

4.	Presentation, Analysis and Interpretation of Data.....	24
4.1	Awareness of Stakeholders on SIP.....	24
4.2	Data Obtained From Principals.....	25
4.3	The Involvement of Principals In Implementation Of SIP.....	27
4.4	The Implementation of SIP with Respect to School Domains.....	28
4.4.1	Teaching and Learning.....	29
4.4.2	Learning Environment Domain.....	31
4.4.3	Leadership and Management.....	33
4.4.4	Community Participation.....	35
4.5	Factors Challenging Implementation of SIP.....	38
4.5.1	Analysis of Qualitative Data Obtained From Principals.....	39
4.5.1.1	Obstacles Faced In the Implementation Process of SIP.....	39

4.5.2	Responses of Teachers on the Four Domains.....	50
4.5.3	Involvement of Teachers in Leadership and Management Domain.....	54
4.5.4	Factors Challenging the Implementation of SIP.....	56
4.6	Analysis of Qualitative Data Obtained from Teachers.....	63
4.6.1	Obstacles Faced in the Implementation Process of SIP.....	63
4.6.2	Solutions Suggested.....	63
4.7	Data Obtained from Members of Students Councils.....	63
4.8	Community Involvement Domain.....	70
4.8.1	Responses of Members of Students Councils on.....	72
4.9	Analysis of Qualitative Data Obtained from Members of Students Councils.....	74
4.9.1	Obstacles Faced In the Implementation Process of SIP.....	74
4.9.2	Solution Suggested.....	74
4.10	Analysis of Qualitative Data Obtained From Members of School Improvement Program Committee.....	93
4.10.1	Obstacles Faced.....	93
4.10.2	Solution Suggested.....	93
4.11	Analysis of Qualitative Data Obtained From Members of Parents Teacher Association.....	104
4.11.1	Obstacles Faced in the implementation process of SIP.....	104
4.11.2	Solution Suggested.....	104
4.12	Qualitative Data about School Domains.....	104
4.12.1	Teaching and Learning.....	104
4.12.2	Learning Environment.....	105
4.12.3	Leadership and Management.....	105
4.12.4	Community Involvement.....	106

CHAPTER FIVE

5.	Summary of Findings, Conclusions and Recommendations.....	108
5.1	Summary of Findings.....	108
5.2	Conclusions.....	109
5.3	Recommendations.....	110

BIBLIOGRAPHY

APPENDIX

ABSTRACT

The purpose of the study was to assess the implementation of School Improvement Program in two preparatory schools, namely, Kokebe Tsibah and Wondyrad Preparatory Schools located in Yeka Woreda. Both quantitative and qualitative methods were used. Questionnaires containing close ended and open ended questions were designed and distributed to five groups of stakeholders.. Interview was also conducted with the head of the Woreda Office. The stakeholders were asked varied questions on the different aspects of the school improvement program. The population of the study was 116 teachers, 10 members of School Improvement Committee, 17 members of Student Council, all available members of parent teacher association, principals of the schools and head of the Woreda Education Office. The sampling techniques used were random and availability sampling. All the principals, all available and willing teachers' members of the student SCS, PTA and SIP committee and the head of the Woreda Office were considered in the study. The data was analyzed using SPSS 20 and count. The findings revealed that there is significant lack awareness among the stakeholders, shortage of finance and materials which impedes the implementation of the program, lack of collaboration, lack of self evaluation, and teachers' resistance to the program. Based on the analysis of the data, the following conclusions were made: the awareness creating effort made by the schools was only partially successful, the involvement of stakeholders in planning and implementing of the program is not satisfactory. As for impediments, the program suffered from lack of awareness on the part of stakeholders, financial constraints, lack of materials, lack of collaboration among stakeholders lack of self evaluation, and teachers' resistance to the program. The following major recommendations were made: The concerned body should convince and motivate teachers and financial and material provision should be raised, work should be done to improve the behavior of students, political bias should be eliminated from schools.

List of Table

	Page
Table 1: Sample size and population of the study.....	21
Table 2: Awareness of Principals on SIP.....	25
Table 3: Awareness of Principals on SIP.....	26
Table 4: Involvement of principal in implementing SIP.....	27
Table 5: Responses of principals on the four domains of teaching and learning.....	30
Table 6: Learning Environment Domain.....	32
Table 7: Leadership and Management Domain.....	34
Table 8: Community Involvement Domain.....	36
Table 9: Factors that challenged the implementation of SIP.....	38
Table 10: Part I Awareness of teachers and students on SIP.....	40
Table 11: Awareness of teachers on SIP.....	42
Table 12: Part II: Involvement of Stakeholders in Planning for School improvement.....	44
Table 13: Involvement of teacher in implementing SIP.....	46
Table 14: Part III: Involvement of stakeholders in implementing SIP.....	47
Table 15: Involvement of teachers in implementing SIP.....	49
Table 16: Teaching and Learning.....	50
Table 17: Learning Environment Domain.....	51
Table 18: Leadership and Management Domain.....	54
Table 19: Factors that challenged the implementation of SIP.....	56
Table 20: Factors challenging the implementation of SIP.....	58
Table 21: Implementation of SIP based on the four domains.....	60
Table 22: Involvement of Members of Students Council in planning for school improvement.....	62
Table 23: Involvement of Members of Students council in planning for school improvement.....	64
Table 24: Involvement of members of students council in implementing SIP.....	66

Table 25: Responses of members of student’s councils on the four domains.....	68
Table 26: Community involvement Domain.....	70
Table 27: Factors impede the implementation of SIP.....	72
Table 28. Awareness of Members of School Improvement Committee.....	75
Table 29: The Involvement of School Improvement Committee in Planning for School Improvement.....	77
Table 30: The Involvement of Members of School Improvement of Committee in Implementation SIP.....	79
Table 31: Responses of members of school improvement committee on the four domains...81	
Table 32: Learning Environment Domain.....	83
Table 33: Responses of members of School improvement committee on Leaderships and Management Domain.....	86
Table 34: Community involvement domain.....	88
Table 35: Factors challenging the implementation of School improvement Program by members of School Improvement Committee.....	90
Table 36: Responses of Members of School Improvement on the four Domain.....	92
Table 37: Awareness on Parents Teacher Association.....	94
Table 38: Involvement of Parent Teachers Association in Planning.....	95
Table 39: Involvement of parents teachers association in implementation of SIP.....	97
Table 40: The involvement of PTA in Leadership and Management Domain.....	98
Table 41: Community Involvement.....	100
Table 42: Factors Challenging the Implementation of SIP by PTA.....	102

List of Figures

	Page
Figure 1: School improvement implementation cycle.....	10
Figure 2: Domain and elements of SIP.....	11

Acronyms and Abbreviations

EDPM	Educational Planning and Management
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement package
MoE	Ministry of Education
PTA	Parents Teachers Association
SC	Student Council
SIP	School Improvement Program
SPSS	Statistical Package for Social Science
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Science and Cultural Organization
WEO	Woreda Education Office
WEOH	Woreda Education office Head

CHAPTER ONE

1. Introduction

This chapter deals with statement of the problem, objectives of the study, research questions, significance of the study, significance of the study, delimitation of the study, limitation of the study

1.1 Background of the Study

Education is a process by which man transmits his experiences, new findings and values accumulated over the years in this struggle for survival and development through generations. Education is universally recognized as a form of investment in human capital, which yields economic, social, political and cultural benefit (Wood Hall, 1992).

Ethiopia faced many economical, historical and cultural impediments that have limited the quality of education for many years. Hence, it was necessary to respond to the consecutively accumulated educational problems at different levels of education related to educational system and curriculum that did not address the need and problems of the society (MoE, 2002). In addition to the short coming of the past educational system's weakness, the 1994 education and training policy gave attention to equity and access of education, restructuring the education system, changing the curriculum to increase relevance of education to the society problem making teachers training relevant and improving education management so as to improve the quality of education.

To bring efficient access to quality education, General Education Quality Improvement Package (GEIP) was introduced in 2007 in the country. The educational package consists of six sub programs; namely, curriculum improvement program, teachers development program educational leadership performance and organization improvement program SIP, civil and ethical education program and information and communication technology expansion program (MoE, 2007).

On a global scale of the current educational climate SIP initiative becomes the focus of attention and the dominant approach to educational change for enhancing quality of student achievement and attainment as well as strengthening school internal capacity for change (Hopkins, 2001:19).SIP is the outstanding strategy to ensure quality education in schools by

bringing changes in schools. Reynold (2001: 32-33) also states the developmental stage of SIP in the Western countries as follows:

The academic study of SIP has passed through a number of phases in western countries. Mid 1960s to the 1970s has emphasized on the adoption of curriculum materials. Most of the 1970s has emphasized on implementation with a combination of strategic planning and individual learning (teacher training late 1970s to mid 1980s the publication of effective school research coupled with the conduct of some major large scale school improvement project: late 1980s to the present has emphasized on managing change and actual participation in school improvement (cited in Ziszan and Williams, 2006:5).

1.2 Statement of the Problem

Quality education is described as transformation and fitness for purpose. Quality as transformation deals with the empowerment and enhancement of student that allows them to take control of themselves where as fitness to purpose is usually based on the ability of an institution to fulfill its mission or program of study to fulfill its aims (Amera, 2005).

In Ethiopia, as indicated in MoE (2007) document of SIP, the MoE education addressed for major domains to improve schools. The domains are: teaching and learning, learning environment, community participation and leadership and management.

The implementation of the SIP program demands active participation of all stakeholders, namely, teachers, students, parents and local community, supervisors, educational leaders and expertise at different levels (MoE, 2011:56).

It can be said that every program should be assessed after its implementation in order to see to what extent it was successful. Lemessa Abdi (2012) has studied the implementation of SIP in secondary schools of East Wollega Zone. He found out that the level of awareness of the students and parents on SIP's objective and their responsibility in the implementation of the program was low. However, the level of awareness of the principals and teachers on the program planning and implementation process was high and medium.

As far as my knowledge goes, no study has been conducted on the involvement of stakeholders in the implementation of SIP in Kokebe Tsibah and Wondyrad Preparatory Schools. The purpose of this study is to fill this gap by making an assessment on the

involvement of stakeholders in SIP in Kokebe Tsibah and Wondyrad Secondary Schools (preparatory level).

1.3 Objectives of the Study

In Ethiopia, many educational strategies and programs were designed and implemented in primary and secondary schools to improve the quality of education. One of them is the current program referred to as SIP which is expected to improve students' learning and learning outcomes. Thus, the general objective of this study is to assess the implementation of SIP in Kokebe Tsibah and Wondyrad Preparatory Schools.

The specific objectives of the study are:

1. To identify the level of awareness of principals', teachers, students, parents and other stakeholders have on SIP,
2. To assess the involvement of stakeholders in planning and implementation of SIP,
3. To assess the level of implementation of SIP to achieve its objectives,
4. To identify the major factors that hampered the implementation of SIP and
5. To identify the possible solutions for the implementation of SIP.

1.4 Research Questions

The following basic questions were formulated to be answered at the end of the study:

1. What is the level of awareness that teachers. Principals and students have on SIP.
2. To what extent have stakeholders involved in planning and implementation of SIP in the secondary schools?
3. How far was SIP implemented to achieve its objectives in the preparatory schools?
4. What are the major factors that hindered the implementation of SIP in the preparatory schools?
5. What are the possible solutions to solve the problems that affected the implementation of SIP in the preparatory schools?

1.5 Significance of the Study

The study is hoped to bring out the following useful information pertaining to the implementation of the program:

- It will provide information for teachers, students, parents ,and educational leaders at different levels on how SIP implementation is going in preparatory schools of the schools in question;
- It would encourage school principals, supervisors, teachers, students, parents and educational experts to increase their participation and performance in the implementation of SIP.
- It would give valuable information to enhance community participation in the schools' program.
- It would encourage preparatory schools to create conducive and better learning environment.

1.6 Delimitation of the Study

This study focused on the involvement of stakeholders (principals, teachers, members of SIP committee and PTA as well as SCS) in planning and implementing the program, their awareness pertaining to the program, the extent to which SIP was implemented as regards the four domains and identifying the factors that hindered.

CHAPTER TWO

2. Review of Related Literature

This part of the study deals with review of related literature to the problem of the study. It discusses issues related to SIP in general, objectives of SIP, SIP in Ethiopia, guiding principles for SIP school improvement planning and strategy school improvement Domain, partners in SIP implementation, SIP program in the United Kingdom, school improvement program in the United State of America and school improvement program in Austria.

2.1 The Concept of School Improvement

In current climate, it is unreasonable for schools to decide to ignore approaches that bring change in schools. These days, school improvement is more recognized as an important process and has become the dominant approach to educational change which helps to enhance quality of students' learning and strengthen schools' capacity for change (Hopkins, 2002:55). School improvement is about strategies for improving the school's capacity for providing quality education by focusing on pupils learning.

Gray (2001:10) cited in Zijian and Williams (2006:4) stated that school improvement is the process of improving the way that schools organize, promote and support learning. It includes changing aims, expectations, organization (sometimes people), and ways of learning and methods of teaching and organizational culture.

There are literatures that describe school improvement in terms of raising students' achievement by focusing on the quality of teaching and learning in classrooms and the management arrangements that support it. In relation to this, (2001:17) states school improvement as an approach to educational change that focuses on enhancing students achievement within the school to support teaching and learning or strengthen schools capacity for improvement.

This shows that school improvement is an approach to educational change concerned with school process as well as student out comes and it is about enhancing teaching and learning as well as the conditions that support it. School improvement is also stated as a concept that focuses on increasing the academic performance of students by conducting self evaluation on various school domains regarding the current situation of schools and by improving inputs and teaching process (MoE, 2007).

2.2 Rationales and Objectives of School Improvement Program

SIP is necessary for schools to provide quality education by improving the conditions under which teaching learning takes place. The only way that school can survive and enhance quality in an era of change is through the SIP (Hopking et al 1994). The main focus of SIP in Ethiopia is to enhance the student achievement by improving the student learning and other conditions associated with in (MoE, 2007:8). The document also points out that the need for SIP is to make schools accountable for parents, community and government to develop the responsibility and accountability of educational personnel's working at different level of the education system.

According to Sathyabalan (2004:3), school improvement program aims to support schools in addressing the following key areas:

- Ensuring teachers are competent and motivated,
- Promoting active learning methods supported by appropriate teaching and learning aids,
- Promoting the active participation of children and parents in school governance,
- Ensuring a safe, sound and effective learning environment and
- Ensuring empowered and supportive school leaders.

The author underlines that each of these areas is equally important, if any are weak, the strength and therefore the success of the whole will be affected.

2.3 Guiding Principles for SIP

It is vital to recognize and use the guiding principles that help schools in planning for SIP and implementing the plan.

Hopkin (2001:16) suggested some basic principles that serve as a base for the development of the current comprehensive approach to school improvement process which involves achievement focused, strategic and systematic. In addition to this, Hopkins (2002:178) lists the following key principles of school improvement at the outset of improving the quality of education for all:

- School improvement is a process that focuses on enhancing the quality of students' learning.

- The vision of the school should be one which embraces all members of the school community as both learners and contributors.
- The school will secure its internal priorities through adapting external pressures for change and in doing so enhance its capacity for managing changes.
- The school should use data obtained through action research and enquiry to inform and drive forward the efforts made to improve and
- The school will seek to develop structures and create conditions that encourage collaboration that lead to the empowerment of students and teachers.

On the other hand MoE (2007) discusses guiding principles for planning and implementation of SIP separately. The guiding principles in planning for school improvement are: the main target for school improvement is to achieve high student outcomes, school principal is the leader of school improvement team, students and parents have adequate involvement, students and parents have adequate knowledge about school improvement. School improvement planning process is a team work that demands stakeholder's adequate understanding about the task to actively participate in it.

The implementation guidelines include: conducting evaluation, documentation and reporting activities that are connected with the national curriculum evaluation and learning capacity supervising improvement in students. Result and providing assistance as needed making sure the teachers and other staff members have developed sufficient skills in evaluation, information analysis , setting target, supervising the progress of students and identifying low academic performance in individual students level, class and subject.

2.4 School Improvement Planning and Strategy

2.4.1 School Improvement Planning

According to Ann Vanstone, et al (2000:6) school improvement planning is a process through which schools set goals for improvement and make decisions about how and when these goals will be achieved SIP is a road map that set out the change a school needs to make to improve the level of student achievement and shows how and when these changes will be made.

Involving in school improvement planning process supports and assists the teachers, pupils and parents in developing and implementing the school improvement plan. Hence, planning for improvement demands collaborative strategic problem solving, establishing vision and

mission, goal cutting, identifying objective and identify implementation strategies (Burkett 2006:18).

This shows that developing an effective improvement plan needs involvement of teacher's parents and other community members, and working together to gather and analyze information about the school and its students so that they can determine what needs to be improved in their school. Before beginning the SIP Plan, it is essential to build awareness of its importance among the various stakeholders (Ann Vanstone, etal 2000).

Once sufficient awareness has been generated within the community, it is time to conduct self assessment. In planning for school improvement self evaluation takes a vital role in to (Holly and South 1989:88). School's self evaluation is the life blood of school development, the linkage with in the developing school; the essence of collaborative inquiry, a mechanism for emerging and mobilizing the development work and the activities that provide for the integrity required by the development culture. Schools can plan and implement their SIP when they are aware of their current status with respect to the four domains based on reliable information (MOE, 2007)

In SIP, self assessment is an analysis of the schools current situation. To Gallagher (2004:10) setting informed and achievable long term strategic goals based on priorities derived from annual self assessment understanding of the agreed learning outcomes, the capable of giving focus, direction and motivation schools. Thus, school level planning for improvement can be effective when it is highly dependent upon reliable data and understood by those who will participate and benefit from it.

The area to be considered in school improvement planning is the other important issue in planning. The elements in SIP plan should be targeted to improve students' performance where teachers use curriculum delivery strategies that specifically address the needs of their students when the school environment is positive and where parents are involved in their children's' education (Ann Ranstone etal 2000:1).

2.4.2 School Improvement Strategy

Approaches to school Improvement can be varying across different schools. (2002:4) affirmed that successful school Improvement can occur only when schools apply those strategies that best fit their own context and particular development needs. The basic

assumption which can be obtained from the author explanation is that school improvement strategies will lead to cultural change through modifications of the school condition based on the school context.

According to Hopkins (2005:105) the strategies of school improvement implementation are: conducting systematical review and evaluation process; base focus of information. The SIP implementation cycle prepared by MOE is as indicated in the figure below, the figure shows, once the plan has been developed, implemented, monitored, and evaluated.

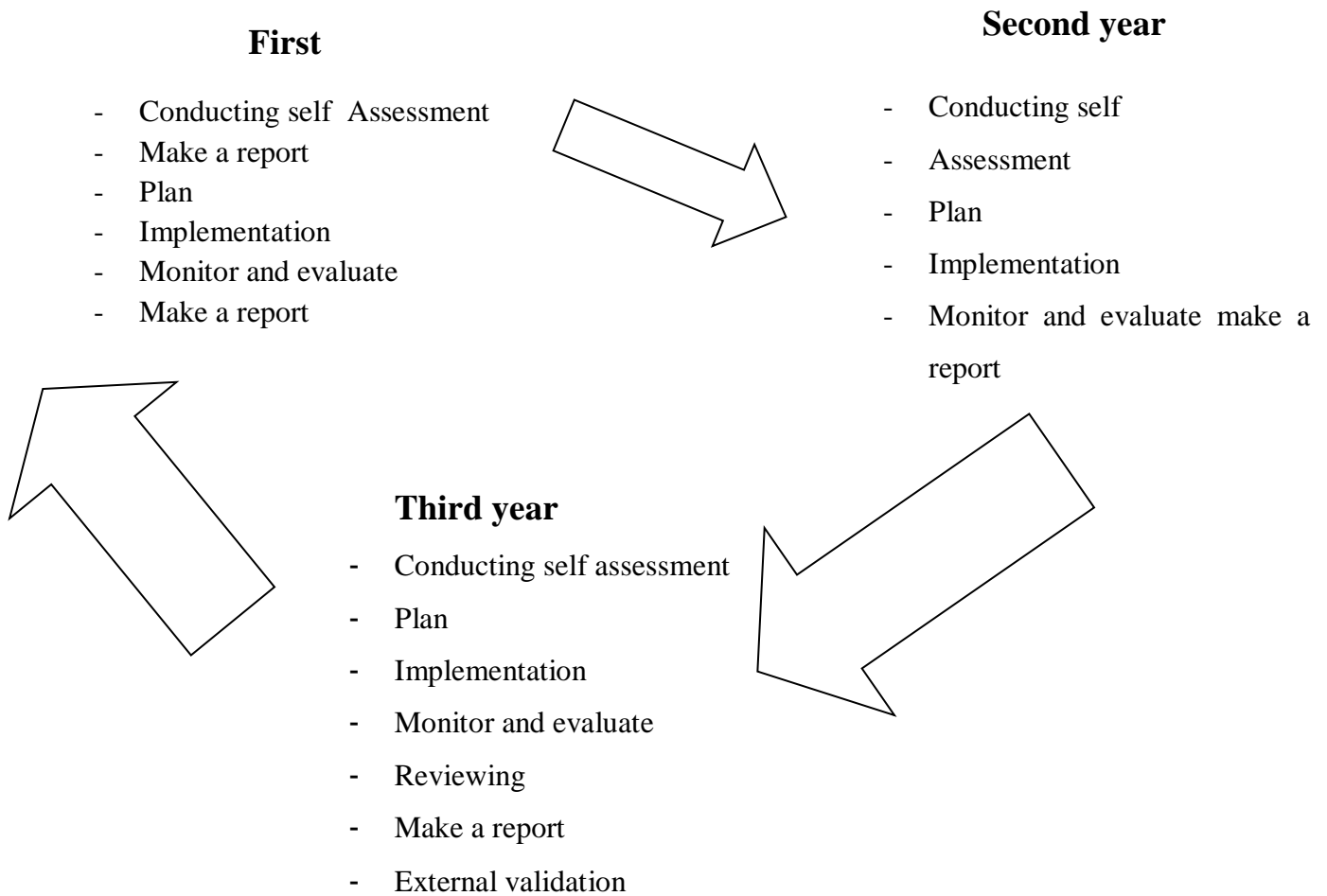
To make real change, the process needs to focus Specific priorities. All area can be addressed in only planners considered basic strategies to identify the priorities. Points that effective planners of school improvement should include:

- The necessary information is available, clear,
- Precise channel of communication exist in all directions.
- Staff at all levels are committed to the program and its goals.
- The level of planning activity is clear for those who organize it.
- The various sections of the school function as effective teams with clear objectives so that they know what is required of them and the evaluation process is built in during the planning stages, rather than (Davis and Ellison, 1992:6)

School improvement is the process whereby schools undertaken a continuous cycle of self assessment. School improvement plan of one cycle should be designed for three years. In each of these years, school have to establish a goal statement, performance targets, areas of focus implementation strategies, indicators of success time line, responsibility for implementing strategies, check points for status updates, and opportunities for revision (Ann Vanstone, et al, 2000:7).

The SIP implementation cycle prepared by MOE is as indicated in the figure below, the figure shows, once the plan has been developed, implemented, monitored and evaluated, and phases are repeated, becoming a continuous improvement cycle in which the school regularly monitors and reviews the school improvement plan as needed.

Figure 1: School Improvement Implementation cycle

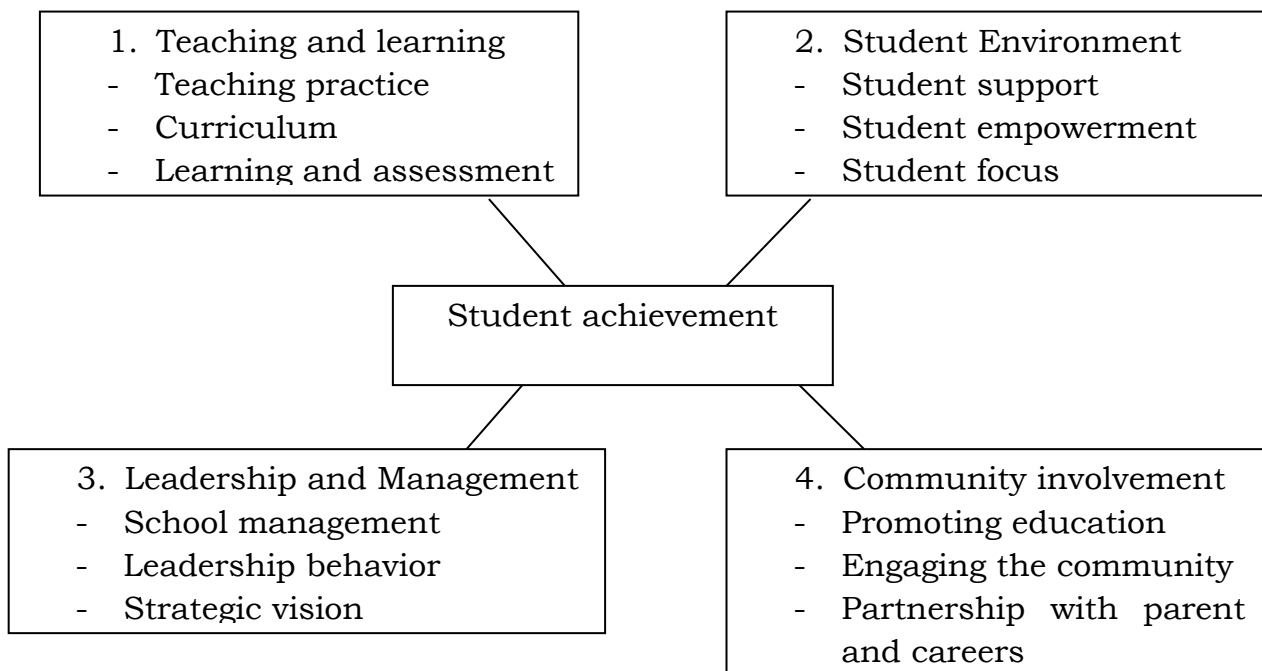


Source MoE (2007; 4)

2.5 School Improvement Domain

The main focus area of SIP is students learning and learning outcomes. High performing school support students learning through best practice across a range of elements within the four domains of schooling (Gallagher, 2004:8).

Figure 2. Domain and elements



Source MoE (2011:3) school improvement guidelines

2.5.1 Teaching and Learning Domain

Promoting the learning and achievement of pupils is the major aim of school education. Teaching is the way of achieving this. The school improvement research highlights the centrality of teaching and learning in the pursuit of sustained school improvement (Hopking et al, 1994).

Because, teaching and learning is what ultimately make a difference in the mind of the learner and affect knowledge, skills, attitudes and the capacity of pupils to contribute to contemporary societies classroom conditions are the decisive factor in teaching and learning process. Student and teaching related factors are among the major class room conditions that influence teaching and learning (Hopkins, 2002:89).

High quality learning can occur when teacher make appropriate decision about what is taught, how to engage students in meaningful experiences, and high progress will be assessed to inform future actions.

Planning is one of the key factors and the first step for effective teaching. In educational context, planning helps teachers to produce well organized class and to create conducive class

room atmosphere by reducing disciplinary problems. Moreover, planning guides the teacher to answer what, who, when, where and how questions. In relation to this, Clark and Starr (1967:6-7) have suggested strategy of teaching as follows:

The teachers first of all select the goal and set his/her direction. Next he/she must select the strategy by which to reach this goal. As part of the strategy, he/she must select the content and the general approach. Then he/she must select the materials and teaching tools to use and as he goes along, select the tactics to meet specific contingencies so as to carry out and implement the strategy. Finally he/she must select the proper instrument and techniques to evaluate and follow up what he has done.

2.5.2 Learning Environment Domain

School learning environment can be defined as the set of internal characteristics (psychological and physical) that influence both staff and students and the teaching and learning processes in school (Reynolds et al, 1996:11). So the school has to create the climate and culture in which effective teaching and learning process will happen. Unless school culture is addressed in a direct way, there is little chance to achieve school improvement.

When school environment is suitable for learning and teaching process, it contributes greatly for the quality of education (MoE, 2007: 7). So the environment should stimulate purposeful students' activity and they should allow for a depth and ranges of activities that facilitate learning.

Learning environment are made up of physical, psychosocial and service delivery elements (UNICEF, 2000). Physical learning environment or the places, in which formal learning occurs range from relatively modern and well equipped building to open air gathering places.

2.5.3 School Leadership and Management Domain

Management can be defined as the organization and mobilization of all human and material resources in a particular system. The basic function of management are planning, organization, staffing, evaluating and developing (Adesina, 1990:8). Leadership is about having vision and articulating, ordering priorities, getting others to go with you, reviewing what you are doing and holding on to things you value(Harris 2002:12).

Hence, the quality of administrative support and leadership is another critical element in school processes.

Education system need decentralized management to better serve and bring services closer to their beneficiaries: students, parents and communities. Effective leadership assume authority to not be located in the persons of the leader but can be dispersed within the school in between and among people (Harrls et al, 2005:74). Thus, effective leaders in a school are those who are able to build collaborative cultures through generating positive relationship.

This implies that effective leadership occurs when individuals have the opportunity to develop high performing work teams.

2.5.4 Community Participation Domain

Community participation has a great role in school management, planning, decision making, monitoring and evaluation of school improvement.

According to Morgan (2006:340), the World Bank (2000:2) stated that participation is a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them.

Schools are more effective and caring places when they are an integral part of the community. If a school wants to be a good and safe place, it must enhance family and community involvement with the school. This contributes to enhance academic performance, reduce disciplinary problems, higher staff morale and improved use of resources (Adelman and Taylor, 2007:11).

MoE (1998:43) listed the following basic principles of community involvement strategies in schools: several village meeting must be held in order to discuss with the villagers what their interests and problems are with the schooling of their children. A leader for any school based on community should be necessarily identified and normally it is necessary to give a real role to the parents in the day to day management of a school.

2.6 Partners in SIP Implementation

The school principal is responsible for the quality of the education provided in the school and must ensure effective school improvement processes are in place. Marsh (1988:67) described that the school principals should be leaders in school improvement activities because their position enable them to provide incentive, coordinate activities and give momentum and

direction to specific efforts. Thus, the effectiveness of SIP is depending on the competency of school principals to communicate, guide and manage human and material resources.

In educational system, there are different variables that have their own contribution from its development of all, the one which is the main input and important is the teacher who needs effective instructional support. It is meaningless to build schools and distribute educational materials without effective and efficient human power that can transmit the educational content to learners.

The schools can provide quality education for the learners by engaging a well trained and professionally developed teachers at all levels of education.

The involvement of pupils in improving conditions for school improvement is equally important as that of teacher to enhance implementation of SIP. Meaningful student's involvement includes creating awareness among students so that they can play a useful role in the success of school improvement.

Schools are more effective and caring places when they are an integral and positive part of the community. This plays out as enhanced academic performance, fewer disciplinary problems, higher staff morale and improved use of resource (Adelman and Taylor 2007:2).

The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students.

2.6.1 The Effects of Parents' Involvement on Student Attitude and Behavior

The relationship between parent involvement and achievement has also been addressed, and the effects of parent's involvement on student's outcomes other than achievement has been looked at. These include attitude toward school or toward particular subject areas, self-concept, classroom behavior, time spent on homework, expectations for one's future, absenteeism, motivation and retention.

While not as extensively researched as the parent involvement student's achievement relationship, the relationship between parent involvement and these affective outcomes

appear to be both strong and positive. All the research studies which address these areas found that parent involvement has positive effects on student's attitudes and social behavior.

As might be expected, the pattern of parent involvement shown to confer the most positive effects on students' achievement is also the most beneficial with respect to these other student outcomes. In general, active parent involvement is more beneficial than passive involvement, but passive forms of involvement are better than no involvement at all. As for which specific kinds of involvement in children's learning have the greatest affective benefits, not clear answer emerges from the research. Whereas direct parent involvement in instruction seems to be the single most powerful approach for fostering achievement benefits, all of the active forms of parent involvement seem more or less equally effective in bringing about improvement in students' attitudes and behaviors.

Although the main focus of this report is the effect of parent involvement on student's outcomes, it is certainly worth noting that research reveals many benefits for school systems and for parents themselves when parents become involved in their children's learning. School personnel benefit from the improved rapport that generally accompanies increased parent involvement. This rapport is often expressed in parents' increased willingness to support schools with their labor and resources during fundraising activities or special projects. And certainly, the many ways in which parent involvement benefits students' achievement, attitudes and behavior have a positive impact on school staff.

The research also reveals that improved parent attitudes toward the school and improved parent self concepts characteristically result when parent become involved in their children's learning. Parents often begin their participation doubting that their involvement can make a difference, and they are generally very gratified to discover what an important contribution they are able to make. In this connection, it is important for school people and parents to be aware that parent involvement supports students' learning, behavior and attitudes regardless of factors such as parents' income, educational level, and whether or not parents are employed. That is, the involvement of parent who are well-educated, well to do, or have larger amounts of time to be involved has not been shown to be more beneficial than the involvement of less- advantaged parents. All parents' involvement works and works well.

2.6.2 The Effects of Parents Involvement in School Governance

What about the outcomes produced by parent involvement in school governance? The term “governance” here includes any activity which provides parents the opportunity to take part in decision making about school programs. This may include being a school board member, a participant on parent advisory committee or a local school improvement council, or an active member of the PTA. Areas in which parents may be helping to make program decision include goal setting, development and implementation of program activities, assessment, personnel decisions, and funding allocations.

2.6.3 Engaging Meaningful Parent Involvement in the Schools

Researchers have identified lack of planning and lack of mutual understanding as the two great barriers to effective parental involvement. School staff wishing to the institution to see effective programs need to be both open-minded and well organized in their approach to engaging parent participant.

2.7 SIP Program in the United Kingdom

Publication on schools effectiveness and later of school improvement have been demonstrated since 1979 in Britain and much of the English- speaking world (Hargreaves, 2001). In united kingdom, the question of how to improve student achievement has resulted in the adoption of an ambitions reform program aimed at raising standards in schools (Harris, 2005,8) The introductions of national literacy strategies, and information communication Technology in the curriculum were the major initiative designed to improve teaching and learning in the united kingdom. According to Hopkins (2005:148) schools improvement in England is explanations of the fate of change effort concerns that evolution of the managerial innovations of schools self- evaluation, and its successor, school development planning both of which have been championed by external agents for the good of schools in England.

Developing planning has firmly established itself as a key strategy for school improvement since 1989 in England as a means of helping schools mange the extensive national and centrally driven change agenda and to enable the school to organize what it is already doing and what it needs to do in a more purposeful and coherent way (Hopkins 2002:168) Hopkins also asserts that the school Improvement approach in England is development planning that was rooted classroom. The focus was an students learning their progress and achievement.

What was needed to improve it and how this was best supported. The school improvement plan begins with learning goals for students. A teaching for achieving them is then produced. This strategy supported by any necessary adjustments to the school's management arrangements (Hopkins, 2002:170).

In England, school improvement in 1980's tends to be practitioner oriented and a research and evidence base was not incorporated into policy working (Zijjian and Williams, 2006:13) Between 1995 and 1998, there was an increase

Commissioned research and a consequent rise in Universities involvement in the school improvement,

From 1998, there has been a trend towards an integrated relationship b/n research, policy and practice with the favoring themes; design approaches contextual specific approaches to school improvement networking teacher effectiveness, teach learning and professional learning communities.

2.8 School Improvement Program in the United State of America (USA)

The term school improvement' first came into prominence in united states of America in the 1960s with reference to federal and state programs for school improvement in specific areas such as bilingual education and since education (marsha, 1988,s)

The introduction of school improvement in the USA is connected to different issues related to curriculum issues and community movements. Lieberman (2005; 3) state curriculum reform effort, ethic right movement pressures, commitment towards "war on poverty" and money provided for a wide variety of educational programs to support equity and the improvement of school eventually cause evaluation of how. Programs for change actually mode their way into school practice that lead to give ground for the beginning of school improvement.

2.9 School Improvement Program in Australia

SIP in Australia has large extent been due to state education system initiatives. The emergence to vary different decentralized system in Vitoria in the 1980s warrants special mention (marsha, 198.13).

The authority also indicated that though school improvement has a long history in Australia, the recent initiatives is the school excellence initiative which is being on implementation since 2004.

The primary outcome of striving for school excellence in Australia is to create quality in the four domains of schooling. The domains of schooling are: learning and teaching. Leadership and management, community involvement, and student environment, as it is stated in chapter one, the SIP of Ethiopia is similar to that of Australia because the Ethiopian SIP was adopted from that of Australia (MOE, 2007).

2.10 School Improvement Program in Ethiopia

The education and training policy and its implementation document reveals the shortage in access of education to citizens and the low quality of education were among the initiatives to develop the new education and training policy (MoE, 2002).

Different documents showed that though the implementation of the policy has improved the quality of education to some extent, there is also lack of improvement at different levels.

Based on the 1994 education and training policy, the government of Ethiopia launched the first education sector development program (ESDP-I) in 1997. The main thrust of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015 (MoE, 2005:4).

Different evaluations on the implementation of ESDP disclose that Ethiopia made significant progress in education as a result of ESDP I, II, III (MoE, 2005:10). The document also points out that access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were also important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system. Challenges, however, remain in order to realize quality and internal efficiency.

It was necessary 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 in particular.

To overcome the short coming related to quality, MoE launched the general education quality improvement package in 2007 (MoE, 2007). The document consists of four major programs, teachers development program, curriculum improvement program, education leadership and organization improvement program, and school improvement program and two complementary packages; civics and ethical education and information communication technology.

School improvement program is being implemented in Ethiopia to improve quality of education, and it is adopted from the Australian school excellence. It consists of four domains and twelve elements (MoE, 2007). The program was designed by MoE with different guiding manual which were disseminated to regions, training were given for different level educational leaders and expertise and teachers.

CHAPTER THREE

3. Research Design and Methodology

This chapter deals with the research method, sources of data, sample and sampling techniques, instruments of data collection, pilot testing, procedure of data collection and method of data analysis.

3.1 Research Method

The main objective of this study was assessing the implementation of school improvement program. Both quantitative and qualitative approaches were used because mixed research method could neutralize or cancel the biases of any single method and it is used as a means for seeking convergence and integrating qualitative and qualitative data (Crewel 2009,14) The descriptive survey design was employed in this study on the ground that it was found to be helpful to obtain reliable and relevant information from a variety of groups on the actual implementation of the issue under investigation. According to Leedy and Ormrod (2005) descriptive survey involves acquiring information about one or more groups of people perhaps about their characteristics, opinion attitudes or previous experiences by asking them questions and tabulating their answers. Similarly Best and Kahan (2003) noted that descriptive research design help to describe and interpret the current condition. It is concerned with condition or relationships that exist , opinions that are held, processes that are going on, effects that are evident or friends that are developing, Therefore, the descriptive survey method was employed in this study for its importance to gather adequate and relevant data on the actual implementation of SIP in the area under investigation

In addition, in order to collect all useful data from respondents and to come up with finding, qualitative data gathering method was also used as a supplementary to the descriptive survey method so as to enrich the data obtained through questionnaires. Therefore, interview was employed in this study also opened ended questions were used in every questionnaire to obtain qualitative information from respondents.

3.2 Sources of Data

The data was gathered from different respondents who have adequate exposure to the implementation of SIP in kokebe Tsibah and Wondyrad preparatory school. The data sources

include Woreda education office head (WEOH) ,principals, teachers ,students councils (SCS) and school improvement committees (SIC) SIP related documents such as SIP guide lines SIP frame works and manuals, and plans.

3.3 Sample and Sampling Techniques

The target population of this study were teachers, students, principals, WEOHS, members of parents’ teacher associations. Yeka Woreda was selected on the basis of availability sampling. And since there are only two preparatory schools in it, the researcher decided to conduct the study on both.

Regarding respondents, 116 teachers were selected by random sampling, 10 members of school improvement committee, all 17 members of student council and all available members of PTA were considered. The principals of both schools and the head of Woreda education office were also considered.

Table 1: sample size and population of the study

S.N	Target Group	Population		Sampling from school		Sampling Technique
		Kokebe Tsibah	Wondrad	Kokebe Tsibah	Wondrad	
1	Teachers	70	56	56	60	Availability
	Principles	2	2	2	1	Availability
	Members of student council	10	7	10	7	Availability
	Members of SIP commit	6	4	4	4	Availability
	Members of PTA	7	10	5	10	Availability

3.4 Instruments for Data Collection

The study employed both quantitative and qualitative data. Both types of data were gathered by using appropriated data collection tools in order to obtain ample information from respondents. Thus, questionnaires were the major data collection tools used in this study. Interview was also the other data gathering tool employed which helped the researcher to enrich the finding.

3.4.1 Questionnaire

The questionnaires in this study were decided to be used because they are relevant to the research questions. The questionnaire included issues that helped the researcher to assess the actual activities in the schools on the issue under investigation and to suggest solutions so as to improve the implementation of the SIP. The questionnaires were administered to the five groups of respondents (preparatory school principals, teachers, members of PTA, SCS and SIP) they included both close ended and open ended questions. The questionnaires were divided into two major parts background information of the respondents and the implementation of SIP. A five point rating likert scale (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree) was employed to obtain close ended data from respondents.

The number of questions contained in the principals and members of SIP committee is 66. They contained more or less similar questions. As for the questionnaire designed for teachers, it contained 58 questions. The questionnaire designed for members of the student council consists of 39 questions. The number of questions the questionnaire designed for members of PTA is 30. The questionnaires designed for principals, members of SIP and teachers were written in English, but the ones which were designed for members of SCS and PTA were translated into Amharic. The student researcher employed questions designed by herself and she also used questionnaires designed by Lemmesa Abdi (2012) with some modification.

Of 126 questionnaires distribute to teachers, 116 were filled out and returned .Out of 4 questionnaires designed for the principals 3 were filled out. Of the 17 questionnaires designed for members of 15 were returned. As for the 10 questionnaires designed for members of SIP committee, 8 of them were filled out and returned. Of the questionnaires 17 questionnaires constructed for members of PTA 15 were returned.

3.4.2 Interview

Interview questions were used to collect data so as to get useful information from the Woreda Education Office Head about the sample schools to assure the comparability of the data obtained from questionnaires. . In this study, the instrument was mainly consists of 10 Interview questions. The interview questions were constructed in English by the student researcher.

3.5 Procedure of Data Collection

The researcher used the letter she received from Addis Ababa University Department of Curriculum and Teachers professional Development studies to approach the schools' authorities to gain permission to do the study.

Before collecting the final data, pilot testing was conducted at Lucy academy which includes a preparatory school. After the pilot testing, some modifications and clarifications were made on the data gathering tools. Then the questionnaires were distributed to the respondents with brief orientation about the purpose of the study. Interview was also conducted by adjusting the convenient time for the respondent to guarantee the meaningfulness of the information obtained from the respondents.

3.6 Method of Data Analysis

Descriptive statistics was employed in this study by using SPSS – version 20, to analyze close ended quantitative data collected through questionnaires. From the descriptive statistics, frequency counts, percentages and P-values were used as needed to analyze the data.

Qualitative data analysis method was also employed as a supplementary data analysis technique for triangulation and justification purpose. As a result, the data collected through interview and open ended questions are narrated in their respected sections.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This part of the study deals with the presentation, analysis and interpretation of the data obtained from the sample schools by using data gathering tools – questionnaire and interview to find appropriate answers to the basic questions listed in chapter one. This section of the research report is categorized into two major parts. The first part presents the characteristics of respondents where as the second part deals with the analysis and interpretation of the quantitative and qualitative data.

Accordingly, presentation and analysis was made making use of the data gathered from teachers (116 in number), principals(3), members of PTA and SCS(17),members of SIP(17) committee of the two sample preparatory schools Yeka Woreda and Head of the Educational office of the Woreda.

In order to collect data, questionnaires were distributed to the sample preparatory schools' teachers, principals, members of PTA and SCS as well as members of SIP committees of the schools in question. Interview was also used as an instrument. The questionnaires contained detailed close ended questions as well as open ended ones. From a total number of 135 questionnaires distributed to respondents 116 questionnaires were properly filled out and returned. And analysis and interpretation of the data was made based on the responses obtained from respondents.

4.1 Awareness of Stakeholders on SIP

Awareness creation in SIP implementation is the process of informing people to elevate the level of understanding on the objective of the program with intention of influencing stakeholder's attitude towards the achievement of implementing the program. Its aim is to bring different stakeholders incorporate those performers who are expected to be involved in the program implementation to raise awareness on SIP is to promote its feasibility and credibility with in the school community.

Stakeholders can effectively involve in the program planning, implementation and evaluation if only they aware of the purpose, objectives and implementation process of the program. One of the major methods to make the stake holders about the program implementation is

providing them adequate training .According to MOE, the first step in the implementation of SIP at school is providing training for stakeholders(MOE 2011:15).

4.2 Data Obtained From Principals

Table 2: Awareness of Principals on SIP

		SEX	
		Male	
		Count	Row N %
Did you receive any training on SIP?	Yes	2	66.7%
	No	1	33.3%
If yes, did you get adequate awareness on SIP from the training?	Yes	2	66.7%
Did you give training on SIP to all the stakeholders (i.e. teachers, members of student’s council and PTA)?	Yes	2	66.7%
	No	1	33.7%

The table shows that two of the principals have received training where as one of principal is responded that he didn’t receive any. Concerning adequate awareness two of them responded that they were able to get adequate awareness on SIP from the training. Whereas one principal said that he did not get adequate awareness on SIP from the training; moreover, two of the principals gave training to stake holders where as the principal of Wondyrad Preparatory School didn’t give training to any stakeholder.

Data Obtained From Principals

Table 3: Awareness of Principals on SIP

		SEX	
		Male	
		Count	Column %
Teachers have adequate awareness of the objectives of the program and its implementation processes.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	2	66.7%
	Agree	1	33.3%
	Strongly Agree	0	0.0%
Students have adequate understanding of their responsibilities in School Improvement Program.	Strongly disagree	0	0.0%
	Disagree	1	33.3%
	Undecided	1	33.3%
	Agree	1	33.0%
	Strongly Agree	0	0.0%
The school has assured the staff readiness before the commencement of the program.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	1	33.3%
	Agree	2	66.7%
	Strongly Agree	0	0.0%

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

The table shows responses regarding the extent to which respondents are aware of SIP. Two principals rated undecided, whereas one of the respondents agree with the statement. The data depict concerning the students understanding of their responsibilities in school improvement program one of the principal responded disagree where as the other one is undecided and the rest responded agreed. Moreover, regarding the assurance of the staff readiness before the commencement of the program two of the principals agree with the statement where as one of the principals is undecided about the statement.

4.3 The Involvement of Principals In Implementation Of SIP

Active participation of the stakeholders determines the success of SIP. Monitoring and Evaluation in SIP, is the continuous assessment of the program implementation in relation to agreed schedules, and of the use of inputs. It provides managers and other stakeholders with continuous feedback on implementation.

Data Obtained From Principals

Table 4: Involvement of principal in implementing SIP

		SEX	
		Male	
		Count	Row N %
The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	3	100.0%
	Strongly Agree	0	0.0%
Teachers were actively engaged in teaching and learning process in light of the objective of school improvement program.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	1	33.3%
	Strongly Agree	2	66.7%
Parents, together with local community were actively involved in creating conducive school environment.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	1	33.3%
	Agree	2	66.7%
	Strongly Agree	0	0.0%
There is a strong team work among stakeholders to implement the school improvement program.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	1	33.3%
	Agree	0	0.0%
	Strongly Agree	2	66.7.0%
Woreda and zone education offices have given professional and financial support to the school in order to encourage the implementation of the program.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	3	100.0%
	Strongly Agree	0	0.0%
The school supervisor contributed a lot in facilitating the implementation of school improvement program.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	1	33.3%
	Agree	2	66.7%
	Strongly Agree	0	0.0%

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

The table depicts the involvement of school improvement committee in coordinating monitoring and evaluation of the implementation three of principals agree with the statement this shows that there improvement of school improvement committee in school improvement program.

As it is known, the active engagement of teachers in teaching and learning in light of the objective of SIP is vital. Accordingly, the table shows that two of the principals are strongly agree on teachers actives engagement in teaching and learning imploring in light of the school improvement program and one principal is also agree with the above idea. This indicates that a there is active engagement of teachers.

As can be seen from the table, concerning the involvement of parents with local community two of the principals are agree where as one principal is undecided with the idea.

Concerning having strong team work among stake holders to implement the school improvement program two of the principals are strongly agree whereas one of the principles are strongly agree whereas one of the principal is undecided to the statement.

It is vital that getting professional and financial support to school so as to encourage the implementation of the program. Concerning professional support form worded ad zone education to school all principals are agree with the statement. This shows that there is professional support given from worked and zone education offices.

As can be seem from the table concerning the contribution of school supervisor in implementation of school improvement program tow of the principals are agree where as one of the principal is undecided.

4.4 The Implementation of SIP with Respect to School Domains

School improvement is about change that is driven by commitment to increase the learning outcomes of every student. As indicated in (MoE, 2011:5) document, the aims of SIP are achieving student's achievement, creating accountability and responsibilities in school management and decentralizing leadership and management in schools. In order to achieve these objectives, the program incorporates four school domains: teaching and learning; learning environment, school leadership and management; and community participation. Each domain consists of three elements, a total of twelve elements that are focused on different essentials that can influence students result and learning outcomes (MoE, 2011:6).

Therefore, this section deals with the implementation of the elements and activities that are identified to be implemented under the four domain of the SIP.

4.4.1 Teaching and Learning

Teaching and learning is vital instrument of education to bring about desired changes in students. The school improvement research base highlights the centrality of teaching and learning in the pursuit of sustained school improvement (Hopkins, et al, 1994) in – teaching learning process, the teacher, the learner the curriculum and other variables are organized in systematic way to attain some pre-determined goals .

Based on the research question, the questionnaires were designed to be rated by respondents using a five point rating scale (very high, high, medium, low and very low) that can represent respondents opinion the degree to which teaching and learning activities were carried out in the secondary schools of study area.

Data Obtained From Principals

Table 5: Responses of principals on the four domains of teaching and learning

		SEX	
		Male	
		Count	Row N %
The degree to which teachers take, collective responsibility for students' learning.	Very Low	0	0.0%
	Low	0	0.0%
	Medium	0	0.0%
	High	1	33.3%
	Very High	2	66.7%
The extent to which teachers identified students' achievement and give special support (Tutorial) for slow learners.	Very Low	0	0.0%
	Low	0	0.0%
	Medium	0	0.0%
	High	3	100.0%
	Very High	0	0.0%
The extent to which teachers evaluated curriculum materials (text books, teacher's guides).	Very Low	0	0.0%
	Low	1	33.3.0%
	Medium	0	0.0%
	High	0	0.0%
	Very High	2	66.7%
The extent to which the school teachers implemented continuous assessment and gave constructive feedback to students' performance.	Very Low	0	0.0%
	Low	0	0.0%
	Medium	1	33.3%
	High	2	66.7%
	Very High	0	0.0%
The degree to which action research was conducted by the school community (teachers, principals) to solve school level problems.	Very Low	1	33.7%
	Low	0	0.0%
	Medium	0	0.0%
	High	0	0.0%
	Very High	2	66.7%
The degree to which Continuous Professional Development program is implemented in the school.	Very Low	0	0.0%
	Low	0	0.0%
	Medium	0	0.0%
	High	3	100.0%
	Very High	0	0.0%
The level of teachers' participation in Continuous Professional Development program.	Very Low	0	0.0%
	Low	0	0.0%
	Medium	0	0.0%
	High	3	100.0%
	Very High	0	0.0%
The extent to which the school teachers use laboratories in teaching lessons that need it.	Very Low	0	0.0%
	Low	0	0.0%
	Medium	0	0.0%
	High	3	100.0%
	Very High	0	0.0%
The extent of advice and support given for teachers by internal supervisors.	Very Low	0	0.0%
	Low	0	0.0%
	Medium	0	0.0%
	High	3	100.0%
	Very High	0	0.0%

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

As illustrated in the table, concerning the degree to which teachers take collective responsibility for students learning the two principals believe that it is very high and one rated high. The table regarding the extent to which teacher gave special support (Tutorial) for slow learners, all the principals rated high and on items 3 the same table questions asks for the extent to which teachers evaluated the curriculum material two of the principals rated very high were as one rated low.

As it is known, the implementation of continues assessment is an important issue to facilitate the teaching learning process. Regarding this, two of the principals believe that the implementation of continuous assessment is high and one of the principal responded that it is medium.

Concerning action research conducted by schools community, teachers, principals to solve the school problem two of the principals rated very high where as one principal rated very low.

Continuous professional development helps teachers to upgrade their knowledge, and skill. Concerning the schools teachers use laboratories in teaching lessons that need it, the principals rated high. This shows that teachers uses laboratory. And concerning support given for teachers by internal supervisors, the three principles believe it is high.

4.4.2 Learning Environment Domain

The learning environment domain describes the promotion of positive and respectful relationships which are stable, well coming and inclusive. In safe and productive learning environments, students willingly engage and participate in the broad range of learning opportunities. According to Harris (2002:5) the success of any school improvement effort will ultimately depended on the context in which it takes place.

Data Obtained From Principals

Table 6: Leaning Environment Domain

		SEX	
		Male	
		Count	Row N %
There are clearly defined, consistent and mutually accepted student governing rules.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	3	100.0%
	Strongly Agree	0	0.0%
There is positive relationship among teachers.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	3	100.0%
	Strongly Agree	0	0.0%
There is positive relationship between teachers and students.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	3	100.0%
	Strongly Agree	0	0.0%
The school compound is attractive and welcoming to students.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	3	100.0%
	Strongly Agree	0	0.0%
The school compound is highly safe (teachers and students feel secure in the school)	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	1	33.3%
	Strongly Agree	2	66.7%
The school policies and expectations are well communicated and understood by teachers, students and parents.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	3	100.0%
	Strongly Agree	0	0.0%
Teaching and learning materials are adequately available in the school.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	1	33.3%
	Strongly Agree	2	66.7%
Necessary facilities (water supply, latrine, cafeteria are adequately available for teachers).	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	1	33.3%
	Strongly Agree	2	66.7%

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

As shown in the table, regarding the existence of clearly defined, consistent and mutually accepted student governing rules, three of the principals are agree. Concerning positive relationship among teachers, all principals rated agree with the statement.

The role of attractiveness of school compound is undeniable in welcoming to students. Concerning this, the three principals rated agree with the statement and also concerning school compound is highly safe among there principals two of them are strongly agree and one principal is agree with the statement. Concerning the school polices and the expectations are well communicated and understood by teachers students and parents all the principals also are agree with the statement .And regarding availability of and learning materials two principals are strongly agree and one agree concerning necessary facilities two of the respondents are strongly agree and one principal is agree.

4.4.3 Leadership and Management

Whether it is in school or any organization effective management is considered as a prerequisite for successful accomplishment of any program. Thus the success of SIP is associated with school leader practices. School leaders play on important role in promoting and sustaining charge in schools. According to MOE (2011:12) it is expected of school leaders and management to bring sustainable improvement in schools. This implies school leaders are responsible and accountable for the problems and failure of SIP implementation and it is expected of them to find solutions for the identified problems and to adapt good practices for the success of the area under investigation.

Increased participation of all stake holders in decision- making processes leads to a more collegial relationship and increased satisfaction.

Data Obtained From Principals

Table 7: Leadership and Management Domain

		SEX	
		Male	
		Count	Row N %
The extent to which teachers and students have participated in decision making and progress resource management is high.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	1	33.3%
	Strongly Agree	2	66.7%
Communicating with the school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	3	100.0%
	Strongly Agree	0	0.0%
The school leadership and management give valuable responses to the identified school improvement problems immediately.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	3	100.0%
	Strongly Agree	0	0.0%
Principals have been regularly supervising classroom instructions to give constructive feedback for teachers	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	3	100.0%
	Strongly Agree	0	0.0%

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Teachers and students should be given chance to participate in decision making in the table the extent to which teachers and students have participated in decision teaching two principals are strongly agree and one principal is agree.

It is vital that school leaders should communicate with the school community so as to facilitate the teaching learning process. Regarding communicating with the schools' community regularly also principals are agree with the statement.

The table on the school leadership and management gives valuable responses to the problems so among three principals both are agree with the statement and the table regarding principals supervision in class room all the three principals agree with the statement. The table regarding principal supervision class room shows all the principals agree with the statement.

Supervision is one of the mechanism to check whether the teaching learning process goes properly. And teachers need to be given constructive feedback. As shown in the table regarding supervision of classrooms, three principals agree with the statement. This can be an indication of doing supervision.

4.4.4 Community Participation

Community participation in schooling is considered as an integral part of recent reforms and a way to increase quality of education. As to Hopking (1994:126) in effective schools, there is evidence that success is associated with involvement that extends beyond the teaching staff. There is a positive benefit for students, including improved academic achievement, enhanced academic performance, fewer discipline problems, higher staff morale and improved use of resources. Parent's involvement in schools is therefore central to high quality of education.

Data Obtained From Principals

Table 8: Community Involvement Domain

		SEX	
		Male	
		Count	Row N %
The extent to which parents' teachers associations have contributed for the success of the school improvement program.	Very Low	0	0.0%
	Low	0	0.0%
	Medium	0	0.0%
	High	2	66.7%
	Very High	1	33.3%
The degree to which parents follow up their children and involved in their learning to improve their achievement.	Very Low	0	0.0%
	Low	1	33.3%
	Medium	0	0.0%
	High	2	66.7%
	Very High	0	0.0%
The extent to which parents with teachers discuss on students' achievement and discipline.	Very Low	0	0.0%
	Low	0	0.0%
	Medium	1	33.3%
	High	2	66.7%
	Very High	0	0.0%
The extent to which parents contributed in fund raising activities to the school.	Very Low	0	0.0%
	Low	0	0.0%
	Medium	0	0.0%
	High	2	66.7%
	Very High	1	33.3%
The degree to which parents discuss with the school leaders on teaching and learning.	Very Low	0	0.0%
	Low	0	0.0%
	Medium	0	0.0%
	High	3	100.0%
	Very High	0	0.0%

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Parents teachers association have big part for the success of the school improvement program. Accordingly, as indicated in the table, concerning the contribution of parents, teachers association for school improvements program two principals rated high and one rated very high. This indicates that there is high contribution of parents teachers association. The table shows regarding whether parents follow-up their children and are involved in their learning two of the principals rated high and one principal rated low .

The table depicts that concerning parents discussion on students achievement with teachers two of them rear high and one rated medium

As it is known that, schools use different ways of getting money among mechanism fund raising activities. Regarding the parents' contribution in fund raising activities two of the principals rated high and one read very high so one can say that contributions of parents in fund raising is high.

The table shows about the degree which parents discuss with the school leaders on teaching and learning there principals rated high.

4.5 Factors Challenging Implementation of SIP

Data Obtained From Principals

Table 9: Factors that challenged the implementation of SIP

		SEX	
		Male	
		Count	Row N %
Lack of awareness about the school improvement program among the school community	Strongly disagree	0	0.0%
	Disagree	1	33.3%
	Undecided	0	0.0%
	Agree	2	66.7%
	Strongly Agree	0	0.0%
Shortage of material and financial resources	Strongly disagree	0	0.0%
	Disagree	1	33.3%
	Undecided	0	0.0%
	Agree	0	0.0%
	Strongly Agree	2	66.7%
Absence of collaboration among stakeholders	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	2	66.7%
	Strongly Agree	1	33.3%
Absence of self-evaluation at the end of each academic year	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	3	100.0%
	Strongly Agree	0	0.0%
High turnover of principals	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	2	66.7%
	Strongly Agree	1	33.3%
Teachers resistance to the program	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	0	0.0%
	Agree	2	66.7%
	Strongly Agree	1	33.3%

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

As illustrated in the table item 1 concerning lack of awareness about the school improvement program among the school community two of the principals are agree and on responded disagree.

Concerning shortage of material and financial resources in item 2 table 9 two principals strongly agree one responded disagree.

Collaboration of stake holders is vital for the implementation school improvement program regarding absence of collaboration among stake holders two principals are agree and one principal strangely agree.

Regarding absence of self-evaluation at the end of each academic year three principals are agree and regarding high turnover of principals tow of the principals are agree and principals it strongly agree.

Concerning teachers resistance two principals are agree and one principal is strongly agree.

4.5.1 Analysis of Qualitative Data Obtained From Principals

4.5.1.1 Obstacles Faced In the Implementation Process of SIP

The principals have voiced their opinion regarding the impediments faced during the implementation. One of the principals said “There is lack of harmony between the leadership and teachers. There is also an obstacle on the part of students. That is, misbehaving students have posed serious challenges. “

Solution Suggested

The principals have made the following suggestions pertaining to the challenges faced during the implementation:

“I believe due attention should be given to the aspect of harmonious relationship between the leaders and teachers. “Providing moral lesson to students is important that they will show improvement in their behavior.”

Data Obtained from Teachers

Table 10: Part I Awareness of teachers and students on SIP

		SEX					
		Male		Female		Mean	Std. Deviation
		Count	Row No%	Count	Row No %		
Adequate training on school improvement program was given to teachers.		0	0.0%	0	0.0%	3.06	1.003
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	42	76.4%	11	20.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	45	72.6%	15	24.2%		
	Strongly Agree	0	0.0%	0	0.0%		
Adequate training on school improvement program was given to students.		0	0.0%	0	0.0%	3.85	.970
	Strongly disagree	1	11.0%	0	0.0%		
	Disagree	16	84.2%	3	15.8%		
	Undecided	1	11.0%	1	50.0%		
	Agree	49	70.0%	18	25.7%		
	Strongly Agree	20	80.0%	4	16.0%		
Teachers have adequate awareness of the objectives of the program and its implementation processes.		0	0.0%	0	0.0%	2.74	.902
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	49	74.2%	15	22.7%		
	Undecided	10	66.7%	4	26.7%		
	Agree	28	77.8%	7	19.4%		
	Strongly Agree	0	0.0%	0	0.0%		
Students have adequate understanding of their responsibilities in School Improvement Program.		0	0.0%	0	0.0%	3.42	1.226
	Strongly disagree	0	0.0%	2	100.0%		
	Disagree	27	67.5%	13	32.5%		
	Undecided	8	88.9%	1	11.1%		
	Agree	29	74.4%	7	17.9%		
	Strongly Agree	23	85.2%	3	11.1%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Concerning the statement relating whether adequate training on SIP was given to teachers 76.4 % of males and 20 % of females disagree where as 72.6% of males and 24.4% of female are agree. In the table item 2 regarding adequate training on school improvement program was given to students, 84.2 % of male teachers are strongly disagree and 15.8% are disagree, 70% agree and 25.7% agree where as 15.8% are disagree, 80% males and 16% females have shown that they strongly agree .

Regarding to teachers having adequate awareness of the objectives of the program and its implementation 74% male teachers are disagree 22.7%. As the table indicates regarding students have adequate understanding of their responsible in SIP 67.5% male teachers are disagree, 74.4% of male respondents and 17.9% of them agree 85.2% are strongly agree and 2 female teachers are strongly agree. Those who strongly disagree are 85% 13 of them are disagree 1 is undecided of them are agree 3 of them are strongly agree males and 11.1%.

It is vital that the school assures the staff's readiness before starting the program. Concerning this issue 73% male teachers are disagree, 76.3% of males and 23 % females agree, where as 73% female respondent and 23% female respondents disagree.

According to the data collected to assess awareness of teachers it is shown that on the average with the mean value 3.06 respondents said that adequate training on school Improvement program was given to teachers in contrast the average respondents with the mean value of 3.85 have responded training on school improvement program was given to students too. Prior information and awareness is very important thing accordingly, with the mean value of 2.74 on the average teachers have adequate awareness of the objectives of the program and its implementation process. Since students are instruments where SIP can be implemented adequate understanding of their responsibilities in school improvement program is very important. On the average with the mean value of 3.42 Students have adequate training on the program. In this regard the realization of the program is more reliant on staff readiness consequently on average with the mean value of 2.66 the school has assured the staff readiness before the commencement of the program.

Data Obtained from Teachers

Table 11: Awareness of teachers on SIP

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Adequate training on school improvement program was given to teachers.	Between Groups	.285	1	.285	.282	.596
	Within Groups	112.281	111	1.012		
	Total	112.566	112			
Adequate training on school improvement program was given to students.	Between Groups	.094	1	.094	.097	.756
	Within Groups	107.711	111	.970		
	Total	107.805	112			
Teachers have adequate awareness of the objectives of the program and its implementation processes.	Between Groups	.088	1	.088	.107	.744
	Within Groups	91.469	111	.824		
	Total	91.558	112			
Students have adequate understanding of their responsibilities in School Improvement Program.	Between Groups	9.965	1	9.965	6.875	.010
	Within Groups	160.902	111	1.450		
	Total	170.867	112			
The school has assured the staff readiness before the commencement of the program.	Between Groups	.079	1	.079	.088	.767
	Within Groups	99.142	111	.893		
	Total	99.221	112			

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

The P- value pertaining to the statement made about the adequacy of the training on SIP is .596 which is higher than the significant value which is 0.05 showing that the training received was adequate. The same thing holds true for the training given to students for the P-value (.756) is higher than the significant value. As for whether or not teachers have adequate awareness of the objectives of the program and its implementation process, it can be said that they do for the P value is .744 which is higher than the significant value. Nevertheless, regarding the statement on students' understanding of their responsibilities, the result is negative for the p-value (.010) is lower than the significant value. As far as the statement made on assuring the staff's readiness before the commencement of the program is concerned, the result is positive as the P-value (.767) is greater than the significant value.

Data Obtained from Teachers

Table 12: Part II: Involvement of Stakeholders in Planning for School improvement

		SEX					
		Male		Female		Mean	Std. Deviation
		Count	Row N %	Count	Row N %		
The school leaders had set clear goals, vision and mission in light of the School Improvement Program.		0	0.0%	0	0.0%	3.38	.878
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	16	64.0%	7	28.0%		
	Undecided	23	79.3%	5	17.2%		
	Agree	44	77.2%	12	21.1%		
Strongly Agree	4	66.7%	2	33.3%			
The school leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of School Improvement Program.		0	0.0%	0	0.0%	4.44	4.832
	Strongly disagree	0	0.0%	2	100.0%		
	Disagree	11	68.8%	4	25.0%		
	Undecided	5	14%	0	0.0%		
	Agree	37	74.0%	11	22.0%		
Strongly Agree	33	76.7%	9	20.9%			
Teachers are actively involved in the preparation of school improvement program.		0	0.0%	0	0.0%	3.37	.750
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	14	73.7%	4	21.1%		
	Undecided	28	77.8%	7	19.4%		
	Agree	45	72.6%	15	24.2%		
Strongly Agree	0	0.0%	0	0.0%			
Teachers are involved in self-evaluation which the school conducted on the implementation of the programme		0	0.0%	0	0.0%	3.75	1.370
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	28	77.8%	7	19.4%		
	Undecided	14	73.7%	4	21.1%		
	Agree	0	0.0%	0	0.0%		
Strongly Agree	45	72.6%	15	24.2%			
The school improvement program was well communicated to teachers		0	0.0%	0	0.0%	3.41	1.687
	Strongly disagree	21	77.8%	5	18.5%		
	Disagree	14	77.8%	3	16.7%		
	Undecided	3	9%	1	25.0%		
	Agree	10	62.5%	6	37.5%		
Strongly Agree	39	75.0%	11	21.2%			
The school improvement committee has contributed a lot in preparing school improvement program.		0	0.0%	0	0.0%	4.09	.982
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	38	74.5%	11	21.6%		
	Agree	4	14%	0	0.0%		
Strongly Agree	45	72.6%	15	24.2%			

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

It is obvious that the school leaders have responsibilities to set clear goals, vision and mission in light of the SIP .Accordingly the table depicts that 64% male teachers disagree with statement made, whereas 77.2% of them are agree and 66.7% of them strongly agree, 64%

male respondents and 28% females disagree 17% of them are undecided while 44% Of males and 21% females strongly disagree.

Active involvement of teachers in the preparation of school improvement program is vital for successful implementation of SIP. Accordingly the table shows that 73% male teachers and 21% disagree, 72% of male and 24% of female teachers agree, whereas 73% are disagree. Concerning self-evaluation conducted on the implementation of the program 77% of male respondents and 21.1% of female respondents disagree, 72.6%.

Concerning teachers involvement in self-evaluation which the school conducted on the implementation of the program 77% male respondents are disagree where as 72% of them are strongly agree on the other hand 21% male respondents are undecided.

With regard to whether school improvement program was well communicated to teachers 77% male teachers are strongly disagree. Whereas 10 of them are agree and 75.5% of them are strongly agree; on the contrary, whereas 18.5% female respondents are strongly disagree and 16.7% or them are disagree where as 37.5% of them are agree on the contrary.

Regarding to the contribution of school improvement committee in preparing school improvement program 72% male respondents are strongly agree where as 21% of them are undecided.

Concerning whether the school leaders had set clear goals, vision and mission in light of school improvement program it indicates that on the average with the mean value of 3.38 respondents said it indicates that on the average with this mean value of respondent said that the school leaders had set clear goals, vision and mission in light of school improvement program in contrast the average respondents with the mean value of 4.44 responded that the school leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program, The active involvement of teachers is vital in preparation of school improvement program, Accordingly, with the mean value of 3.37 on the average teachers were involved in preparation of school improvement program. Since self-evaluation which the school conducted on the program is very important on the average with the mean value of 3.75 teachers were involved in self-evaluation which the school conducted on the implementation of the program. The school improvement program should be communicated to teachers to achieve the desired goal. In this regard the average respondent with the mean value of (3.41) responded that thin self-evaluation which

the school conducted on the implementation of the program. The school improvement program should be communicated to teachers to achieve the desired goal. In this regard average respondents with the mean value of 3.41 responded that the school Improvement program was well communicated to teachers. Consequently, on average with the mean value of 4.09 the school Improvement Committee has contributed a lot in preparing school improvement program.

Data Obtained from Teachers

Table 13: Involvement of teacher in implementing SIP

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
The school leaders had set clear goals, vision and mission in light of School Improvement Program.	Between Groups	.092	1	.092	.120	.730
	Within Groups	84.988	111	.766		
	Total	85.080	112			
The school leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of School Improvement Program.	Between Groups	14.377	1	14.377	.594	.443
	Within Groups	2687.694	111	24.213		
	Total	2702.071	112			
Teachers are actively involved in the preparation of school improvement program.	Between Groups	.089	1	.089	.159	.691
	Within Groups	62.300	111	.561		
	Total	62.389	112			
Teachers are involved in self-evaluation which the school conducted on the implementation of the program	Between Groups	.592	1	.592	.312	.577
	Within Groups	210.470	111	1.896		
	Total	211.062	112			
The school improvement program was well communicated to teachers	Between Groups	.875	1	.875	.307	.581
	Within Groups	316.576	111	2.852		
	Total	317.451	112			
The school improvement committee has contributed a lot in preparing school improvement program.	Between Groups	.108	1	.108	.111	.740
	Within Groups	107.821	111	.971		
	Total	107.929	112			

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

The table shows that the result is positive as regards, the statement on the school leaders setting clear goals, visions and mission in light of the program as the P-value (.730) is higher than the significant value. As for the statement pertaining the leaders active engagement in co-ordinating the stake holders and the school improvement committee for the preparation of the program the P-value (.443) is greater than the significant value, hence it can be said that the result is positive. Concerning teachers' involvement in planning, it can be said that the teachers were actively involved. Also teachers were actively involved in preparation of the program as the P-value (.691) is higher than the significance value. The same thing holds true pertaining to the statement on teachers' involvement in the self-evaluation of the program as the P-value .577 is above the significant value regarding how well the program was communicated to teachers' the P value .581 shows that it is positive. The SIP committee has played a very good role in preparing the program as the P-value (.740) indicates.

Data Obtained from Teachers

Table 14: Part III: Involvement of stakeholders in implementing SIP

	SEX						Mean	Std.Dv
	Male		Female					
	Count	Row N %	Count	Row N %				
The school leaders frequently evaluated and discussed with teachers on the program implementation outcomes.		0	0.0%	0	0.0%	3.06	1.003	
	Strongly disagree	0	0.0%	0	0.0%			
	Disagree	42	76.4%	11	20.0%			
	Undecided	0	0.0%	0	0.0%			
	Agree	45	72.6%	15	24.2%			
Strongly Agree	0	0.0%	0	0.0%				
The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.		27	77.1%	7	20.0%	3.30	1.844	
	Strongly disagree	27	77.1%	7	20.0%			
	Disagree	14	73.7%	4	21.1%			
	Undecided	0	0.0%	0	0.0%			
	Agree	2	19%	0	0.0%			
Strongly Agree	44	72.1%	15	24.6%				
There is strong work team among stakeholders to implement the school improvement program.		0	0.0%	0	0.0%	2.65	.922	
	Strongly disagree	0	0.0%	0	0.0%			
	Disagree	55	71.4%	19	24.7%			
	Undecided	4	14%	0	0.0%			
	Agree	28	77.8%	7	19.4%			
Strongly Agree	0	0.0%	0	0.0%				
Principals are actively engaged in improving learning conditions and learning outcomes.		0	0.0%	0	0.0%	4.44	.712	
	Strongly disagree	0	0.0%	0	0.0%			
	Disagree	0	0.0%	0	0.0%			
	Undecided	10	66.7%	4	26.7%			
	Agree	28	77.8%	7	19.4%			
Strongly Agree	49	74.2%	15	22.7%				
Teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils.				0		2.25	1.370	
	Strongly disagree	45	72.6%	15	24.2%			
	Disagree	0	0.0%	0	0.0%			
	Undecided	14	73.7%	4	21.1%			
	Agree	28	77.8%	7	19.4%			
Strongly Agree	0	0.0%	0	0.0%				

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Discussion and evaluation of school improvement program should have to be done with teachers by leaders. Concerning this issue the table shows that 76% male respondents disagree, 72% of female respondents agree where as 20% female respondents disagree, 24% of them agree with the statement made, .

As the table depicts concerning the contribution of school improvement committee in coordination monitoring and evaluation of SIP 77% male respondent strongly disagree, 24% of them are strongly agree whereas 20% of female respondents are strongly disagree 21% of them are disagree and 24% of them are strongly agree.

As it can be seen from the table concerning strong work team among stake holders 71% male respondents are disagree where as 77% of the respondents agree. Whereas 24% female respondents are disagree 19% of them are agree.

Principal's key role in improving learning conditions and learning out comes. Accordingly table shows 66% male respondents are undecided 77% of them are agree whereas 74% of them are strongly agree..

As the table shows concerning teacher's regular discussion with each other 72% male respondents strongly disagree 21% are undecided, 77% of them are agree where as 24% female respondents are strongly disagree, 19% of them are agree. On the contrary, 21% of them are undecided.

The table shows that the school leaders frequently evaluated and discussed with teachers with a mean value of 3.06 As for the school improvement committee's contribution in coordinating ,monitoring and evaluation the mean value is 3.30.Concerning the existence of strong work team ,it exists with the mean value of 2.67.As regards the principals' contribution in trying to improve learning conditions and learning outcomes, the mean is 4.4.Regarding teachers' engagement in regular discussion on the nature ,selection and use of instructional strategies the mean is 2.5.

Data Obtained from Teachers

Table 15. Involvement of teachers in implementing SIP

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
The school leaders frequently evaluated and discussed with teachers on the program implementation outcomes.	Between Groups	.285	1	.285	.282	.596
	Within Groups	112.281	111	1.012		
	Total	112.566	112			
The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.	Between Groups	.872	1	.872	.254	.615
	Within Groups	380.898	111	3.432		
	Total	381.770	112			
There is strong work team among stakeholders to implement the school improvement program.	Between Groups	.458	1	.458	.534	.466
	Within Groups	95.082	111	.857		
	Total	95.540	112			
Principals are actively engaged in improving learning conditions and learning outcomes.	Between Groups	.013	1	.013	.025	.874
	Within Groups	55.863	111	.503		
	Total	55.876	112			
Teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils.	Between Groups	.592	1	.592	.312	.577
	Within Groups	210.470	111	1.896		
	Total	211.062	112			

The table shows that the P-value relating to statement about leaders conducting frequent evaluation is positive in that the P-value (.596) is above the significance value. As regards the contribution of the SIP committee in coordination, monitoring and evaluation of the

implementation of the program, the P-value,(.615) indicates that the committee has done a good job.

Concerning whether **or** not there is a strong work team among the stake holders, the P-value (.466) indicates there is a fairly strong work team. As for the principals engagement in improving learning conditions and learning out comes, the P- value(.874)is well above the significance value, hence it can be said the principals heve done a good job in this regard. The P-value (.577) relating to teachers’ engagement in discussion among themselves about the nature selection ad use of instructional strategies, the P-value(.577) indicates that this does happen among teachers.

4.5.2 Responses of Teachers on the Four Domains

Table 16: Teaching and Learning

		Learning Environment Domain One					
		SEX				Mean	Std.Dv
		Male		Female			
		Count	Row N %	Count	Row N %		
There is clearly defined, consistent and mutually accepted student governing rules.	Strongly disagree	0	0.0%	0	0.0%	3.28	.523
	Disagree	4	21%	0	0.0%		
	Undecided	54	71.1%	19	25.0%		
	Agree	29	78.4%	7	18.9%		
	Strongly Agree	0	0.0%	0	0.0%		
There is positive relations among teachers, students and between teachers and students.	Strongly disagree	0	0.0%	0	0.0%	2.65	.950
	Disagree	53	72.6%	17	23.3%		
	Undecided	13	68.4%	5	26.3%		
	Agree	14	77.8%	4	22.2%		
	Strongly Agree	7	31.0%	0	0.0%		
The school compound is attractive and welcoming to students ,teachers and parents.	Strongly disagree	21	80.8%	4	15.4%	3.56	1.621
	Disagree	4	21.0%	1	20.0%		
	Undecided	13	68.4%	5	26.3%		
	Agree	8	66.7%	3	25.0%		
	Strongly Agree	41	74.5%	13	23.6%		
The school compound is highly safe (teachers and students feel secure in the school)	Strongly disagree	0	0.0%	0	0.0%	3.88	1.340
	Disagree	28	77.8%	7	19.4%		
	Undecided	4	21%	0	0.0%		
	Agree	10	66.7%	4	26.7%		
	Strongly Agree	45	72.6%	15	24.2%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Data Obtained from Teachers

Table 17: Learning Environment Domain

		SEX					
		Male		Female		Mean	Std.D v
		Count	Row N %	Count	Row N %		
The school policies and expectations are well communicated to teachers, students and parents.	Strongly disagree	0	0.0%	0	0.0%	4.24	.625
	Disagree	4	21%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	55	71.4%	19	24.7%		
	Strongly Agree	28	77.8%	7	19.4%		
The class size (number of students in classroom) is standardized (< 40).	Strongly disagree	0	0.0%	0	0.0%	3.88	1.340
	Disagree	28	77.8%	7	19.4%		
	Undecided	4	21%	0	0.0%		
	Agree	10	66.7%	4	26.7%		
	Strongly Agree	45	72.6%	15	24.2%		
Teaching and learning materials are adequately available in the school.	Strongly disagree	0	0.0%	0	0.0%	3.66	.476
	Disagree	0	0.0%	0	0.0%		
	Undecided	32	80.0%	7	17.5%		
	Agree	55	71.4%	19	24.7%		
	Strongly Agree	0	0.0%	0	0.0%		
Students have been demonstrating appropriate behavior.	Strongly disagree	0	0.0%	0	0.0%	2.56	.712
	Disagree	49	74.2%	15	22.7%		
	Undecided	28	77.8%	7	19.4%		
	Agree	10	66.7%	4	26.7%		
	Strongly Agree	0	0.0%	0	0.0%		
Necessary facilities (water supply, latrine, cafeteria are adequately available for teachers.	Strongly disagree	4	21.0%	0	0.0%	3.72	.818
	Disagree	0	0.0%	0	0.0%		
	Undecided	28	77.8%	7	19.4%		
	Agree	45	72.6%	15	24.2%		
	Strongly Agree	10	66.7%	4	26.7%		
Necessary facilities (water supply, latrine, cafeteria are adequately available for Student.	Strongly disagree	0	0.0%	0	0.0%	3.82	.638
	Disagree	0	0.0%	0	0.0%		
	Undecided	28	77.8%	7	19.4%		
	Agree	49	74.2%	15	22.7%		
	Strongly Agree	10	66.7%	4	26.7%		
Classrooms are suitable places and have conducive conditions for teaching and learning.	Strongly disagree	24	82.8%	5	17.2%	2.91	1.405
	Disagree	16	69.6%	7	30.4%		
	Undecided	1	9.0%	3	75.0%		
	Agree	38	76.0%	9	18.0%		
	Strongly Agree	7	70.0%	2	20.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Each school should have clearly defiant, consistent and mutually accepted student governing rules. Accordingly the table shows that 21% of male respondents are disagree 71.1% of them are undecided whereas 78% of them are agree. Whereas 25% female respondents are undecided but 185 of them are agree.

It is obvious that if there is positive relations among teachers students and between teachers and student the teaching and training process will be smooth. As it can be seen from the table in item 2, 72% male respondents are disagree, 68% of them are undecided, whereas 77% of them are agree and 31% of them are undecided where as 22% female respondents of them agree 23% of them are disagree and 26% of them are undecided.

Concerning whether the school compound attractiveness and safe 80% male respondents are disagree 21% them are disagree, 68% of them are undecided and 66% of them are agree whereas 15% female respondents strongly agree 14%, disagree, 26% of them undecided 25% of them are agree and 23% of them are strongly disagree with the statements.

Concerning whether school policies and expecting well communicated, 18% male respondents disagree, 71% of them are agree 77% of them are strongly agree whereas 24% of female respondents are agree 19% of them are strongly agree.

As we all know, class size has a negative and positive effect on the teaching learning process If it is moderate it create conducive environment for the students as well as the teachers on the contrary if it is above the standard it affects badly the smooth teaching and learning process. Accordingly, the table shows whether the class size is ≤ 40 that 77% male respondents disagree, 18% of them are undecided , 66% of them are agree whereas 72% of them are strongly agree and 19% of female respondent disagree 26% of them are agree, 24% of them are strongly agree.

Concerning teaching and learning materials are adequately available 80% male teachers are undecided and 71% of them agree and 17% of female respondents are undecided and , 24% female respondents have agreed with the statement made of them.

With regard to whether students have been demonstrating appropriate behavior 7%4 of male teachers disagree where as 66% them agree and 77% of them are undecided. Passing to female respondent concerning the same item 22% of them are disagree, where as 26% of them are agree and 19% of them are undecided.

As the table depicts whether there is the availability necessary facilities or not 18% male teachers strongly disagree, 77% of them are undecided, 66% of them are strongly agree and 72% of them are agree.

Conducive class room has a vital role in the teaching and learning process concerning whether the classroom is suitable or not this table is shows that 82% male respondents strongly disagree, 69% of them are disagree of the strongly 76% them agree and one is disagree where as 17% of females respondents strongly agree 30% of them disagree 75% of them undecided 18% of them agree and 10% of them strongly agree.

According to the data collected with regard to the learning environment domain it is shown that on the average with the mean value of 3.28 respondents said that there is clearly definite, consistent and mutually accepted student governing rules. In contrast the average respondents with the mean value of 2.65 responded that there is positive relations among teachers ,students and between teachers and students, concerning whether the school compound is attractive and welcoming to students on the average with the mean value of 3.56 respondent said that the school compound is attractive and welcoming to student, teachers and parent consequently, on average with the mean value af 3.88 the school compound is highly safe (teachers and students feel secure in the school)

Concerning the data collected to asses Learning environment Domain it is shown that on the average with the mean value of 4.24 respondents said that the school policies and expectations are well communicated to teachers, students and parents in contrast the average respondents with the mean value of 3.88 responded that the class size (number of students in class room is standardized. The role of adequate availability of teaching and learning materials are undeniable In this regard, respondents with the mean value of 3.66 responded that there is adequate teaching learning materials in the school with regard to students appropriate behavior on the average with the mean value of 2.56 that students have been demonstrating appropriate behavior. Regarding the necessary facilities for teachers on the average with the mean value of 3.72 respondents said that there is adequate facilities are available. In contrast the average respondents with the mean value of 3.82 responded that there are necessary facilities for students. Consequently, on average with the men value of 2.91 the class rooms are suitable places and have conducive conditions for teaching and learning.

4.5.3 Involvement of Teachers in Leadership and Management Domain

Table 18: Leadership and Management Domain

		SEX					
		Male		Female		Mean	Std.Dv
		Count	Row N %	Count	Row N %		
The extent to which teachers and students have participated in decision making.	Strongly disagree	5	18%	2	28.6%	3.68	1.048
	Disagree	7	63.6%	4	36.4%		
	Undecided	12	19%	1	7.7%		
	Agree	51	76.1%	13	19.4%		
	Strongly Agree	12	19%	6	31.6%		
The leadership and management provided adequate training to teachers including recently hired teachers on the school improvement program.	Strongly disagree	5	18%	0	0.0%	3.44	1.228
	Disagree	24	70.6%	9	26.5%		
	Undecided	4	21%	2	33.3%		
	Agree	36	75.0%	10	20.8%		
	Strongly Agree	18	75.0%	5	20.8%		
The school leadership and management have shown a strong commitment and accountability for student's results.	Strongly disagree	0	0.0%	0	0.0%	3.76	1.142
	Disagree	23	74.2%	7	22.6%		
	Undecided	0	0.0%	0	0.0%		
	Agree	39	75.0%	11	21.2%		
	Strongly Agree	25	73.5%	8	23.5%		
The school principals played effective leadership role in school improvement program implementation.	Strongly disagree	0	0.0%	0	0.0%	3.15	1.080
	Disagree	39	73.6%	12	22.6%		
	Undecided	0	0.0%	0	0.0%		
	Agree	41	71.9%	14	24.6%		
	Strongly Agree	7	29%	0	0.0%		
Resources of the school are used in manner that they assist students to achieve higher results.	Strongly disagree	4	100.0%	0	0.0%	3.28	1.016
	Disagree	28	77.8%	7	19.4%		
	Undecided	0	0.0%	0	0.0%		
	Agree	55	71.4%	19	24.7%		
	Strongly Agree	0	0.0%	0	0.0%		
The school leadership and management give valuable responses to the identified school improvement implementation problems immediately.	Strongly disagree	0	0.0%	0	0.0%	3.62	.808
	Disagree	16	76.2%	4	19.0%		
	Undecided	4	66.7%	2	33.3%		
	Agree	64	73.6%	20	23.0%		
	Strongly Agree	3	9%	0	0.0%		
Principals have been regularly supervising classroom instructions to give constructive feedback for teachers	Strongly disagree	6	85.7%	1	14.3%	3.58	.863
	Disagree	0	0.0%	0	0.0%		
	Undecided	25	69.4%	11	30.6%		
	Agree	53	80.3%	9	13.6%		
	Strongly Agree	3	9%	5	62.5%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Concerning the participation of teachers and students in decision making 71% of male respondents strongly disagree, 63% of them disagree 92% of them undecided, whereas 76% of them agree and 63% of them strongly agree whereas 28% of female respondents are strongly disagree 36% of them disagree, 7% is undecided and 19% of them agree.

The table shows that 71% of male respondents are strongly disagree, 70% of them disagree 66% of them undecided 75% of them agree 75% of them strongly agree whereas 26% of female respondents disagree 33% of them undecided, 20% of them are agree and 20% of them are strongly agree.

As it can be seen from the table 23 male respondents disagree to the statement, 39 of them agree 25 of them strongly agree. Whereas 22% female respondents are disagree, 21% of them agree, 23% of them strongly agree.

Item 4 shows that, 73 male respondents disagree to the statement 71% of them agree 63% strongly agree whereas 22% of female respondent disagree 24% of them are agree.

The school leaders should give quick response for the identified problems concerning this issue 76% male respondent disagree with the statement 66% of them undecided 73% of them agree, 30% of them strongly agree whereas 66% of female respondents disagree 33% of them are undecided, 23% of them are agree. The supervision of principals to give constructive feedback is vital for teaching learning process. Accordingly, the table shows concerning the supervision of principals 85% male 69% of item are undecided whereas 80% of them are agree and 37% of them are strongly agree to the statement. Whereas 14% female teachers are strongly disagree, whereas 13% agree, 62% of them are strongly agree and 30% of them are undecided.

According to the data collected to assess the leadership and management, it is shown that on the average with the mean value of 3.68 respondents said that teachers and students have participated in decision making. In contrast the average respondents with the mean value of 3.44 responded that the leadership and management provided adequate training to teachers, Strong commitment is needed from leaders accordingly, with the mean value of 3.76 on the average teachers responded that the school leadership and management have shown strong commitment and accountability for students results. With regard to whether the school principals played effective leadership role in school improvement program implementation on the average with the mean value of 3.15 respondents said that the school principals played

effective leadership role in school Improvement program implementation. On the average with the men value of 3.28 responded that the resources in schools are used in manner that they assist students concerning giving valuable responses to the identified problem on the average with the mean value of 3.62 respondent said that the school leaders and management give valuable responses to the identified problem with regard to classroom supervision by principle on the average with the mean value of 3.58 respondents said that principals have been regularly supervising classroom instructions to give constructive feedback for teachers.

Data Obtained from Teachers

4.5.4 Factors Challenging the Implementation of SIP

Table 19: Factors that challenged the implementation of SIP Table 1

		SEX					
		Male		Female		Mean	Std.Dv
		Count	Row N %	Count	Row N %		
Lack of awareness about the school improvement program among the school community	Strongly disagree	0	0.0%	0	0.0%	3.85	.673
	Disagree	0	0.0%	0	0.0%		
	Undecided	28	77.8%	7	19.4%		
	Agree	45	72.6%	15	24.2%		
Shortage of material and financial resources	Strongly disagree	38	74.5%	11	21.6%	2.66	1.475
	Disagree	0	0.0%	0	0.0%		
	Undecided	4	14%	0	0.0%		
	Agree	45	72.6%	15	24.2%		
Absence of collaboration among stakeholders	Strongly disagree	0	0.0%	0	0.0%	3.09	.982
	Disagree	38	74.5%	11	21.6%		
	Undecided	4	14%	0	0.0%		
	Agree	45	72.6%	15	24.2%		
Absence of self-evaluation at the end of each academic year	Strongly disagree	0	0.0%	0	0.0%	4.15	.673
	Disagree	0	0.0%	0	0.0%		
	Undecided	14	14%	4	21.1%		
	Agree	45	72.6%	15	24.2%		
Lack of follow up and supervision on the implementation of school improvement program	Strongly disagree	10	66.7%	4	26.7%	3.27	.988
	Disagree	0	0.0%	0	0.0%		
	Undecided	32	80.0%	7	17.5%		
	Agree	45	72.6%	15	24.2%		
	Strongly Agree	0	0.0%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

As it can be seen from the same table item 77% male teachers are undecided 72% of them are agree, 73% of them are strongly agree where as 19% female respondents are undecided and 24% of them are agree and 21% of them are strongly agree.

Concerning shortage of material and financial resources 74% male respondents strongly agree 66% of them are undecided whereas 72% of them agree whereas 21% female teacher strongly agree. And 24% of them are agree.

The table shows whether there is absence of collaboration among stakeholders 74% male respondents disagree; 66% of them are undecided whereas 72% of them agree, whereas 21% female teachers disagree, 24% agree the statement.

Self-evaluation is vital for a given school concerning this issue 73% male respondents are undecided 72%, of them agree, 77% of them strongly agree whereas female respondents are undecided 24% of them agree and 19% of them strongly agree.

Concerning lack of follow up and supervision on the implementation of school improvement program 66% male respondents are strongly disagree 80% of them are undecided 72% of them are agree where as 26% of female respondents are strongly disagree, 17% of them are undecided, 24% of them are agree.

According to the data collected to assess factors that challenged the implementation of school Improvement Program it is shown that on the average with the mean value of 3.85 respondents said that there is lack of awareness about the school improvement program among the school community in contrast the average respondents with the mean value of 2.66 respondent that there is shortage of materials and finance with regard to collaboration among stake holding on the average with the mean value of 3.09 responded that there is Absence of collaboration among stakeholders. Concerning Self-evaluation at the end of each year on the average with the mean value of 4.15 responded that there is Absence of self-evaluation at the end of each academic year. With regard to follow up and supervision. On the average with the mean value of 3.27 respondents said that there is lack of follow up and super vision on the implementation of school improvement program.

Data Obtained from Teachers

Table 20. Factors challenging the implementation of SIP

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Principals have been regularly supervising classroom instructions to give constructive feedback for teachers	Between Groups	.038	1	.038	.035	.852
	Within Groups	118.458	111	1.067		
	Total	118.496	112			
Lack of awareness about the school improvement program among the school community	Between Groups	.042	1	.042	.091	.763
	Within Groups	50.401	111	.454		
	Total	50.442	112			
Shortage of material and financial resources	Between Groups	.152	1	.152	.069	.793
	Within Groups	243.069	111	2.190		
	Total	243.221	112			
Absence of collaboration among stakeholders	Between Groups	.108	1	.108	.111	.740
	Within Groups	107.821	111	.971		
	Total	107.929	112			
Absence of self-evaluation at the end of each academic year	Between Groups	.042	1	.042	.091	.763
	Within Groups	50.401	111	.454		
	Total	50.442	112			
Lack of follow up and supervision on the implementation of school improvement program	Between Groups	.007	1	.007	.007	.934
	Within Groups	106.931	111	.963		
	Total	106.938	112			
High turnover of principals	Between Groups	1.321	1	1.321	.692	.407
	Within Groups	211.812	111	1.908		
	Total	213.133	112			
Teachers resistance to the program	Between Groups	.713	1	.713	.697	.405
	Within Groups	113.552	111	1.023		
	Total	114.265	112			
Inability of the school leadership to coordinate efforts for the program implementation	Between Groups	.168	1	.168	.181	.672
	Within Groups	102.930	111	.927		
	Total	103.097	112			
The limitation of professional support from woreda education office	Between Groups	1.362	1	1.362	2.074	.153
	Within Groups	72.904	111	.657		
	Total	74.265	112			
Lack of adequate training for stakeholders	Between Groups	2.266	1	2.266	.244	.622
	Within Groups	1029.717	111	9.277		
	Total	1031.982	112			

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Regular supervision and provision of feedback is a vital aspect of the teaching and learning process and regarding the statement made about this aspect, The P-value (.852) which is well above the significant value indicates that the principals are doing a good job with this regard.

Identifying factors that hinder the implementation process of the program is important in that it will help for a better implementation of the program. Regarding the statement made whether lack of awareness on SIP has been a problem in the implementation process the P-value (.763) indicates that the really was the case. The something holds true pertaining to the statement as to whether or not shortage of material and resources has been a challenge as the P-value (.793) indicates.

Absence of collaboration among stake holders was also a challenge as the mean value (.740) indicates It can also be said there was the absence of self-evaluation as the P-value (.763) shows. Also the implementation process has suffered from lack of follow up and supervision as the P- value (.934) Which is well above the significance value indicates. Concerning high turnover of principals the P value is .407 which shows high turnover of principals. As regards teachers' resistance to the program, the P value .405 shows that it exists and affects the implementation. With regard to inability of the school leadership to coordinate efforts the P value is .672 which shows that this factor's existence. As regards lack of professional support from Woreda Education Office the P-value .153 which indicates there really is the lack of it. As for lack of adequate training the P – Value is .622,which indicates that it really was inadequate.

Table 21: Implementation of SIP based on the four domains

		SEX					
		Male		Female		Mean	Std.Dv
		Count	Row N %	Count	Row N %		
Community Involvement Engaging the Community Partnership with Parent Promoting Education	Very Low	10	66.7%	4	26.7%	1.91	.394
	Low	74	75.5%	21	21.4%		
	Medium	3	16%	1	2%		
	High	0	0.0%	0	0.0%		
	Very High	0	0.0%	0	0.0%		
Teaching and learning Teaching & Learning Curriculum Learning & Assessment	Very Low	0	0.0%	0	0.0%	3.37	.750
	Low	14	73.7%	4	21.1%		
	Medium	28	77.8%	7	19.4%		
	High	45	72.6%	15	24.2%		
	Very High	0	0.0%	0	0.0%		
Learning environment Student Support, empowerment & focus	Very Low	26	81.2%	5	15.6%	1.77	.563
	Low	59	72.0%	20	24.4%		
	Medium	1	0.5%	1	0.5%		
	High	0	0.0%	0	0.0%		
	Very High	1	0.5%	0	0.0%		
Leadership and management School management, leadership, behavior & strategic vision	Very Low	0	0.0%	0	0.0%	2.96	.498
	Low	10	58.8%	6	35.3%		
	Medium	67	76.1%	19	21.6%		
	High	10	83.3%	1	8.3%		
	Very High	0	0.0%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

The involvement of all stakeholder is vital in successful implementation of school improvement program. Accordingly, item one shows concerning the involvement of stakeholders the 75% male respondents rated low and 20% of them responded that it is medium and 66% male teachers related very low whereas 26% female respondents rated very low and 21% of them rated low and one female respondent rated medium.

Teaching and learning is one of the four domain that we should give due emphasis in the implementation of school improvement program. As the table shows 73% male respondents rated low whereas 77% of them rated medium and 72% respondent rated high whereas as 21% female respondents rated low where as 19% of them rated medium and 24% of them responded high. This school that the implementation of teaching and learning domains moderate.

As it is known favorable learning environment is vital for successful implementation of school improvement program. According to the table male teachers rated very low and 72% rated low to the statement whereas rated medium and whereas 24% female respondents rated low 15% of them very low respondent. Thought some respondent rated low on the learning and teaching environment most of the respondents rated high and medium so this indicates that three is favorable learning environment.

Leadership and management is one of the four domain helps to facilitate the teaching learning process. Accordingly as table depicts 58% male respondents responded low and 58% of them responded high and 76% of them medium.

Whereas 35% female respondents rated low 21% of them rated medium and 8% of the respondent rated high. This shows that most of the respondents rated that learning environment is moderate.

According to the data collected to assess the implementation of the Four Domains it is shown that community Involvement domain with the mean value of 1.91 In contrast the teaching and learning domain with the mean value of 3.37 with regard to learning environment domain it has a mean value of 1.77 consequently leadership and management domain is with the mean value of 2.96.

Data Obtained from Teachers

Table 22: Involvement of Members of Students Council in planning for school improvement

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Community Involvement	Between Groups	.024	1	.024	.159	.691
	Within Groups	17.091	111	.154		
	Total	17.115	112			
Teaching and learning	Between Groups	.089	1	.089	.159	.691
	Within Groups	62.300	111	.561		
	Total	62.389	112			
Learning environment	Between Groups	.196	1	.196	.608	.437
	Within Groups	35.821	111	.323		
	Total	36.018	112			
Leadership and management	Between Groups	.740	1	.740	3.156	.078
	Within Groups	26.038	111	.235		
	Total	26.779	112			

As the table indicates, statements were made regarding to what extent the implementation has been a success. Accordingly, the P-value (.691) indicates that the program has been fairly successful in the area of community involvement. As for the statement pertaining the area of teaching and learning again the P-value (.691) shows that it has been fairly successful. Pertaining to how successful the implementation has been with regard to the learning environment, the P-value (.437) indicates the extent of success in this area, Nevertheless, the P-value pertaining to leadership and management indicates that the extent of success in this area is very low. As for leadership and management the P-value (.078) indicates that it hasn't been successful.

4.6 Analysis of Qualitative Data Obtained from Teachers

4.6.1 Obstacles Faced in the Implementation Process of SIP

Teachers have said the following relating to the obstacles faced during the implementation of the program:

“Stakeholders lack awareness and sense of ownership.”

“The program has suffered from financial constraints, and lack of teacher’s interest was a major problem.”

“Principals are appointed based on their loyalty to the ruling party.”

“The school’s laboratory doesn’t have all the necessary materials needed.”

“We don’t have internet connection”

4.6.2 Solutions Suggested

The teachers made the following suggestions in order to improve the implementation of the program:

“Effort should be made to raise the level of awareness of stakeholders “

“The government should provide increased amount of financial,”

“Work should be done to motivate teachers.”

“Schools should be free from political bias.”

“The schools’ laboratory should be complete with all the necessary materials.”

“Internet connection should be provided.”

4.7 Data Obtained from Members of Students Councils

Training all the stakeholders before the commencement of the implementation crucial to the success of the program also making sure that the stakeholders have adequate awareness on SIP and that they have of implementation process is vital.

The table shows that 4 male and 2 female respondents disagree that members of the student council have adequate awareness about the program but 3 male and 1 female respondents

believe that they have adequate awareness and 3 male and 2 female respondents strongly agree. Relating to whether students have adequate understanding about the implementation process and objectives of the program 1 female respondent disagrees, 1 female respondent is undecided. But 6 male respondents and 1 female

Respondent agree and 3 male and 1 female respondent strongly agree that students have adequate understanding on the issues

Data Obtained From Members of Students Councils

Table 23: Involvement of Members of Students council in planning for school improvement

		Sex					
		Male		Female			
		Count	Row N %	Count	Row N %	mean	Std. Deviation
The school leaders had set clear goals, vision and mission in light of School Improvement Program.	Strongly disagree	0	0.0%	0	0.0%	4.19	1.167
	Disagree	2	22%	1	17%		
	Undecided	0	0.0%	0	0.0%		
	Agree	3	35.0%	1	25.0%		
	Strongly Agree	7	45.8%	2	22.2%		
The school leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of School Improvement Program.	Strongly disagree	0	0.0%	0	0.0%	3.63	1.147
	Disagree	3	45.0%	1	25.0%		
	Undecided	2	8%	0	0.0%		
	Agree	4	66.7%	2	33.3%		
	Strongly Agree	3	45.0%	1	25.0%		
Teachers are actively involved in the preparation of school improvement program.	Strongly disagree	2	8%	0	0.0%	3.81	1.223
	Disagree	0	0.0%	0	0.0%		
	Undecided	0	0.0%	1	17%		
	Agree	7	6%	2	1.32%		
	Strongly Agree	3	35.0%	1	12.0%		
Teachers are involved in self-evaluation which the school conducted on the implementation of the programme	Strongly disagree	0	0.0%	0	0.0%	3.50	.632
	Disagree	0	0.0%	1	17.0%		
	Undecided	5	33%	1	16.7%		
	Agree	7	77.8%	2	22.2%		
	Strongly Agree	0	0.0%	0	0.0%		
The school improvement program was well communicated to teachers	Strongly disagree	0	0.0%	0	0.0%	3.31	1.138
	Disagree	3	45%	1	25.0%		
	Undecided	6	55.7%	1	14.3%		
	Agree	0	0.0%	1	13%		
	Strongly Agree	3	45.0%	1	25.0%		
The school improvement committee has contributed a lot in preparing school improvement program.	Strongly disagree	3	45.0%	1	25.0%	3.81	1.834
	Disagree	0	0.0%	1	13%		
	Undecided	0	0.0%	0	0.0%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	9	81.8%	2	18.2%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

For the successful implementation of any endeavor leaders need set clear goals must have vivid vision and understanding of their mission. Also, they need actively engage in playing their role in coordinating efforts. They also need to communicate the program clearly to the stakeholders. Teachers need to play an active role in planning and other aspects of the endeavor. The school improvement committee also needs to do its part.

The table shows pertaining to the leaders setting goals, vision and mission in light of the program 22% male respondents and female respondent disagree; 35% male respondents and 25% female respondent agree and 45% male and 22% female respondents strongly agree 17% agree and 25% disagree to the statement.

Pertaining to the school leaders role of engaging in coordinating stakeholders and the SIP committee for the preparatory of the program, 45% male and 25% female respondent disagree; 18% males are undecided 66% males and 33% females agree with the statement and 43% male and 25% female respondents strongly agree.

Regarding whether or not teachers are actively involved in the preparation of SIP, 18% male respondents strongly disagree 17% female respondent is undecided, 60% male and 13% female respondents agree and 35% male and 1 female respondent strongly agree.

As for the statement relating to teachers involving in the self-evaluation of the implementation of SIP, only 12% female respondent disagrees with the statement made, 33% male and 16% female respondents are undecided. But 77% male and 22% female respondents agree.

Relating to the statement about communicating the program clearly to the teachers, 45% male and female respondents disagree while 55% males and 1 female respondent are undecided. But 25% female respondent agree and 14% male and 1 female respondent strongly agree pertaining to the statement about the contribution of the SIP committee in preparing the SIP program 43% male and 13% female respondents strongly disagree 13% female respondent disagree. But 81% male and 18% female strongly agree with the statement made.

The table shows that the school leaders have set clear goals, vision and mission in light of SIP with the mean value of 4.19. They were actively engaged in coordinating the stakeholders and the preparation of the program with the mean value 3.81. Teachers are involved in the self-evaluation program with the mean value of 3.50. The program was well communicated

with a mean value of 3.31. The SIP committee has contributed a lot in preparing the SIP with a mean value of 3.81.

Data Obtained from Members of students councils

Table 24: Involvement of members of students council in implementing SIP.

		Sex					
		Male		Female			
		Count	Row N %	Count	Row N %	mean	Std. Deviation
The school leaders frequently evaluated and discussed with teachers on the program implementation outcomes.	Strongly disagree	0	0.0%	0	0.0%	3.50	.516
	Disagree	0	0.0%	0	0.0%		
	Undecided	6	9.0%	2	25.0%		
	Agree	6	9.0%	2	25.0%		
	Strongly Agree	0	0.0%	0	0.0%		
The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.	Strongly disagree	0	0.0%	0	0.0%	2.31	.479
	Disagree	8	48.0%	3	9.0%		
	Undecided	4	43.0%	1	12.0%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
There is strong work team among stakeholders to implement the school improvement program.	Strongly disagree	2	9.0%	0	0.0%	3.31	1.014
	Disagree	0	0.0%	0	0.0%		
	Undecided	3	38.0%	2	15.0%		
	Agree	7	77.8%	2	22.2%		
	Strongly Agree	0	0.0%	0	0.0%		
Stakeholders have frequently discussed on the teaching learning process and students' results. The Principal was actively engaged in trying to improve the teaching learning process and students' results.	Strongly disagree	0	0.0%	0	0.0%	3.88	1.50
	Disagree	5	23.3%	1	16.7%		
	Undecided	0	0.0%	0	0.0%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	7	63.0%	3	30.0%	4.38	.806
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	2	36.0%	1	6.3%		
	Agree	3	39.0%	1	12.0%		
Strongly Agree	7	56.0%	2	22.2%			

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

In implementing the program discussing about the outcomes is important pertaining to the statement made about the evaluation and discussion between school leaders and teachers, 9% male and 25% female respondents are undecided; 9% male and 25% male respondents agree with the statement made.

The school improvement committee role in implementing the program is vital regarding the statement made on its contribution in coordinating monitoring and evaluation, 43% male and 9% female respondents disagree, 43% female and 12% female student are undecided,

Regarding the strength of the team, 38% male respondents strongly disagree with the statement made 38% male and 25% female respondents are undecided. But 77% male and 22% female respondents agree with the statement made.

Discussing on teaching and learning process is one important aspect of the process. Regarding the statement made about this aspect, 23% male and 16% female respondent disagree while 63% male and 30% female respondents strongly agree

Pertaining to whether or not the principal played an active role in trying to improve the teaching learning process and students results 26% male and 13% female respondent are undecided while 39% male and 12% female respondents strongly agree with the statement.

The table shows that the leaders evaluated teachers and provided feedback with the mean value of 3.50 .The SIP committee contributed in coordinating, monitoring and evaluation of the implementation with the mean value of 2.31.Concerning the strength of the work team it exists with the mean value of 3.31.Regarding the stakeholders engagement in discussion, it was done with the mean value of 3.88.As for the principals effort in trying to improve the teaching learning process and students. it exists with the mean value of 4.38.

Data Obtained from Members of students councils

Table 25: Responses of members of student's councils on the four domains

		Sex					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
There are clearly defined, consistent and mutually accepted student governing rules.	Strongly disagree	0	0.0%	0	0.0%	3.94	1.389
	Disagree	3	35%	2	20%		
	Undecided	0	0.0%	0	0.0%		
	Agree	2	13%	0	0.0%		
	Strongly Agree	7	77.8%	2	20%		
There is positive relationship among teachers.		3	75.0%	1	9%	4.17	1.115
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	2	20%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	3	75.0%	1	9%		
There is a positive relationship among teachers and students.	Strongly disagree	0	0.0%	0	0.0%	4.13	.885
	Disagree	0	0.0%	0	0.0%		
	Undecided	3	35%	2	20.0%		
	Agree	3	35%	1	9%		
	Strongly Agree	6	85.7%	1	9%		
The compound school is attractive and welcoming to students.	Strongly disagree	7	77.8%	2	20%	2.19	1.424
	Disagree	0	0.0%	0	0.0%		
	Undecided	2	20%	0	0.0%		
	Agree	3	35%	2	20%		
	Strongly Agree	0	0.0%	0	0.0%		
The compound school is convenient for teachers and students feel safe.	Strongly disagree	4	26%	1	20.0%	2.63	1.204
	Disagree	0	0.0%	0	0.0%		
	Undecided	5	29%	2	20%		
	Agree	3	35%	1	12%		
	Strongly Agree	0	0.0%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Pertaining to the statement relating to having clearly defined consistent and mutually accepted student governing real's 35% male and 20% female respondents disagree, whereas 13% male respondents agree, and 78% and 29% female respondents strongly agree.

It is evident that positive relationships is very important for a successful implantation of any program pertaining to the statement make in relation to this 20% male respondents disagree while 75% male and 9% female respondent agree 66% male and 20% female respondents strongly agree.

Regarding whether or not there is a solve prelateship between teachers and students 35% males and 20% female respondents are undecided where as 35% male and 9% female respondent agree and 85% male and 9% female respondent strongly agree

As for as the attractiveness of the schools compound is concerned 77% male and 20% female respondents strongly disagree 20% male respondents are undecided. But 35% male and 20% female respondents agree with the statement made.

The existence of clearly defined, consistent and mutually accepted student governing rules ,it exists with the mean value of 3.94 .Regarding the existence of positive relationship, it exists with the mean value of 4.17 and 4.13 .As regards the attractiveness of the school's compound and whether it is welcoming the mean is 2.19 .

4.8 Community Involvement Domain

Data Obtained from Members of students councils

Table 26: Community involvement Domain

		Sex					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
The extent to which members of Parent Teacher Association have contributed for the success of the school improvement program.	Very Low	0	0.0%	0	0.0%	3.25	.447
	Low	0	0.0%	0	0.0%		
	Medium	9	75.0%	3	25.0%		
	High	3	37%	1	25.0%		
	Very High	0	0.0%	0	0.0%		
The extent to which parents contributed for the improvement of students achievement.	Very Low	2	19%	0	0.0%	2.88	1.204
	Low	4	43%	2	33.3%		
	Medium	0	0.0%	0	0.0%		
	High	6	51.0%	2	25.0%		
	Very High	0	0.0%	0	0.0%		
The degree to which parents discuss with the school leaders on students results and discipline.	Very Low	0	0.0%	0	0.0%	3.69	1.195
	Low	3	31.0%	1	18%		
	Medium	2	19%	0	0.0%		
	High	4	43%	1	20.0%		
	Very High	3	31%	2	25.0%		
Parents contribution on supporting educational activities.	Very Low	3	28%	1	18.0%	3.25	1.612
	Low	0	0.0%	0	0.0%		
	Medium	4	66.7%	2	24%		
	High	0	0.0%	0	0.0%		
	Very High	5	83.3%	1	16.7%		
The extent to which parents discussed with the school leaders concerning educational issues.	Very Low	0	0.0%	0	0.0%	3.88	1.025
	Low	2	66.7%	1	17%		
	Medium	0	0.0%	0	0.0%		
	High	7	77%	2	22.2%		
	Very High	3	75.0%	1	13%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

The contribution of parent teacher associations vital for the success of the school improvement program. Accordingly on the table 75% of the respondents rated medium and 37% of them rated high whereas 37% female respondents related medium and one often respondents related high to the statement.

Parents are a key players on the improvement of student achievement concerning this issue 25% of male respondents rated very low and of them rated low whereas 51% of them rated high to the statement.

As it is known that discussion of parent with the school leaders on students results and discipline is vital concerning this depicts that 31% of male responded very high, 45% of them high, 19% responded low whereas 18% female respondent rated low where as 20% of female respondents rated low 19% rated high and 18% rated very high.

Concerning whether parents contributed in supporting educational activities 28% of male respondents rated very low whereas 13 rated very low, 66 of them rated medium and 13% rated very high where as 18% male respondents rated very low, 24% respondents rated medium and 16% very high .

With regard to parents discussion with the school leaders concerning educational issues 66% or male respondents rated low, where as 77% of them rated high and 75% of them rated very high. Whereas 17% of female respondents rated low and 22.2% of them rated high. And 13% of them rated very high.

The data shows on the average with the mean value of 3.75 respondents said that members of the PTA have contributed for the successes of the program .In contrast, on the average with the mean value of 2.88 respondents said that parents contributed for the improvement of students achievement .Consecutively on average with the mean value of 3.69 respondents said that parents discuss with the school leaders on students results and discipline. Accordingly on the average with the mean value of 3.25 respondents said that parents contribute on supporting educational activities .On the average with the mean value of 3.88 respondent said that parents discussed with the school leaders concerning educational issues.

4.8.1 Responses of Members of Students Councils on

Table 27: Factors impede the implementation of SIP

		Sex					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
Lack of awareness about the school improvement program	Strongly disagree	2	19%	0	0.0%	2.88	1.147
	Disagree	3	34%	1	15.0%		
	Undecided	4	38%	1	17.0%		
	Agree	3	34%	1	13.0%		
	Strongly Agree	0	0.0%	1	14%		
Shortage of material and financial resources	Strongly disagree	3	34%	1	14%	3.38	1.586
	Disagree	0	0.0%	0	0.0%		
	Undecided	2	19%	1	17%		
	Agree	3	34.0%	1	18.0%		
	Strongly Agree	4	38.0%	1	17.0%		
Absence of collaboration among stakeholders	Strongly disagree	5	43%	1	16.7%	1.62	.5
	Disagree	7	47%	3	30.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
Absence of self-evaluation at the end of each academic year	Strongly disagree	3	13%	1	25.0%	2.56	1.209
	Disagree	3	13.0%	1	25.0%		
	Undecided	2	19%	1	33.3%		
	Agree	4	32.0%	1	20.0%		
	Strongly Agree	0	0.0%	0	0.0%		
High turnover of principals	Strongly disagree	6	75.0%	2	25.0%	2.56	1.861
	Disagree	2	12%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	0	0.0%	1	19%		
	Strongly Agree	4	32%	1	20.0%		
Teacher resistance to the programme	Strongly disagree	6	75.0%	2	25.0%	1.62	.719
	Disagree	4	66.7%	2	33.3%		
	Undecided	2	12%	0	0.0%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
Lack of professional support from Head of Woreda Office	Strongly disagree	3	75.0%	1	25.0%	2.13	.806
	Disagree	5	50%	1	16.7%		
	Undecided	4	43%	2	33.3%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Stakeholder should get adequate awareness on the implementation of SIP. If there is lack of awareness the implemented will not be successful concerning the table shows that 19% male respondent strongly disagree 34% of them are disagree 38% of them are undecided and 34% of them are agree whereas 15% female respondent is disagree, 17% undecided 13% agree 14% strongly disagree.

Material and finance has a great role in the implementation of school improvement program if there is shortage of material and finance the implementation will be low accordingly, 34% male respondents strongly agree, 19% of them are undecided whereas 34% of them are agree and 38% of them are dotingly agree whereas 17% respondents is strongly disagree, 13% female respondent disagree, 14% undecided and 14% strongly disagree,

Working in collaboration with stakeholders has great help for the implementation of school improvement program accordingly, item 34% depicts that 43% male strongly disagree and 47% disagree and 16% female responded strongly agree with the idea whereas 30% female respondents are disagree the statement

As it is known self-evaluation is vital for identifying problems and to give remedy for that problem item 32% concerning absence of self-evaluation at the end of each academic year shows that 34% male and 25% female respondents are strongly disagree against 13% males and 12% female respondents are disagree and 14% male and 14% female respondents are undecided where as 32% male and 12% female respondents are agree to the statements.

Turnover of principles can affect the implementation of the program. Concerning high turnover of principals in the given school table shows that 75% male and 25% female respondents are strongly disagree and 12% male respondent is disagree 30% and male respondent and 19% females respondent strongly agree.

For successful implementation of the program teachers acceptance of the program is vital if teachers resists the program it will be difficult to implement it, accordingly on the table item 75% depicts that 75% male respondents and 25% and 66% male and female respondents are strongly disagree and 33% female respondents are disagree, and 13% of male responded are undecided.

Having professional support from the concerned body has a positive impact on the implementation of the program accordingly item 73% concerning lack of professional support form head of woreda office 32% of male and 16% female respondents are strongly

disagree and 50% male and 16% female respondents disagree and 43% male and 33% female respondents are undecided to the statement.

According to the data obtained to assess factors that affect the implementation of SIP .On the average with the mean value of 2.88 respondents said that there is lack awareness about the program .Accordingly on the average with the mean value of 3.38 respondents said that there is shortage of material and finance. With regard to self-evaluation at the end of the year on the average with the mean value of 2.56 respondents said that there is absence of self-evaluation at the end each academic year. Accordingly on the average with the mean value of 1.62 respondents said that there is absence of collaboration among stakeholders. Consequently on the average with the mean value of 2.56 respondents said that there is high turnover of principals .With regard to teacher resistance to the program on the average with the mean value of 1.62 respondents said that there is teacher resistance to the program .Consequently .On the average with the mean value of 2.13 respondents said that there is lack of professional support from Woreda Office.

4.9 Analysis of Qualitative Data Obtained from Members of Students Councils

4.9.1 Obstacles Faced In the Implementation Process of SIP

Members of student’s councils have put forward the following opinions as to the obstacles faced during the implementation of the program.

“There is shortage of training on SIP and lack of involvement in planning of SIP.”

“The school, leaders do not involve us in planning process of the school improvement program they simply ask our involvement in the implementation process. This leads us to be passive in the implementation process.”

“The relationship between teachers and leaders is not encouraging.”

4.9.2 Solution Suggested

Members of the students’ councils made the following suggestions in order to improve the implementation of the program:

“Efforts should be made to raise the level of awareness of members of student council.”

“School leaders should involve members of student’s council in planning process of school improvement program.”

“There should be positive relationship between teachers and leaders to achieve this, leaders should create conducive environment to make intensive discussion with teachers”

Data Obtained from Members of SIP Committee

Table 28. Awareness of Members of School Improvement Committee

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
Teachers have adequate awareness of the objectives of the program and its implementation processes.	Strongly disagree	0	0.0%	0	0.0%	3.5	1.0488
	Disagree	1	12%	0	0.0%		
	Undecided	1	12%	0	0.0%		
	Agree	2	18%	0	0.0%		
	Strongly Agree	1	12.0%	0	0.0%		
Students have adequate understanding of their responsibilities in School Improvement Program.	Strongly disagree	2	18%	0	0.0%	2.33	1.211
	Disagree	1	12%	0	0.0%		
	Undecided	1	50.0%	0	0.0%		
	Agree	1	12%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
The school has assured the staff readiness before the commencement of the program.	Strongly disagree	1	12.0%	0	0.0%	2.33	1.033
	Disagree	3	35%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	1	12%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Teachers are one of the stakeholders which should have adequate awareness on the program item 12% depicts 12% male teachers is disagree and 12% male teachers undecided whereas 18% male teachers are agree and 12% male also strongly agree.

Schools should make the staff ready before training the program concerning this issue 12% male teachers 12% strongly agree 35% of them are disagree teachers 12% male respondents is agree to the statement.

Concerning student adequate understanding of their responsibilities 18% male respondents are strongly disagree 12% agree, 12% disagree and 12% undecided.

According to the data collected to assess the awareness of members of SIP committee, it is shown that on the average with the mean value of 3.5 respondents said that teachers have adequate awareness of the objectives of the program. In contrast the average respondents with the mean value of 2.33 responded that students have adequate understanding of their responsibilities in school improvement program. On average with the mean value of 2.33 the school has assured the staff readiness before the commencement of the program.

Data Obtained from Members of SIP Committee

Table 29: The Involvement of School Improvement Committee in Planning for School Improvement

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
Teachers were actively involved in preparation of the School Improvement Program.	Strongly disagree	0	0.0%	0	0.0%	3.83	1.472
	Disagree	2	32%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	1	12%	0	0.0%		
	Strongly Agree	1	12%	0	0.0%		
	EME	1	12%	0	0.0%		
Members of the student council actively were involved in preparation of the School Improvement Program.	Strongly disagree	2	32%	0	0.0%	2.5	1.57
	Disagree	0	0.0%	0	0.0%		
	Undecided	2	32%	0	0.0%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	1	12%	0	0.0%		
Parents were actively involved in preparation of school improvement program.	Strongly disagree	2	32%	0	0.0%	2.83	1.472
	Disagree	0	0.0%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	3	42%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
Stakeholders participated in the self-evaluation programme on the school.		1	12%	0	0.0%	2.80	1.643
	Strongly disagree	1	12%	0	0.0%		
	Disagree	1	12%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	1	12%	0	0.0%		
	Strongly Agree	1	12%	0	0.0%		
Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year	Strongly disagree	1	12%	0	0.0%	3.0	1.414
	Disagree	1	12.0%	0	0.0%		
	Undecided	1	12%	0	0.0%		
	Agree	1	12%	0	0.0%		
	Strongly Agree	1	12%	0	0.0%		
The school improvement program was well communicated to school community (teachers, students, parents)	Strongly disagree	1	12%	0	0.0%	2.83	1.169
	Disagree	0	0.0%	0	0.0%		
	Undecided	2	32%	0	0.0%		
	Agree	2	32%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
The school improvement committee has contributed a lot in preparing school improvement program.		1	12%	0	0.0%	3.0	1.4.14
	Strongly disagree	1	12%	0	0.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	2	32%	0	0.0%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	1	12%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Active involvement is crucial for implementation of the program accordingly the table item 12% depicts concerning active involvement of teachers that 232% of male respondents disagree and 12% agree and 12% respondent is strongly agree.

The involvement of student council is for the implementation of the program concerning this 32% of male respondents strongly disagree 12% strongly agree 32% undecided to the statement.

Concerning parent involvement in preparation of the program 36% of male respondents are agree 12% strongly disagree 12% disagree one undecided 12% strongly agree and 12% agree.

Concerning stake holders involvement program on the 12% male respondent disagree, 12% undecided and 12% responded agree.

The school improving program should be communicated to all stakeholders Accordingly as the table item 6 shows that 32% male respondents are undecided and 32% of them are agree

Concerning the contribution of school improvement committee 12% male respondents strongly agree and 12% strongly disagree 32% of them are undecided and 12% is strongly agree.

Concerning the involvement of teachers in preparation of the SIP it is shown that on the average with the mean value of 3.83 respondents said that teachers were actively involved in the preparation of the program. Accordingly with the mean value of 2.50 on the average members of the SCS were actively involved in preparation of the program .Concerning parents' involvement in the program on the average with the mean value of 2.83 respondents said that parents were actively involved in the preparation of the program .With regard to participation of stakeholders in the self-evaluation program on the average with the mean value of 2.80 respondents said that stakeholders are participated in the self-evaluation program. As for whether the program was well communicated on the average with the mean value of 2.83 respondents said that it was well communicated. Whether the was well communicated on the average with the mean value of 2.83 respondents said that it was well communicated. Concerning whether the school improvement committee has contributed a lot in preparing the program on the average with the mean value of 3.00 respondents said that the committee has contributed a lot in preparing the program.

Data Obtained from Members of SIP Committee

Table 30: The Involvement of Members of School Improvement of Committee in Implementation SIP

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.	Strongly disagree	0	0.0%	0	0.0%	3.33	1.033
	Disagree	0	0.0%	0	0.0%		
	Undecided	3	34%	0	0.0%		
	Agree	1	12%	0	0.0%		
	Strongly Agree	1	12%	0	0.0%		
Teachers were actively engaged in teaching and learning process in light of the objective of school improvement program.	Strongly disagree	0	0.0%	0	0.0%	4.0	.632
	Disagree	0	0.0%	0	0.0%		
	Undecided	1	12%	0	0.0%		
	Agree	3	18%	0	0.0%		
	Strongly Agree	1	12%	0	0.0%		
Parents, together with local community were actively involved in creating conducive school environment.	Strongly disagree	1	50.0%	0	0.0%	3.0	1.897
	Disagree	1	12%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	1	12%	0	0.0%		
	Strongly Agree	2	32%	0	0.0%		
There is a strong team work among stakeholders to implement the school improvement program.	Strongly disagree	1	12%	0	0.0%	2.5	1.049
	Disagree	1	12%	0	0.0%		
	Undecided	2	12%	0	0.0%		
	Agree	1	12%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
Woreda and zone education offices have given professional and financial support to the school in order to encourage the implementation of the program.	Strongly disagree	2	32%	0	0.0%	2.5	1.643
	Disagree	0	0.0%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	3	18%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
The school supervisor contributed a lot in facilitating the implementation of school improvement program.	Strongly disagree	1	12%	0	0.0%	2.5	1.643
	Disagree	2	32%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	1	12%	0	0.0%		
	Strongly Agree	1	12%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

The school improvement committee has a significant role the implementation of school implement program Accordingly, item 1 shows 34% male respondents are undecided to the statement and 12% respondent is agreeing 12% strongly agree.

Concerning teachers engagement in the teaching learning process in light of the objectives 18% male respondent is agree and 12% respondent is strongly disagree and 12% undecided.

Concerning the involvement of parents in creating conducive environment 12% respondent agree whereas 32% of them are strongly agree. Regarding a stronger team work among stakeholders to implement the SIP 12% of male respondent is strongly disagree 12% disagree 32% of the respondents are undecided and 12% the respondents is agree

As it is known financial and material support has a great role for the successful implementation of the program concerning this 32% of male respondents are strongly agree 23% of them are agree.

Concerning the contribution of school supervisor 32% of male respondent is disagree 12% agree and 12% strongly agree to the statement.

According to the data collected it is shown that on the average with the mean value of 3.33 respondents said that the committee has contributed a lot in coordinating ,monitoring and evaluation of the program with regard to teachers involvement on the average with the mean value of 4.00 respondents said that teachers were actively engaged in teacher learning process in light of the objectives of the program. Accordingly with the mean value of 3.00 on the average parents together with local community were involved in creating conducive environment .With regard to whether there is a strong team work among stakeholders to implement the program the average with the mean value of 2.50 respondents said that there is a strong work team among stakeholders .Concerning the professional support given from Woreda and Zone, on the average with the mean value of respondents said that they have given professional and financial support .With regard to the School supervisors contribution in facilitating the implementation of the program on the average with the mean value of 2.50 respondents said that the school supervisors contributed a lot in facilitating the implementation of SIP.

Data Obtained from Members of SIP Committee

Table 31: Responses of members of school improvement committee on the four domains

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
The degree to which teachers take, collective responsibility for students' learning.	Very Low	0	0.0%	0	0.0%	4.17	.753
	Low	0	0.0%	0	0.0%		
	Medium	1	12.0%	0	0.0%		
	High	3	23%	0	0.0%		
	Very High	1	12.0%	0	0.0%		
The extent to which teachers identified students' achievement and give special support (Tutorial) for slow learners.		1	12%	0	0.0%	3.00	1.225
	Very Low	0	0.0%	0	0.0%		
	Low	1	12.0%	0	0.0%		
	Medium	2	32.0%	0	0.0%		
	High	0	0.0%	0	0.0%		
The extent to which teachers evaluated curriculum materials (text books, teacher's guides).	Very Low	0	0.0%	0	0.0%	3.00	1.095
	Low	2	31%	0	0.0%		
	Medium	0	0.0%	0	0.0%		
	High	3	18.0%	0	0.0%		
	Very High	0	0.0%	0	0.0%		
The extent to which the school teachers implemented continuous assessment and gave constructive feedback to students' performance.	Very Low	0	0.0%	0	0.0%	3.33	1.211
	Low	2	31%	0	0.0%		
	Medium	1	12.0%	0	0.0%		
	High	1	13%	0	0.0%		
	Very High	1	13.0%	0	0.0%		
The degree to which action research was conducted by the school community (teachers, principals) to solve school level problems.	Very Low	1	13.0%	0	0.0%	3.17	1.329
	Low	1	12%	0	0.0%		
	Medium	0	0.0%	0	0.0%		
	High	3	75.0%	0	0.0%		
	Very High	0	0.0%	0	0.0%		
The degree to which Continuous Professional Development program is implemented in the school	Very Low	1	14.0%	0	0.0%	2.67	1.033
	Low	0	0.0%	0	0.0%		
	Medium	3	12.0%	0	0.0%		
	High	1	12.0%	0	0.0%		
	Very High	0	0.0%	0	0.0%		
The level of teachers' participation in Continuous Professional Development program.	Very Low	0	0.0%	0	0.0%	2.83	1.169
	Low	1	12.0%	0	0.0%		
	Medium	2	32.0%	0	0.0%		
	High	2	32.0%	0	0.0%		
	Very High	0	0.0%	0	0.0%		
The extent to which the school teachers use laboratories in teaching lessons that need it.	Very Low	0	0.0%	0	0.0%	2.50	.837
	Low	1	12.0%	0	0.0%		
	Medium	4	41.0%	0	0.0%		
	High	0	0.0%	0	0.0%		
	Very High	0	0.0%	0	0.0%		
The extent of advice and support given for teachers by internal supervisors.	Very Low	0	0.0%	0	0.0%	3.33	1.366
	Low	0	0.0%	0	0.0%		
	Medium	2	32.0%	0	0.0%		
	High	2	33.0%	0	0.0%		
	Very High	1	12.0%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Concerning the extent to which professional development program is provided, 14% respondent believes it is very low, another 14% believes it is low, while 16% respondents believe it is medium and 14% respondent believes it is high.

As far as the level of teachers participation in continuous professional development, 12% respondent believes it is very low, another 12% respondents believes it is low, whereas 32% of the respondents believe it is medium and 32% of the respondents believe it is high.

As regards the degree to which teachers take, collective responsibility for students learning, 12% male respondent believes it is low, where as 23% male respondents believe it is high; 32% respondents believe it is high.

Regarding the extent to which teachers identified students achievement and give special support, 32% respondents believe it is low, 32% believe it is medium, only 13% believes it is very high. As far the extent to which teachers evaluates curriculum materials, 31% respondents believe it is low, while 31% respondents believe it is high.

Concerning the implementation of continuous assessment and giving constructive feedback, 32% respondents believe it is low, 12% respondent believes it is high and 12% respondent believes it is high.

Relating to conducting research 12% respondents believes it is very low and another 12% respondent believes it is low, whereas 75% respondents believe it is high, 75% respondents believe it is high.

The data shows that on the average with the mean value of 4.17 respondents said that teachers take collective responsibility for students learning .With regard to whether teachers give special support for slow learners on the average with the mean value of 3.00 respondents said that teachers identified students achievement and give special support. Accordingly with the mean value of 3.00 on the average responded that teachers evaluated curriculum materials. With regard to implementation of continuous assessment by teacher on the average with the mean value of 3.33 respondents said that teachers implemented it and gave constructive feedback. Consequently on average with the man value of 3.17 action research was conducted by the school community. Accordingly with the mean value 2.67 on the average continuous professional development program is implemented in the school. With

regard to the level of teacher's participation in continuous professional development program on the average with the mean value of 2.83 respondents said that there is participation of teachers in continuous professional development program. Consequently on average with the man value of 2.50 school teachers use laboratories in teaching lessons that need it .As for advice and support given to teachers by internal supervisors on average with the mean value of 3.33 respondents said that advice and support given for teachers by internal supervisors.

Data Obtained from Members of SIP Committee

Table 32: Learning Environment Domain

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
There are clearly defined, consistent and mutually accepted student governing rules.	Strongly disagree	0	0.0%	0	0.0%	3.17	1.169
	Disagree	2	32.0%	0	0.0%		
	Undecided	1	12.0%	0	0.0%		
	Agree	1	11.0%	0	0.0%		
	Strongly Agree	1	13.0%	0	0.0%		
There is positive relationship among teachers, students and between teachers and students.	Strongly disagree	1	11.0%	0	0.0%	3.17	1.329
	Disagree	0	0.0%	0	0.0%		
	Undecided	2	32.7%	0	0.0%		
	Agree	1	12.0%	0	0.0%		
	Strongly Agree	1	13.0%	0	0.0%		
The school compound is attractive and welcoming to students.	Strongly disagree	0	0.0%	0	0.0%	3.17	.983
	Disagree	1	12.0%	0	0.0%		
	Undecided	1	13.0%	0	0.0%		
	Agree	3	14.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
The school compound is highly safe (teachers and students feel secure in the school)	Strongly disagree	1	15.0%	0	0.0%	2.67	1.033
	Disagree	0	0.0%	0	0.0%		
	Undecided	3	32%	0	0.0%		
	Agree	1	11%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
The school policies and expectations are well communicated and understood by teachers, students and parents.	Strongly disagree	0	0.0%	0	0.0%	3.00	1.549
	Disagree	2	32.0%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	2	29.0%	0	0.0%		
	Strongly Agree	1	12.0%	0	0.0%		
Teaching and learning materials are adequately available in the school.		1	13.0%	0	0.0%	2.60	1.517
	Strongly disagree	1	13.0%	0	0.0%		
	Disagree	1	12.0%	0	0.0%		
	Undecided	1	14.0%	0	0.0%		
	Agree	0	0.0%	0	0.0%		
Necessary facilities (water supply, latrine, cafeteria are adequately available for both teachers and students)	Strongly disagree	0	0.0%	0	0.0%	3.50	1.378
	Disagree	2	13.0%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	1	12.0%	0	0.0%		
	Strongly Agree	2	31.0%	0	0.0%		
Classrooms are suitable places and have conducive conditions for teaching and learning.	Strongly disagree	1	11.0%	0	0.0%	2.83	1.72
	Disagree	1	11.0%	0	0.0%		
	Undecided	1	13.0%	0	0.0%		
	Agree	1	12.0%	0	0.0%		
	Strongly Agree	1	11.0%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Regarding the presence of clearly defined, consistent and mutually accepted student governing rules, 32% respondents disagree, 32% are undecided, where as 12% agrees and strongly agrees.

As far the existence of positive relationship among teachers, students and between teachers and students, 12% of the respondents strongly disagree, 32% are undecided, while 12% agrees and another 13% agrees with the statement made.

As for whether the school compound is attractive and welcoming to students, 32% respondents disagree while 12% is undecided. But 31% of the respondents agree.

Pertaining to the school's compound being safe for teachers and students, 15% of the respondents strongly agree, and another 11% disagrees , while 32% of them are undecided. Only one of the respondents agree.

Concerning how well policies and expectations well communicated and understood by teachers students and parents, 12% of the respondents strongly disagree and 32% of the respondents disagree, while 32% of them agree.

Concerning the available of teaching and learning materials, only 12% respondent strongly disagree with the statement made and 12% disagrees and another 12% respondent is undecided only 12% respondent strongly disagrees.

Pertaining the provision of the facilities, 14% of the respondents disagree, while only 12% respondent is undecided 12% respondent agrees and 16% respondents strongly agree.

As far as the statement made about classroom is concerned, 11% respondent strongly disagree and 18% respondents disagree and 11% of them is undecided, while 11% of them agrees and another 11% strongly agrees.

Concerning the statement made about satiability of classrooms and if they are conducive for teaching and learning, 11% respondent strongly disagrees, 24% of them disagree 11% is undecided. 11% of them strongly agrees and another 11% strongly agrees.

It is shown on the table that on the average with the mean value of 3.17 respondents said that there are clearly defined, consistent and mutually accepted student governing rules. Similarly the average respondent with the mean value of 3.17 have responded that there is positive relationship among teachers, students and between teachers and students. Again on the average with the mean value of 3.17 respondents said that the school compound is attractive and welcoming to students. In contrast the average respondents with the mean value of 2.67 said that the school compound is highly safe for teachers and students. Consequently on average with the mean value of 3.00 the schools' policies and expectations are well communicated and understood by teachers, students and parents with regard to the availability of teachings and learning materials on the average with the mean value of 2.6 respondents said that teaching and learning materials are adequately available. Concerning the availability of necessary on the average with the mean value of 3.50 respondents said they are available in the school. On average with the mean value of 2.83 respondents said that classrooms are suitable places and have conducive conditions for teaching and learning.

Data Obtained from Members of SIP Committee

Table 33: Responses of members of School improvement committee on Leaderships and Management Domain

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
The extent to which teachers and students have participated in decision making and progress resource management is high.	Strongly disagree	0	0.0%	0	0.0%	3.17	1.472
	Disagree	2	31.7%	0	0.0%		
	Undecided	1	11.0%	0	0.0%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	2	12.0%	0	0.0%		
The leadership and management provided adequate training to the school community including recently hired teachers on the school improvement program.	Strongly disagree	0	0.0%	0	0.0%	2.83	.408
	Disagree	1	11.0%	0	0.0%		
	Undecided	4	42.0%	0	0.0%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
The school principals played effective leadership role in school improvement program implementation.	Strongly disagree	0	0.0%	0	0.0%	4.0	.894
	Disagree	0	0.0%	0	0.0%		
	Undecided	1	12.0%	0	0.0%		
	Agree	2	32.0%	0	0.0%		
	Strongly Agree	2	32.0%	0	0.0%		
Communicating with the school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance.	Strongly disagree	0	0.0%	0	0.0%	2.67	.516
	Disagree	1	13.0%	0	0.0%		
	Undecided	4	12.0%	0	0.0%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
The school leadership and management give valuable responses to the identified school improvement problems immediately.	Strongly disagree	0	0.0%	0	0.0%	3.33	.816
	Disagree	1	12.0%	0	0.0%		
	Undecided	1	13.0%	0	0.0%		
	Agree	3	28.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
Principals have been regularly supervising classroom instructions to give constructive feedback for teachers	Strongly disagree	0	0.0%	0	0.0%	2.83	.983
	Disagree	0	0.0%	0	0.0%		
	Undecided	4	31.0%	0	0.0%		
	Agree	1	12.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Pertaining the first statement about the extent to which teachers and students participated in decision making and progress resource management, 31% respondents disagree, and 11% is undecided while 12% of the respondents strongly agree.

As for the statement made about leadership and management providing training, 11% respondent disagrees, but 42% of them are undecided. Concerning how effective the principal was his leadership, 12% respondents are undecided regarding the statement, while 32% of the respondents agree and 32% of them strongly agree.

Regarding whether communicating with the school community about the program, 32% of the respondents agree, while 12% of them are undecided. As far as the statement about giving valuable responses to problems identified, 13% respondent disagrees, and 32% are undecided, while 23% of the respondents agree with the statement made. As regards supervision, 13% respondents strongly disagrees, 12 of them are undecided while 11% of them agree.

According to the data collected to assess the leadership and management domain ,it is shown that on the average with the mean value of 3.17 respondents said that teachers and students have participated in decision making and progress resource management .In contrast on the average with the mean value of 2.83 respondents said that the leadership and management provided adequate training to the school community .The role of school principals in school improvement program is undeniable accordingly with the mean value of 4.00 on the average respondents said that school principals played effective leadership role in school improvement program. With regard to communicating with the school community on the program on the average with the mean value of 2.67 respondents said that the school leaders were regularly communicates with the school community. Concerning giving valuable responses to the identified problems on the average with the mean value of 3.33 respondents said school leaders give valuable responses .Lastly, on average with mean value of 2.83 the principals have been regularly supervising classroom instructions and given constructive feedback to teachers.

Data Obtained from Members of SIP Committee

Table 34: Community involvement domain

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
The extent to which parents' teachers associations have contributed for the success of the school improvement program.	Very Low	1	11.0%	0	0.0%	3.83	1.472
	Low	0	0.0%	0	0.0%		
	Medium	0	0.0%	0	0.0%		
	High	3	31.0%	0	0.0%		
	Very High	1	11.0%	0	0.0%		
The level of involvement of parents in decision making	Very Low	0	0.0%	0	0.0%	4.0	.632
	Low	0	0.0%	0	0.0%		
	Medium	1	12.0%	0	0.0%		
	High	3	32.0%	0	0.0%		
	Very High	1	12.0%	0	0.0%		
The degree to which parents follow up their children and involved in their learning to improve their achievement.	Very Low	0	0.0%	0	0.0%	3.5	1.049
	Low	1	11.0%	0	0.0%		
	Medium	1	50.0%	0	0.0%		
	High	2	32.0%	0	0.0%		
	Very High	1	12.0%	0	0.0%		
The extent to which parents with teachers discuss on students' achievement and discipline		1	11.0%	0	0.0%	3.0	1.0
	Very Low	0	0.0%	0	0.0%		
	Low	1	12.0%	0	0.0%		
	Medium	1	12.0%	0	0.0%		
	High	2	32.0%	0	0.0%		
	Very High	0	0.0%	0	0.0%		
The extent to which parents contributed in fund raising activities to the school	Very Low	0	0.0%	0	0.0%	4.0	1.265
	Low	0	0.0%	0	0.0%		
	Medium	1	11.0%	0	0.0%		
	High	1	12.0%	0	0.0%		
	Very High	3	34.0%	0	0.0%		
The degree to which parents discuss with the school leaders on teaching and learning	Very Low	0	0.0%	0	0.0%	3.33	.516
	Low	0	0.0%	0	0.0%		
	Medium	3	34.0%	0	0.0%		
	High	2	33.0%	0	0.0%		
	Very High	0	0.0%	0	0.0%		
The extent to which parents feel welcome to the school	Very Low	1	11.0%	0	0.0%	2.83	1.835
	Low	1	12.0%	0	0.0%		
	Medium	1	11.0%	0	0.0%		
	High	0	0.0%	0	0.0%		
	Very High	2	32.0%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Community Involvement is vital for the implementation of program. Accordingly the table shows concerning the contribution of parent teacher association to the SIP 11% male respondent rated very low, 31% male respondent rated high and one male respondent rated very high.

Regarding the level of involvement of parents in decisions making 11% male respondent rated medium 32% of male respondents rated high and 11% rated very high.

Concerning the degree to which parents follow up their children and their involvement on their learning item 32% shows that 11% male respondent rated low, 11% rated medium, and 33 % of them rated high and one rated high.

With regard to the extent to which parents discuss with teachers on 32% male respondents rated low, one rated medium and 32% of them rated high.

Concerning parents contribution in fund raising activities on table shows items 1 male respondent rated low, one male respondents rated medium and one male rated high and three of them rated very high.

With regard to whether parents discuss with the school leaders on teaching and learning item 34% four male teachers rated medium, two male respondents rated high.

Regarding the extent to which parent feel welcome to the school. Table shows in item 7 rated 32% male respondent rated very low, 11% male respondents rated medium and 32% male respondents rated very high to the statement.

The data collected to shows that on the average with the mean value of 3.83 respondents said that members of the PTA have contributed for the success of the program .In contrast on the average with the mean value of 4.00respondents said that there is involvement of parents in decision making .Accordingly on average with the mean value of 3.50 respondents said that parents follow their children and are involved in their learning to improve their achievement .Consequently on the average with the mean value of 3.00 respondents said that parents discuss with teachers on students' achievement and discipline. With regard to parents contribution in fund raising activities on the average with the mean value 4.00 respondents said that there is involvement of parents in decision making .Accordingly on the average with the mean value 3.50 respondents said that parents follow their children and involved in their learning to improve their achievement. Consequently on the average with the man value of

3.00 respondents said that parents discuss with teachers on students' achievement and discipline. With regard to parents contribution in fund raising activities on the average with the mean value 4.00 respondents said that parents contribute in fund raising activities to the school. On the average with the mean value of 3.33 respondents said that parents discuss with the school leaders on teaching and learning .Consequently on the average with the mean value of 2.83 respondents said that parents feel welcome to the school.

Data Obtained from Members of SIP Committee

Table 35: Factors challenging the implementation of School improvement Program by members of School Improvement Committee

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
Lack of awareness about the school improvement program among the school community	Strongly disagree	0	0.0%	0	0.0%	3.33	1.506
	Disagree	2	32.7%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	1	12.0%	0	0.0%		
	Strongly Agree	2	32.0%	0	0.0%		
Shortage of material and financial resources	Strongly disagree	0	0.0%	0	0.0%	3.5	1.049
	Disagree	1	11.0%	0	0.0%		
	Undecided	2	23.0%	0	0.0%		
	Agree	1	11.0%	0	0.0%		
	Strongly Agree	1	12.0%	0	0.0%		
Absence of collaboration among stakeholders	Strongly disagree	0	0.0%	0	0.0%	3.0	1.095
	Disagree	2	32.7%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	3	38.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
Absence of self-evaluation at the end of each academic year	Strongly disagree	0	0.0%	0	0.0%	3.0	1.265
	Disagree	2	32.7%	0	0.0%		
	Undecided	1	12.0%	0	0.0%		
	Agree	1	11.0%	0	0.0%		
	Strongly Agree	1	12.0%	0	0.0%		
High turnover of principals	Strongly disagree	1	11.0%	0	0.0%	2.5	1.049
	Disagree	1	13.0%	0	0.0%		
	Undecided	2	32.0%	0	0.0%		
	Agree	1	12.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
Teachers resistance to the program	Strongly disagree	1	12.0%	0	0.0%	2.67	1.211
	Disagree	1	12.0%	0	0.0%		
	Undecided	1	11.0%	0	0.0%		
	Agree	2	13.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
The limitation of professional support from woreda education office	Strongly disagree	0	0.0%	0	0.0%	3.5	1.378
	Disagree	1	13.0%	0	0.0%		
	Undecided	1	12.0%	0	0.0%		
	Agree	1	13.0%	0	0.0%		
	Strongly Agree	2	31.0%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Lack of awareness about the school improvement program is 13% of the factor that impedes the implementation of school improvement program. Accordingly item 1 shows that 32% male respondents disagree and 12% male respondents agree and 32% male respondents strongly agree to the statements.

Concerning shortage of material and financial resources item 2, 11% male respondent disagree, 23% of them are undecided and 11% male respondents strongly agree.

With regards to absence of collaboration among stakeholders 32% male respondents disagree, and 38% male respondents agree to the statement.

Concerning absence of self-evaluation at the end of each academic year item shows 32% of male respondents disagree, 12% male respondent undecided, 11% male respondent agree, 12% strongly agree.

Regarding to high turnover of principals 13% male respondent disagree, 11% male disagree, one male strongly disagree 32% of them undecided, 12% male respondent are agree.

With regards to teachers resistance to the program 12% male respondent strongly disagrees and 12% male respondent disagrees, whereas, 13% male respondents agree.

Concerning the limitation of professional support from woreda education office, 31% male respondents disagree, 12% male respondent is undecided, one male respondent agrees and 31% male respondents strongly agree with statement made.

According to the data collected to assess factors that challenged the implementation of the program on the average with the mean value of 3.33 respondents said that there is lack of awareness about the SIP among the school community with regard to shortage of material and finance on the average with the mean value of 3.50 respondents said that there is shortage of material and financial resources. Accordingly on the average with the mean value of 3.00 respondents said that there is absence of collaboration among stakeholders. Similarly with regard to self-evaluation on the average with mean value of 3.00 respondents responded that there is absence of self-evaluation at the end of each academic year. On the average with the mean value of 2.50 respondents said that there is high turnover of principals. As for teachers resistance to the program on the average with the mean value of 2.67 respondents said there is teachers resistance to the program. On the average with the mean value of 3.50 respondents said that there is a limitation of professional support from Woreda Education Office.

Data Obtained from Members of SIP Committee

Table 36: Responses of Members of School Improvement on the four Domain

		SEX					
		Male		Female		Mean	Std. Deviation
		Count	Row N %	Count	Row N %		
Teaching and learning	Very Low	0	0.0%	0	0.0%	4.0	.632
	Low	0	0.0%	0	0.0%		
	Medium	1	12.0%	0	0.0%		
	High	3	32.0%	0	0.0%		
	Very High	1	13.0%	0	0.0%		
Learning environment	Very Low	0	0.0%	0	0.0%	3.33	.516
	Low	0	0.0%	0	0.0%		
	Medium	3	38.0%	0	0.0%		
	High	2	31.0%	0	0.0%		
	Very High	0	0.0%	0	0.0%		
Leadership and management	Very Low	0	0.0%	0	0.0%	3.67	1.366
	Low	1	12.0%	0	0.0%		
	Medium	0	0.0%	0	0.0%		
	High	2	31.0%	0	0.0%		
	Very High	2	12.0%	0	0.0%		
Community involvement	Very Low	1	13.0%	0	0.0%	2.50	1.049
	Low	1	12.0%	0	0.0%		
	Medium	2	11.0%	0	0.0%		
	High	1	12.0%	0	0.0%		
	Very High	0	0.0%	0	0.0%		

The extent of school improvement program based on the four domains

As it known teaching and learning one of the domain among the four domains. Concerning teaching and learning item 1 depicts that 12% male respondent rated medium 32% male respondents rated high and 13% male respondent rated medium 31% of them rated high and 12% male respondent rated very high.

Concerning learning environment table shows item two 38% of male respondents rated medium and 31% of male respondents rated high.

With regards to leadership and management 12% male respondent rated low, 31% of male respondents rated very high.

Regarding community involvement table shows item 4, 12% male respondents rated very low, 12% male respondent rated low whereas 16% of male respondents rated medium and 11% male respondents rated high.

According to the data collected to assess the extent to which SIP has been implemented in teaching and learning domains on the average with the mean value of 4.00 .Accordingly the learning environment domain on the average with the mean value of 3.33 and leadership and management domain on the average with the mean value of 3.67 and community involvement domain with the mean value on 2.50.

4.10 Analysis of Qualitative Data Obtained From Members of School Improvement Program Committee

4.10.1 Obstacles Faced

Members of the school improvement committee have said the following regarding the obstacles which hampered the implementation of the program:

“The training provided to stakeholders is not adequate.”

“There is a lack of consistent follow up from the concerned body.”

“There is lack of adequate planning.”

“There is the problem of not having sufficient kits in laboratories, and the absence of internet connection also posed a problem.”

4.10.2 Solution Suggested

Members of the SIP committee have made the following suggestions:

“The quality of the training should be enhanced.”

“Leaders should be active and consistent in playing their role of following up and providing support.”

“Leaders should make effort to do their planning well in advance.”

“The government should raise the financial support it gives to the schools so that they will have the kits needed.”

“The government should enable the schools to have internet access.”

Data Obtained from Parents Teachers Association

Table 37: Awareness on Parents Teacher Association

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
I was able to get adequate awareness of school improvement program from the training.		0	0.0%	0	0.0%	4.27	1.272
	Strongly disagree	1	12.0%	0	0.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	0	0.0%	1	12.0%		
	Agree	1	13.0%	1	50.0%		
	Strongly Agree	0	0.0%	7	51.0%		
Members of the PTA have adequate understanding of the objectives of the School Improvement Program and their responsibilities in the implementation of the program.		0	0.0%	0	0.0%	4.09	.831
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	2	31.7%	1	33.3%		
	Agree	0	0.0%	4	38.0%		
	Strongly Agree	0	0.0%	4	38.0%		
Parents have developed sense of responsibility and ownership to improve the school before commencement of the program implementations.		0	0.0%	0	0.0%	4.27	1.009
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	1	25.0%	3	75.0%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	1	14.3%	6	85.7%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Concerning adequate awareness of SIP 12% male respondent strongly disagree, 12% respondent, agree. Regarding members of PTA on having adequate awareness 31% of the male and 33% female respondents is undecided and 38% female respondents are agree on the

statement. Concerning parents sense of responsibility and ownership to improve the school before the commencement of the implementation one male and 75% female respondent is undecided and 25% male and 85% female respondents are strongly agree.

According to the data collected to assess awareness of Parents Teachers Association it is shown that on the average with the mean value of 4.27 respondents said that they got adequate awareness of school improvement program in contract on the average with the mean value of 4.09 respondents said that members of the PTSA have adequate understanding of the objectives of the school improvement program and their responsibilities in the implementation of the program, consequently on the average with the mean value of 4.27 respondents said that parents have developed sense of responsibility and ownership to improve the school before the commencement of the program.

Data Obtained from Parents Teachers Association

Table 38: Involvement of Parent Teachers Association in Planning

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
Members of the PTA were involved in planning of implementing of SIP		0	0.0%	0	0.0%	4.09	1.3
	Strongly disagree	0	0.0%	1	12.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	1	12.0%	1	12.0%		
	Agree	0	0.0%	2	11.0%		
	Strongly Agree	1	16.7%	5	83.3%		
Stake holders were involved in the evaluation program pertaining the implementation of SIP.		0	0.0%	0	0.0%	4.0	.632
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	1	12.0%	1	12.0%		
	Agree	1	14.3%	6	38.7%		
	Strongly Agree	0	0.0%	2	32.0%		
The program was well communicated to teachers, and members of SCS and PTA		0	0.0%	0	0.0%	3.91	.944
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	1	20.0%	4	34.0%		
	Agree	0	0.0%	2	36.0%		
	Strongly Agree	1	25.0%	3	35.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Concerning the involvement of PTA in planning one female respondent is strongly disagree, 12% female respondent is undecided. Whereas 16% female respondents are agree and 43% of them are strongly agree.

Regarding involvement of stake holder in the evaluation program, 11% male and 38% female respondents are undecided on is agree and 36% female respondents are strongly agree.

Concerning the program was well communicated to all stakeholders 12% and 20% female respondents are undecided 36% female respondents agree and 11% male and 35% female respondent are strongly agree.

With regards to the collaboration of members of PTA with the school community 36% male and 12% female respondents are undecided and 43% females are strongly agree to the statement. Concerning strong work among stakeholder 12% male and 12% female respondents disagree, 12% male and 36% female respondents are undecided whereas 35% female are agree and 35 %of them are strongly agree.

According to the data collected to access the involvement of parent teachers association it is shown that on the average with the mean value of 4.09 respondent said that members of PTA were involved in planning implementing of SIP Similarly, on the average with the mean value of 4.00 respondents were involved in the evaluation program consequently, on the average with the mean value of 3.91 respondent said that the program was well communicated to members of PTA and SCS.

Data Obtained from Parents Teachers Association

Table 39: Involvement of parents teachers association in implementation of SIP

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.		0	0.0%	0	0.0%	4.45	.522
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	0	0.0%	0	0.0%		
	Agree	1	16.7%	5	83.3%		
Strongly Agree	1	12.0%	4	80.0%			
Members of the PTA have collaborated with the school community to create a conducive environment for the implementation of the program		0	0.0%	0	0.0%	4.09	.944
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	1	12.0%	3	75.0%		
	Agree	1	50.0%	1	12.0%		
Strongly Agree	0	0.0%	5	50.0%			
The school leaders frequently evaluated and discussed with stakeholders on the program implementation outcomes.		0	0.0%	0	0.0%	3.91	1.044
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	1	16.7%	5	83.3%		
	Agree	0	0.0%	0	0.0%		
Strongly Agree	1	20.0%	4	80.0%			
Members of the PTA have collaborated with the school community in trying to create conducive teaching and learning environment		0	0.0%	0	0.0%	3.55	1.508
	Strongly disagree	0	0.0%	1	12.0%		
	Disagree	0	0.0%	2	100.0%		
	Undecided	2	32.7%	1	13.3%		
	Agree	0	0.0%	0	0.0%		
Strongly Agree	0	0.0%	5	50.0%			
There is strong work team among stakeholders .		0	0.0%	0	0.0%	3.64	1.120
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	1	12.0%	1	12.0%		
	Undecided	1	13.3%	2	32.7%		
	Agree	0	0.0%	3	39.0%		
Strongly Agree	0	0.0%	3	39.0%			

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Concerning the contribution of school Improvement committee 13% male and 43% female respondent are agree, 13% male and 36% female respondent are strongly agree. Regarding the collaborations of PTA with the school community 12% male and 39% female respondents are undecided, 12% male and 12% female respondents are strongly agree. As regards the school leaders frequent evaluation and discussion with stakeholders on the program implementation outcomes 12% male and 36% female responded are undecided and, 12% male and 36% female respondent are strongly agree.

According to the data collected to assess the involvement of PTA in implementation of SIP on the average with the mean value of 4.45 respondents said that the school improvement committee has contributed a lot in coordinating and evaluation of the SIP. In contrast on the average with the mean value of 4.09 respondents said that members of the PTA have collaborated with the school community, consequently, on the average with the mean value of 3.91 respondents said that the school leaders frequently evaluated and discussed with stakeholders on the program and on the average with the mean value of 3.55 respondents said that members of PTA have collaborated with the school community in trying to create conducive teaching and learning environment.

Data Obtained from Parents Teachers Association

Table 40: The involvement of PTA in Leadership and Management Domain

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
There are clearly defined, consistent and mutually accepted student governing rules.		0	0.0%	0	0.0%	3.64	1.629
	Very Low	0	0.0%	2	32.0%		
	Low	0	0.0%	1	12.0%		
	Medium	1	100.0%	0	0.0%		
	High	0	0.0%	2	32.0%		
	Very High	1	20.0%	4	42.0%		
There is positive relationship between teachers and students.		0	0.0%	0	0.0%	4.0	.866
	Very Low	0	0.0%	0	0.0%		
	Low	0	0.0%	0	0.0%		
	Medium	0	0.0%	3	32.0%		
	High	0	0.0%	3	32.0%		
	Very High	2	66.7%	1	33.3%		
The school compound is attractive.		0	0.0%	0	0.0%	2.70	1.767
	Very Low	1	25.0%	3	75.0%		
	Low	0	0.0%	1	12.0%		
	Medium	1	50.0%	1	50.0%		
	High	0	0.0%	0	0.0%		
	Very High	0	0.0%	3	12.0%		
The school compound is conducive for teachers and students.		0	0.0%	0	0.0%	3.30	1.337
	Very Low	0	0.0%	0	0.0%		
	Low	1	25.0%	3	75.0%		
	Medium	1	50.0%	1	50.0%		
	High	0	0.0%	1	12.0%		
	Very High	0	0.0%	3	13.0%		
The school policies and expectations are well communicated and understood by teachers, students and parents.		0	0.0%	0	0.0%	3.40	.699
	Very Low	0	0.0%	0	0.0%		
	Low	0	0.0%	0	0.0%		
	Medium	1	14.3%	6	85.7%		
	High	1	50.0%	1	12.0%		
	Very High	0	0.0%	1	13.0%		
Necessary facilities (water supply, latrine, cafeteria) are available for students.		0	0.0%	0	0.0%	3.55	.820
	Very Low	0	0.0%	0	0.0%		
	Low	0	0.0%	0	0.0%		
	Medium	1	14.3%	6	85.7%		
	High	1	13.0%	1	50.0%		
	Very High	0	0.0%	2	32.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Regarding clearly defined, consistent and mutually accepted student governing rule 12% male respondent responded low, 12% male respondent rated medium, 32% female respondent responded high and 12% male and 42% female responded very high.

It is obvious that positive relationship between teachers and students create conducive environment for the implementation of the program 32% female respondents rated medium and 32% of male respondents rated medium and 32% of male respondents rated high and 12% female respondents rated very high.

Concerning the attractiveness of school compound 12% male and 32% female respondents rated very low and 12% female respondents rated low, 12% male and 12% female respondent rated medium and 39% female respondents rated very high.

Regarding the school compound attractiveness for teachers and student's 12% male and 32% female respondents rated medium and 12% female respondents rated high and the other 12% female respondent rated very high.

Concerning the school policies and expectations whether it is communicated and understood by teachers, students and parents. 11% male and 85% female respondents rated medium, 11% male and 11% female respondents rated high and 11% female respondents rated high.

Regarding availability necessary facilities like water supply latrine, cafeteria 11% male and 85% female respondents are rated medium, 11% male and 11% female respondents rated high and two female respondents rated very high.

According to the data collected to assess the learning environment domain on the average with the mean value of 3.64 respondents said that there are clearly defined consistent and mutually accepted student governing rules in contrast, on the average with the mean value of 4.00 respondents said that there is positive relationship between teachers and students, Accordingly on the average, with the mean value of 2.7 respondents said that the school compound is attractive on the average, with the mean value of 3.30 respondents said that the school compound is conducive for teachers and students. Consequently on the average with the mean value of 3.40 respondents said that the school policies and expectation are well communicated and understood by teachers, students and parents. Accordingly on the average

with the mean value of 3.55 respondents said that necessary facilities are available for student.

Data Obtained from Parents Teachers Association

Table 41: Community Involvement

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Std. Deviation
The extent to which members of parents teachers association have contributed for the success of the school improvement program.		0	0.0%	0	0.0%	3.82	.874
	Very Low	0	0.0%	0	0.0%		
	Low	0	0.0%	0	0.0%		
	Medium	2	40.0%	3	60.0%		
	High	0	0.0%	3	38.0%		
	Very High	0	0.0%	3	37.0%		
The extent to which parents followed up and supported students to improve their results.		0	0.0%	0	0.0%	3.18	1.25
	Very Low	0	0.0%	0	0.0%		
	Low	1	25.0%	3	32.0%		
	Medium	0	0.0%	4	40.0%		
	High	0	0.0%	0	0.0%		
	Very High	1	33.3%	2	66.7%		
The extent to which parents and teachers discuss on students' achievement and discipline		0	0.0%	0	0.0%	3.0	1.323
	Very Low	1	12.0%	1	12.0%		
	Low	0	0.0%	0	0.0%		
	Medium	0	0.0%	4	39.0%		
	High	1	12.0%	1	13.0%		
	Very High	0	0.0%	1	13.0%		
The extent to which parents contributed to support educational activities.		0	0.0%	0	0.0%	3.09	.944
	Very Low	0	0.0%	0	0.0%		
	Low	0	0.0%	3	14.0%		
	Medium	1	20.0%	4	47.0%		
	High	1	50.0%	1	50.0%		
	Very High	0	0.0%	1	34.0%		
The extent to which parents discussed on educational issues with the school leadership.		0	0.0%	0	0.0%	3.20	.919
	Very Low	0	0.0%	0	0.0%		
	Low	0	0.0%	2	.0%		
	Medium	1	20.0%	4	80.0%		
	High	0	0.0%	2	32.0%		
	Very High	0	0.0%	1	12.0%		

Concerning the contribution of members of parents teachers association 32% male and 39% female respondents rated medium, 39% female respondents rated high and 39% of them rated very high. Regarding the extent to which parent followed up and supported students to improve their results and 11% male respondent rated low and 39% female respondents rated

low, 80% female respondents rated medium whereas 32% female respondents rated very high.

Regarding the extent to which parents and teachers discuss on students achievement and discipline 11% male and 11% female respondent rated high, 80% female respondents rated medium and 11% female respondents rate very high. Concerning the extent to which parent contributed to support educational activities 11% male and 80% female respondent rated medium, 11% male and 11% female respondents rated high and very high respectively.

With regards to parents discussed on educational issues with the school leadership 40% of female respondents rated low, one female and 80 male respondents rated medium and 32% female high and 11% female respondent very high.

According to the data collected to assess the domains of community involvement. On the average with the mean value of 3.82 respondents said that members of parents teachers association have contributed for the success of SIP. Accordingly, on the average with the mean value of 3.18 respondents said that parents follow and support students to improve their results. Consecutively, on the average with the mean value of 3.00 respondents said that parents and teachers discuss on students achievement and discipline. With regard to parents contribution to support educational activities on the average with the mean value of 3.09 respondent said that parents contributed to support educational activities, Consequently, on the average with the mean value of 3.20 respondents said that parents discussed on educational issues with school leadership.

Data Obtained from Parents Teachers Association

Table 42: Factors Challenging the Implementation of SIP by PTA

		SEX					
		Male		Female			
		Count	Row N %	Count	Row N %	Mean	Deviation
Lack of awareness about the school improvement program.		0	0.0%	0	0.0%	3.45	.522
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	0	0.0%	0	0.0%		
	Undecided	2	33.3%	4	66.7%		
	Agree	0	0.0%	5	100.0%		
	Strongly Agree	0	0.0%	0	0.0%		
Lack of finance and material		0	0.0%	0	0.0%	2.55	.522
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	1	20.0%	4	80.0%		
	Undecided	1	16.7%	5	83.3%		
	Agree	0	0.0%	0	0.0%		
	Strongly Agree	0	0.0%	0	0.0%		
Absence of collaboration among stakeholders		0	0.0%	0	0.0%	3.73	.786
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	0	0.0%	1	14% %		
	Undecided	0	0.0%	2	33% %		
	Agree	1	14.3%	6	85.7%		
	Strongly Agree	1	14.0%	0	0.0%		
Absence of self-evaluation at the end of each academic year		0	0.0%	0	0.0%	3.36	1.027
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	1	33.3%	2	32% %		
	Undecided	0	0.0%	2	32%.0%		
	Agree	0	0.0%	5	59%.0%		
	Strongly Agree	1	14.0%	0	0.0%		
High turnover of principals		0	0.0%	0	0.0%	3.36	1.027
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	1	50.0%	1	50.0%		
	Undecided	0	0.0%	5	14.0%		
	Agree	0	0.0%	2	100.0%		
	Strongly Agree	1	50.0%	1	50.0%		
Teachers resistance to the programme		0	0.0%	0	0.0%	3.09	.831
	Strongly disagree	0	0.0%	0	0.0%		
	Disagree	1	50.0%	1	50.0%		
	Undecided	0	0.0%	7	14.0%		
	Agree	0	0.0%	1	14.0%		
	Strongly Agree	1	14.0%	0	0.0%		

Strongly Agree =5 Agree =4 Undecided =3 Disagree =2 Strongly Disagree =1

Lack of awareness about the SIP is one of the factor that impede the implementation of SIP concerning this male and decided male respondents are undecided, 50% female respondents are agree to the statement.

Concerning lack of finance and material 80% female and 20% male respondents disagree, 83% females and 16% male respondents are undecided. Regarding to absence of collaboration among stakeholders 14% female respondents disagree and 33% female respondent undecided and 85% female and 14% male respondent agree to the statement.

With regards to self-evaluation at the end of each academic year 14% male ad 18% female respondents are disagree, 18% female respondents are undecided, 21% female respondents are agree and 14% male respondent strongly agree to the statements. Regarding high turnover of principals 14% male and 9% female respondents are disagree, 28% of them are undecided and 18% of them are agree and 14% strongly agree. With regards to teacher's resistance to the program 9% male and 9% female respondents are disagree, 68% female respondent are undecided, 9 % female respondent is agree.

According to the data collected to asses factors affect the implementation of school Improvement program. On the average with the mean value of 3.45 respondents said that there is lack of awareness on the school improvement program in contrast, on the average with the mean value of 2.55 respondents said that there is lack of finance and material. Consequently, on the average with the mean value of 3.73 respondents said that there is Absence of collaboration among stakeholders. Concerning self-evaluation at the end of each academic year on the average with the mean value of 3.36 respondents said that there is self-evaluation at the end of each academic year. On the average, with similar mean value of 3.36 respondents said there is high turnover of principals. Consequently, on the average with the mean value of 3.09 respondents said that there is teachers' resistance to the program.

4.11 Analysis of Qualitative Data Obtained From Members of Parents Teacher Association

4.11.1 Obstacles Faced in the implementation process of SIP

Members of PTA have voiced their opinion regarding the impediments faced during the implementation. They said that there is shortage of training on SIP. There is also lack of science kits, laboratories, internet, access and misbehaving of students. Moreover, there is lack of devoted stake holder in the implementation process.

4.11.2 Solution Suggested

Members of parents teachers association made the following suggestions pertaining to the challenges faced during the implementation:

“Moral lessons should be provided to students so that they improve their behavior.”

“The government should raise the financial support that it gives to the schools so that they will have the kits.”

“The government should enable the schools to have internet access.”

4.12 Qualitative Data about School Domains

Respondents have put forward their suggestions on how to improve the implementation of SIP. These suggestions are presented below:

4.12.1 Teaching and Learning

“Government should make great effort to minimize lack of facilities like computers, laboratories.”

“Corrective measure should be taken for misbehaving students.”

“Stakeholders should play a decisive role so as to improve teaching learning process.”

“There should be conducive environment to facilitate learning teaching process imposition that comes from principals should be avoided.”

“Principals, teachers and students should work in collaboration.”

“Conducive learning environment should be created.”

“The management should work with all stakeholders for all activities in the school.”

“There should be common understanding among the students.”

4.12.2 Learning Environment

The following suggestions have been made relating to the aspect of learning environment domain:

“Suitable and attractive environment should be created.”

“Measure should be taken to deal with misbehaving students.”

“Teachers should take their role in creating conducive environment.”

“The school compound itself should be more attractive.”

“Building enough classrooms”

“Internet connection should be provided.”

“Staff lounge service should be improved.”

“Classrooms, doors and windows should be repaired.”

“Teachers have to be free from external and internal influences to work effectively.”

“The environment should be free from sound pollution.”

4.12.3 Leadership and Management

Leadership and management have an undeniable role in bringing changes in schools. The following suggestions were made by respondents concerning leadership and management.

“Leaders should be appointed based on standard criteria not based on their committeemen to their party.”

“The imposition of politics in school has a negative impact so leaders should be free to lead using their professional knowledge.”

“Principals should give due attention to teaching and learning rather than party need.”

“School principals should give due attention to teaching and learning rather than party need.”

“School principals should take management course and they need to have an interest to change instead of being fault finder.”

4.12.4 Community Involvement

Suggestions made by respondents with regard to community involvement are presented as follows:

“Awareness creation should be done so as to involve community in the implementation program. “

“Principals should play a decisive role in involving community.”

“Schools should work is collaboration with the community.”

“Community should play a vital role the help schools in fund raising, professional assistance and so on.”

“Parents should make intensive follow up for their children by making discussion with teachers.”

“Parents should make intensive follow up for their children by making discussion with teachers.”

“Community involvement is vital in teaching learning process because without community involvement the government cannot ensure the quality of education.”

“Education for all is nothing unless there is the involvement of the community.”

“Mobilization of the community by creating a wide range of awareness about the importance of community participation in improving student’s performance in particular and schools improvement in general.”

“Presentation of Data Obtained from Head of Yeka Woreda education Office.”

The Woreda Education Office head was interviewed on the different aspects of SIP.

I have taken training on SIP. The office gives training to schools on SIP and follows up to see how the schools are progressing. And in doing so the supervisors plays a significant role in that they control supervise the schools and report the result to the office . As far as the proper utilization of school grants is concerned I believes they are used by the schools for the intended purposes ; the office has a mechanism for controlling the schools .Regarding awareness of the principles, I believes they have adequate awareness and are trying their best to play their part in implementing the program with the other stakeholders . I believe that modern leadership exists in the schools .As for the teaching and learning process, I am of the opinion that it is encouraging. I believe that the community involvement is also high. As for as the challenges faced during the implementation process, there is a lack of commitment from all stake holders also there is a lack of interest on the part of teachers. I suggested that all stakeholders should work jointly.

CHAPTER FIVE

5 Summary of Findings, Conclusions and Recommendations

5.1 Summary of Findings

This section presents the summary of the findings arrived at from the analysis of the data.

Even though more than half of the teachers have a fairly good level of awareness, less than half the number of the total population of teachers have a low level of awareness. As for students the majority of them don't have adequate awareness on SIP. The majority of the members of the student council lack adequate awareness of the program except a few minorities. Regarding members of the PTA, most of them have a fairly good level of awareness; however, a smaller portion of them lack adequate awareness on the program. As far as members of the SIP committee is concerned, the majority of them have inadequate awareness on the program except a smaller portion of the group. The involvement of teachers is in the program is not satisfactory. Here again the involvement of members of the student council is inadequate.

The involvement of the SIP committee members is low. Members of the PTA's involvement is fairly good. The school leaders' involvement in the SIP is not as expected. Even though the stake holders' contribution in the program can't be undermined, the implementation of SIP remains unsatisfactory. As far as factors which hampered the implementation of SIP is concerned, the implementation of the program suffered from lack of adequate awareness on the part of the stake holders, shortage of finance and materials, lack of collaboration among the stake holders lack of self-evaluation and teachers' resistance to the program.

Major finding on the four Domains

Teaching and learning: teaching and learning domain it was found out that it their shortage of facilities like computers, laboratories and internet access.

In the study it was found that there is no smooth relation between principal and teachers and there is imposition of principals on teachers and lack of taking corrective measures from management to misbehaving students. And there is also lack of commitment from leaders working in collaboration with all stakeholders.

Learning Environment

With respect to learning environment domain, there is lack of commitment from teachers to create conducive environment, and there is poor service of staff lounge classroom there are broken doors and windows and there is also sound pollution near the schools.

Leadership and management

The leadership, though not to the satisfaction of teachers, is trying to implement the program.

Regarding leadership it was found out that there is imposition of politics in school. Lack of giving attention to teaching and learning rather it gives more time for the need political party. Each preparatory school has a clear strategic vision in light of the school improvement program.

Community Involvement

Concerning community involvement the follow up of parents to their children and the effort to mobilize the community to engage in school activities is low awareness creation in involving community in school activity is not satisfactory. The schools have endeavoured to engage the community; nevertheless, the level of involvement is not satisfactory. The same holds true with regard to working with parents.

5.2 Conclusions

Even though awareness creating program was conducted by the school, it has only been partially successful as it resulted in creating a good level of awareness only in some of the stake holders. A sizable number of the respondents have not acquired adequate level of knowledge on the program. As far as the involvement of stake holders in planning is concerned, they do involve in the different aspects of SIP but not to the level that can be called satisfactory. The same thing holds true when it comes to the involvement of the stake holders in the implementation of the program.

With regard to impediments which hampered the implementation of the program, the challenges faced are lack of awareness in the stakeholders, financial constraints, lack of materials, lack of collaboration among stakeholders, lack of self-evaluation and teachers' resistance to the program.

5.3 Recommendations

Work needs to be done to improve the implementation of the program. Effort should be made to raise the level of awareness of the stake holders. The program should be made more participatory. The concerned body should raise the financial and material provision. Work should be done to strengthen the collaboration among the stakeholders. Self evaluation on the implementation and outcome of SIP should be done regularly. The concerned body should work on convincing and motivating teachers on the program. Government should allocate budget to fulfill facilities like computers, laboratories and internet service.

Leaders should create conducive environment to have smooth relationship with teachers. Principals should avoid imposition on teachers and should work in collaboration with them. The concerned body should take corrective measure for misbehaving students. Teachers should be committed to improve the learning environment. The broken windows, classrooms, chairs should be renovated. Schools should be free from political imposition. Parents should follow their children jointly with the school. Awareness creation should be done by school leaders, teachers and all stake holders to the community.

BIBLIOGRAPHY

- Adelman, L, and Taylor, H (2007). *Festering school, family, and involvement; effective strategies for creating safer schools and communities*. Washington Hamilton Fish.
- Adesina, S. (1990) *Education management*. Abisiani Eng. 4th Dimension Publishing Co. LTD
- Amare Asgedom. (2005) *Quality education* Addis Ababa University /IER FLAMBERAU, 12(2), 6
- Berhan Hailu (2009). *Implementation of the school improvement programme* in Addis Ababa city administration achievements challenges and prospects.
- Best, J, W, and Kahn, J.V (2003). *Research in education new Delhi*: Prentice Hall PL
- Botha, R.J. (2004). “excellence in leadership: Demands on the professional school principle” *South Africa journal of Educational*, 24(3) 15-17
- Burkett, H (2006), *SIP planning process*. Washington DC.
- Collahan, J.F, and Clark, L.H (1988) *Teaching in the middle and secondary school: Planning for competence* (3rd ED) New York; Macmillan publishing
- Creswell, J.W (2009). *Research Redesign Qualitative*. Quantitative, and mixed methods approaches 3rd ed.) Los angles; SAGE Publications, INC
- Daggett W.R (2005). *Successful schools: from research to action plans* [Http://www.leaderred.com/pdf](http://www.leaderred.com/pdf).
- Davis, B and Ellison, L (1992’6) school development planning: *Issues in school management*, Harlow; Longman
- Fletcher. A. (2005:5). *Meaningful students involvement guide to students as partners in school change* (2nd ed).
- Gallagher. K (2004). School Improvement framework for achievement high standard in student learning , innovations and best practice in ACT government wisconsin Lawrence Erlbaum, INC
- Harris, A (2002) *School Improvement; what is it for school?* London; Rutledge / Flamer/
- Hopkins, D, Ainscow, M , and West, M (1994) school *improvement in an era for beginners London*; Sage Publication, Inc.
- Leedy, P.D and Ormrod, J.E (2005) *practical research planning and design* (8th ED) New Jersey; Person Prentice Hall
- Lemessa Abdi (2012). *The implementation of school improvement* program in secondary school of east Wollega Zone.
- Marsh, C (1988). Spotlight on school improvement Australia Auen and un wind Inc.

Mayer, J. (2007). *Creating a safe and welcoming school*. UNESCO/IEA

Morgan, J.S (2006) “*What community participation in schooling means: Insights from southern Ethiopia*” *Harvard Educational Review*, 76(3)

Ornstein, A.C, and Hunkins, F.D (2004) *Curriculum foundation, principles, and issues*, (4th ed) Boston; Allyn and Bacon

Reynolds, D. Bollen, R, Creemers, B. Hopkins, D, Stoll, L, and Lager Weji, N. (1996) *Making good schools link school effectiveness and school improvement* London: Routledge

Sathyabalan, V. (2004). *School Improvement program UK*; published by Pearson.

APPENDIX 1

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Principals' Questionnaire

Dear respondent,

This questionnaire is intended for collecting data on the implementation of School Improvement Program in secondary schools. The required data is of vital importance for the success of this study which is a partial fulfillment for a master's degree. As such, the value of this questionnaire relies on your genuine responses. The information gathered through this questionnaire will only be used strictly for academic purposes and will be kept confidential.

Note:

- No need of writing your name.
- Make a tick mark (✓) on the space provided to show your responses.
- If you change your response, please cancel the former one.

Thank you in advance for your cooperation

1. Background Information

1.1 Name of school _____

1.2 Sex Male Female

1.3 Qualification: Diploma BA/BED/BSC MA/MED/MSC
any other _____

1.4 Work experience as a principal of schools _____ years

1.5 Area of your specialization

Educational leadership

Natural science Maths chemistry

Biology physics

Social science/language Geography history

Economics Others _____

Part I

Awareness of Stakeholders on School Improvement Program

1.1 Did you receive any training on SIP?

Yes No

1.2 If yes, did you get adequate awareness on SIP from the training.

Yes No

1.3 Did you give training on SIP to all the stakeholders (i.e. teachers, members of student's council and PTA)?

Yes No

1.1 Which stakeholders failed to participate in the training? _____

The following are statements about the awareness of stakeholders on school improvement program. Please show the degree of your agreement or disagreement by putting "✓" in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1.5	Teachers have adequate awareness of the objectives of the program and its implementation processes.					
1.6	Students have adequate understanding of their responsibilities in School Improvement Program.					
1.7	The school has assured the staff readiness before the commencement of the program.					

Part II

The Involvement of Stakeholders in Planning for School Improvement

The following statements are about involvement of stakeholders program in planning the School Improvement Program.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
2.1	Teachers were actively involved in preparation of the School Improvement Program.					
2.2	Members of the student council actively were involved in preparation of the School Improvement Program.					
2.3	Parents were actively involved in preparation of school improvement program.					
2.4	Stakeholders participated in the self-evaluation programme on the school.					
2.5	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year					
2.6	The school improvement program was well communicated to school community (teachers, students, parents)					
2.7	The school improvement committee has contributed a lot in preparing school improvement program.					

Part III

Involvement of Stakeholders in Implementing School Improvement Program

The following statements are about involvement of stakeholders program in implementing the School Improvement Program.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
3.1	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.					
3.2	Teachers were actively engaged in teaching and learning process in light of the objective of school improvement program.					
3.3	Parents, together with local community were actively involved in creating conducive school environment.					
3.4	There is a strong team work among stakeholders to implement the school improvement program.					
3.5	Woreda and zone education offices have given professional and financial support to the school in order to encourage the implementation of the program.					
3.6	The school supervisor contributed a lot in facilitating the implementation of school improvement program.					

Part IV

4. The Four Domains

4.1 Teaching and Learning Domain

Very high= 5 High= 4 Medium= 3 Low= 2 Very Low= 1

No	Items	Scales				
		5	4	3	2	1
4.1.1	The degree to which teachers take, collective responsibility for students' learning.					
4.1.2	The extent to which teachers identified students' achievement and give special support (Tutorial) for slow learners.					
4.1.3	The extent to which teachers evaluated curriculum materials (text books, teacher's guides).					
4.1.4	The extent to which the school teachers implemented continuous assessment and gave constructive feedback to students' performance.					
4.1.5	The degree to which action research was conducted by the school community (teachers, principals) to solve school level problems.					
4.1.6	The degree to which Continuous Professional Development program is implemented in the school.					
4.1.7	The level of teachers' participation in Continuous Professional Development program.					
4.1.8	The extent to which the school teachers use laboratories in teaching lessons that need it.					
4.1.9	The extent of advice and support given for teachers by internal supervisors.					

4.2 Learning Environment Domain

Strongly agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
4.2.1	There are clearly defined, consistent and mutually accepted student governing rules.					
4.2.2	There is positive relationship among teachers.					
4.2.3	There is positive relationship between teachers and students.					
4.2.4	The school compound is attractive and welcoming to students.					
4.2.5	The school compound is highly safe (teachers and students feel secure in the school)					
4.2.6	The school policies and expectations are well communicated and understood by teachers, students and parents.					
4.2.7	Teaching and learning materials are adequately available in the school.					
4.2.8	Necessary facilities (water supply, latrine, cafeteria are adequately available for teachers).					
4.2.9	Necessary facilities (water supply, latrine, cafeteria are adequately available for students)					
4.2.10	Classrooms are suitable places and have conducive conditions for teaching and learning.					

4.2.11 The class size (number of students in classroom) is standardized (≤ 40).

Yes

No

4.3 Leadership and Management Domain

Strongly agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
4.3.1	The extent to which teachers and students have participated in decision making and progress resource management is high.					
4.3.2	Communicating with the school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance.					
4.3.4	The school leadership and management give valuable responses to the identified school improvement problems immediately.					
4.3.5	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers					

4.4 Community involvement domain

Very High=5 High=4 Medium= 3 Low= 2 Very Low= 1

No	Items	Scales				
		5	4	3	2	1
4.4.1	The extent to which parents' teachers associations have contributed for the success of the school improvement program.					
4.4.2	The degree to which parents follow up their children and involved in their learning to improve their achievement.					
4.4.3	The extent to which parents with teachers discuss on students' achievement and discipline.					
4.4.4	The extent to which parents contributed in fund raising activities to the school.					
4.4.5	The degree to which parents discuss with the school leaders on teaching and learning.					

5. Factors that challenged the implementation of School improvement program

Strong agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
5.1	Lack of awareness about the school improvement program among the school community					
5.2	Shortage of material and financial resources					
5.3	Absence of collaboration among stakeholders					
5.4	Absence of self-evaluation at the end of each academic year					
5.5	High turnover of principals					
5.6	Teachers resistance to the program					
5.7	The limitation of professional support from woreda education office					

In your opinion, to what extent the school improvement program was implemented (with respect to the four domains) in the school. Show your responses by putting “✓” in the space provided under the rating scales that represent your opinion.

No	The school domains	Scales				
		Very low	Low	Medium	High	Very high
1	Teaching and learning					
2	Learning environment					
3	Leadership and management					
4	Community involvement					

In your opinion, what should be done to improve the implementation of the school improvement program so as to improve students’ learning and other conditions related to it. List your suggestions with respect to the school improvement planning and the four domains expected of stakeholders.

1. Teaching and learning

2. Learning environment

3. Leadership and Management

4. Community Involvement

6. Obstacles faced and solution suggested

6.1 Please write the major problems faced during the implementation of School Improvement Program?

6.2 What do you think are the solutions for the problems you observe?

Appendix 2

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Questionnaire for members of School Improvement Program Committee

Dear respondent,

This questionnaire is intended for collecting data on the implementation of School Improvement Program in secondary schools. The required data is of vital importance for the success of this study which is a partial fulfillment for a master's degree. As such, the value of this questionnaire relies on your genuine responses. The information gathered through this questionnaire will only be used strictly for academic purposes and will be kept confidential.

Note:

- No need of writing your name.
- Make a tick mark (✓) on the space provided to show your responses.
- If you change your response, please cancel the former one.

Thank you in advance for your cooperation

1. Background Information

1.1 Name of school _____

1.2 Sex Male Female

1.3 Qualification: Diploma BA/BED/BSC MA/MED/MSC
any other _____

1.4 Area of your specialization

Educational leadership

Natural science Maths chemistry

Biology physics

Social science/language Geography history

Economics

Others _____

Part I

Awareness of Stakeholders on School Improvement Program

1.1 Did you receive any training on SIP?

Yes No

1.2 If yes, did you get adequate awareness on SIP from the training.

Yes No

1.3 Did you give training on SIP to all the stakeholders (i.e. teachers, members of student's council and PTA)?

Yes No

1.4 Which stakeholders failed to participate in the training? _____

The following are statements about the awareness of stakeholders on school improvement program. Please show the degree of your agreement or disagreement by putting “✓” in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1.5	Teachers have adequate awareness of the objectives of the program and its implementation processes.					
1.6	Students have adequate understanding of their responsibilities in School Improvement Program.					
1.7	The school has assured the staff readiness before the commencement of the program.					

Part II

The Involvement of Stakeholders in Planning for School Improvement

The following statements are about involvement of stakeholders program in planning the School Improvement Program.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
2.1	Teachers were actively involved in preparation of the School Improvement Program.					
2.2	Members of the student council actively were involved in preparation of the School Improvement Program.					
2.3	Parents were actively involved in preparation of school improvement program.					
2.4	Stakeholders participated in the self-evaluation programme on the school.					
2.5	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year					
2.6	The school improvement program was well communicated to school community (teachers, students, parents)					
2.7	The school improvement committee has contributed a lot in preparing school improvement program.					

Part III

Involvement of Stakeholders in Implementing School Improvement Program

The following statements are about involvement of stakeholders program in implementing the School Improvement Program.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
3.1	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.					
3.2	Teachers were actively engaged in teaching and learning process in light of the objective of school improvement program.					
3.3	Parents, together with local community were actively involved in creating conducive school environment.					
3.4	There is a strong team work among stakeholders to implement the school improvement program.					
3.5	Woreda and zone education offices have given professional and financial support to the school in order to encourage the implementation of the program.					
3.6	The school supervisor contributed a lot in facilitating the implementation of school improvement program.					

Part IV

4. The Four Domains

4.1 Teaching and Learning Domain

Very high= 5 High= 4 Medium= 3 Low= 2 Very Low= 1

No	Items	Scales				
		5	4	3	2	1
4.1.1	The degree to which teachers take, collective responsibility for students' learning.					
4.1.2	The extent to which teachers identified students' achievement and give special support (Tutorial) for slow learners.					
4.1.3	The extent to which teachers evaluated curriculum materials (text books, teacher's guides).					
4.1.4	The extent to which the school teachers implemented continuous assessment and gave constructive feedback to students' performance.					
4.1.5	The degree to which action research was conducted by the school community (teachers, principals) to solve school level problems.					
4.1.6	The degree to which Continuous Professional Development program is implemented in the school.					
4.1.7	The level of teachers' participation in Continuous Professional Development program.					
4.1.8	The extent to which the school teachers use laboratories in teaching lessons that need it.					
4.1.9	The extent of advice and support given for teachers by internal supervisors.					

4.2 Learning Environment Domain

Strongly agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
4.2.1	There are clearly defined, consistent and mutually accepted student governing rules.					
4.2.2	There is positive relationship among teachers, students and between teachers and students.					
4.2.3	The school compound is attractive and welcoming to students.					
4.2.4	The school compound is highly safe (teachers and students feel secure in the school)					
4.2.5	The school policies and expectations are well communicated and understood by teachers, students and parents.					
4.2.6	Teaching and learning materials are adequately available in the school.					
4.2.7	Necessary facilities (water supply, latrine, cafeteria are adequately available for both teachers and students)					
4.2.8	Classrooms are suitable places and have conducive conditions for teaching and learning.					

1.2.9 The class size (number of students in classroom) is standardized (≤ 40).

Yes

No

4.3 Leadership and Management Domain

Strongly agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
4.3.1	The extent to which teachers and students have participated in decision making and progress resource management is high.					
4.3.2	The leadership and management provided adequate training to the school community including recently hired teachers on the school improvement program.					
4.3.3	The school principals played effective leadership role in school improvement program implementation.					
4.3.4	Communicating with the school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance.					
4.3.5	The school leadership and management give valuable responses to the identified school improvement problems immediately.					
4.3.6	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers					

4.4 Community involvement domain

Very High=5 High=4 Medium= 3 Low= 2 Very Low= 1

No	Items	Scales				
		5	4	3	2	1
4.4.1	The extent to which parents' teachers associations have contributed for the success of the school improvement program.					
4.4.2	The level of involvement of parents in decision making					
4.4.3	The degree to which parents follow up their children and involved in their learning to improve their achievement.					
4.4.4	The extent to which parents with teachers discuss on students' achievement and discipline					
4.4.5	The extent to which parents contributed in fund raising activities to the school					
4.4.6	The degree to which parents discuss with the school leaders on teaching and learning					
4.4.7	The extent to which parents feel welcome to the school					

5. Factors that challenged the implementation of School improvement program

Strong agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
5.1	Lack of awareness about the school improvement program among the school community					
5.2	Shortage of material and financial resources					
5.3	Absence of collaboration among stakeholders					
5.4	Absence of self-evaluation at the end of each academic year					
5.5	High turnover of principals					
5.6	Teachers resistance to the program					
5.7	The limitation of professional support from woreda education office					

In your opinion, to what extent the school improvement program was implemented (with respect to the four domains) in the school. Show your responses by putting “✓” in the space provided under the rating scales that represent your opinion.

No	The school domains	Scales				
		Very low	Low	Medium	High	Very high
1	Teaching and learning					
2	Learning environment					
3	Leadership and management					
4	Community involvement					

In your opinion, what should be done to improve the implementation of the school improvement program so as to improve students’ learning and other conditions related to it. List your suggestions with respect to the school improvement planning and the four domains expected of stakeholders.

1. Teaching and learning

2. Learning environment

3. Leadership and Management

4. Community Involvement

5. Obstacles faced and solution suggested

5.1 Please write the major problems faced during the implementation of School Improvement Program?

5.2 What do you think are the solutions for the problems you observe?

Appendix 3

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Teachers' Questionnaire

Dear respondent,

This questionnaire is intended for collecting data on the implementation of School improvement program in secondary schools. The required data is of vital importance for the success of this study which is a partial fulfillment for a master's degree. As such, the value of this questionnaire relies on your genuine responses. The information gathered through this questionnaire will be used strictly for academic purposes and will be kept confidential.

Note:

- No need of writing your name.
 - Make a Tick mark (✓) on the space provided to show your responses.
 - If you change your response, please cancel the former one.
- Thank you in advance for your cooperation

1. Background Information

- 1.1 Name of school _____
- 1.2 Sex Male Female
- 1.3 Qualification: Diploma BA/BED/BSC MA D/MSc
any other _____
- 1.4 Teaching Experiences _____ years
- 1.5 Area of your specialization
- Educational leadership
- Natural science Maths chemistry
Biology physics
- Social science/language Geography history
Economics
- Others _____

Part I

Awareness of Stakeholders on School Improvement Program

1.1 Did you receive any training on school improvement program?

Yes

No

1.2 If yes, did you get adequate awareness on School improvement program from the training?

Yes

No

The following are statements about the awareness of teachers on school improvement program. Please show the degree of your agreement or disagreement by putting “✓” in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1.3	Adequate training on school improvement program was given to teachers.					
1.4	Adequate training on school improvement program was given to students.					
1.5	Teachers have adequate awareness of the objectives of the program and its implementation processes.					
1.6	Students have adequate understanding of their responsibilities in School Improvement Program.					
1.7	The school has assured the staff readiness before the commencement of the program.					

Part II

The Involvement of Stakeholders in Planning for School Improvement

The following are about involvement of teachers in planning for school improvement.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
2.1	The school leaders had set clear goals, vision and mission in light of School Improvement Program.					
2.2	The school leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of School Improvement Program.					
2.3	Teachers are actively involved in the preparation of school improvement program.					
2.4	Teachers are involved in self-evaluation which the school conducted on the implementation of the programme					
2.5	The school improvement program was well communicated to teachers					
2.6	The school improvement committee has contributed a lot in preparing school improvement program.					

Part III

Involvement of Stakeholders in Implementing School Improvement Program

The following are statements about involvement of teachers in implementing the school programme .

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
3.1	The school leaders frequently evaluated and discussed with teachers on the program implementation out comes.					
3.2	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.					
3.3	There is strong work team among stakeholders to implement the school improvement program.					
3.4	Principals are actively engaged in improving learning conditions and learning outcomes.					
3.5	Teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils.					

Part IV

4.1 The Four Domains

The Implementation of the School Improvement Program

4.1 Learning Environment Domain

Strongly agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
4.1.1	There is clearly defined, consistent and mutually accepted student governing rules.					
4.1.2	There is positive relations among teachers, students and between teachers and students.					
4.1.3	The school compound is attractive and welcoming to students ,teachers and parents.					
4.1.4	The school compound is highly safe (teachers and students feel secure in the school)					
4.1.5	The school policies and expectations are well communicated to teachers, students and parents.					
4.1.6	The class size (number of students in classroom) is standardized (≤ 40).					
4.1.7	Teaching and learning materials are adequately available in the school.					
4.1.8	Students have been demonstrating appropriate behavior.					
4.1.9	Necessary facilities (water supply, latrine, cafeteria are adequately available for teachers.					
4.1.10	Necessary facilities (water supply, latrine, cafeteria are adequately available for Student.					
4.1.11	Classrooms are suitable places and have conducive conditions for teaching and learning.					

4.2 Leadership and Management Domain

Strongly agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
4.2.1	The extent to which teachers and students have participated in decision making.					
4.2.2	The leadership and management provided adequate training to teachers including recently hired teachers on the school improvement program.					
4.2.3	The school leadership and management have shown a strong commitment and accountability for student's results.					
4.2.4	The school principals played effective leadership role in school improvement program implementation.					
4.2.5	Resources of the school are used in manner that they assist students to achieve higher results.					
4.2.6	The school leadership and management give valuable responses to the identified school improvement implementation problems immediately.					
4.2.7	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers					

Part V

5. Factors that challenged the implementation of School improvement program

Strong agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
5.1	Lack of awareness about the school improvement program among the school community					
5.2	Shortage of material and financial resources					
5.3	Absence of collaboration among stakeholders					
5.4	Absence of self-evaluation at the end of each academic year					
5.5	Lack of follow up and supervision on the implementation of school improvement program					
5.6	High turnover of principals					
5.7	Teachers resistance to the program					
5.8	Inability of the school leadership to coordinate efforts for the program implementation					
5.9	The limitation of professional support from woreda education office					
5.10	Lack of adequate training for stakeholders					
5.11	Low stakeholders involvement in the program implementation					

In your opinion, to what extent the school improvement program was implemented (with respect to the four domains) in the school. Show your responses by putting “✓” in the space provided under the rating scales that represent your opinion.

No	The school domains	Scales				
		Very low	Low	Medium	High	Very high
1	Teaching and learning					
2	Learning environment					
3	Leadership and management					
4	Community involvement					

In your opinion, what should be done to improve the implementation of the school improvement program so as to improve students' learning and other conditions related to it. List your suggestions with respect to the school improvement planning and the four domains expected of stakeholders.

1. Teaching and learning

2. Learning environment

3. Leadership and Management

4. Community Involvement

6. Obstacles faced and solution suggested

6.1 Please write the major problems faced during the implementation of School Improvement Program?

6.2 What do you think are the solutions for the problems you observe?

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Questionnaire for Members of the Students' Council

1. Background Information

1.1 Name of school _____

1.2 Sex Male Female

1.3 Grade _____

Part I

Awareness of Stakeholders on School Improvement Program

1.1 The School Improvement Committee has given training on SIP to all stakeholders—teachers, members of the Student Council, and PTA ?

Yes No

1.2 Please mention stakeholders who failed to participate in the training on SIP

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1.3	Adequate training on school improvement program was given to members of the students' council.					
1.4	Members of the Student's councils have adequate awareness of their responsibility.					
1.5	Students have adequate understanding as to the implementation process and objectives of SIP.					
1.6	Members of the students' council have developed sense of responsibility and ownership to improve the school before commencement of the program implementation.					

Part II

The Involvement of Stakeholders in Planning for School Improvement

The following are about involvement of teachers in planning for school improvement.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
2.1	The school leaders had set clear goals, vision and mission in light of School Improvement Program.					
2.2	The school leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of School Improvement Program.					
2.3	Teachers are actively involved in the preparation of school improvement program.					
2.4	Teachers are involved in self-evaluation which the school conducted on the implementation of the programme					
2.5	The school improvement program was well communicated to teachers					
2.6	The school improvement committee has contributed a lot in preparing school improvement program.					

Part III

Involvement of Stakeholders in Implementing School Improvement Program

The following are statements about involvement of teachers in implementing the school programme .

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
3.1	The school leaders frequently evaluated and discussed with teachers on the program implementation out comes.					
3.2	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.					
3.3	There is strong work team among stakeholders to implement the school improvement program.					
3.4	Stakeholders have frequently discussed on the teaching learning process and students' results.					
3.5	The Principal was actively engaged in trying to improve the teaching learning process and students' results.					

Part IV

4. Learning Environment Domain

Strongly agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
4.1	There are clearly defined, consistent and mutually accepted student governing rules.					
4.2	There is positive relationship among teachers.					
4.3	There is a positive relationship among teachers and students.					
4.4	The school compound is attractive and welcoming to students.					
4.5	The school compound is convenient for teachers and students feel					
4.6	The school policies and expectations are well communicated and understood by stakeholders.					
4.7	Teaching and learning materials are adequately available in the school.					
4.8	Necessary facilities (water supply, latrine, cafeteria) are adequately available)for students.					
4.9	Necessary facilities (water supply, latrine, cafeteria) are adequately available)for teachers.					
4.10	Classrooms are suitable places and have conducive conditions for teaching and learning.					

4.11 Class size(number of students) doesn't exceed 40.

Yes

No

4.2 Community Involvement Domain

Very High=5 High=4 Medium=3 Low= 2 Very Low= 1

No	Items	Scales				
		5	4	3	2	1
4.2.1	The extent to which members of Parent Teacher Association have contributed for the success of the school improvement program.					
4.2.2	The extent to which parents contributed for the improvement of students achievement.					
4.2.3	The degree to which parents discuss with the school leaders on students results and discipline.					
4.2.4	Parents contribution on supporting educational activities.					
4.2.5	The extent to which parents discussed with the school leaders concerning educational issues.					

4.3 Factors that challenged the implementation of School improvement program

Strong agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
4.3.1	Lack of awareness about the school improvement program					
4.3.2	Shortage of material and financial resources					
4.3.3	Absence of collaboration among stakeholders					
4.3.4	Absence of self-evaluation at the end of each academic year					
4.3.5	High turnover of principals					
4.3.6	Teacher resistance to the programme					
4.3.7	Lack of professional support from Head of Woreda Office					

Appendix 5

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Questionnaire for Parents' Teachers' Students' Association

Dear Respondent

1. Background Information

1.1 Name of school _____

1.2 Sex Male Female

1.3 Qualification: Diploma BA/BED/BSC
 MA/MED/MSC any other

1.4 Area of your specialization

Educational leadership

Natural science Maths chemistry

Biology physics

Social science/language Geography history

Economics

Others _____

Part I

Awareness of Stakeholders on School Improvement Program

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1.1	I was able to get adequate awareness of school improvement program from the training.					
1.2	Members of the PTA have adequate understanding of the objectives of the School Improvement Program and their responsibilities in the implementation of the program.					
1.3	Parents have developed sense of responsibility and ownership to improve the school before commencement of the program implementations.					

Part II

Involvement of Stakeholders in Planning School Improvement Program

The following are statement about involvement of members of the Parent Teachers Students Association (PTA) in planning of the school improvement program.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
2.1	Members of the PTA were involved in planning of implementing of SIP					
2.2	Stake holders were involved in the evaluation program pertaining the implementation of SIP.					
2.3	The program was well communicated to teachers, and members of SCS and PTA					

Part III

Involvement of Stakeholders in Implementing School Improvement Program

The following are statements about involvement of teachers in implementing the school programme .

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
3.1	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.					
3.2	Members of the PTA have collaborated with the school community to create a conducive environment for the implementation of the program					
3.3	The school leaders frequently evaluated and discussed with stakeholders on the program implementation outcomes.					
3.4	Members of the PTA have collaborated with the school community in trying to create conducive teaching and learning environment					
3.5	There is strong work team among stakeholders .					

Part IV

4. The Four Domains

4.1 Learning Environment Domain

Strongly agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
4.1.1	There are clearly defined, consistent and mutually accepted student governing rules.					
4.1.2	There is positive relationship between teachers and students.					
4.1.3	The school compound is attractive.					
4.1.4	The school compound is conducive for teachers and students.					
4.1.5	The school policies and expectations are well communicated and understood by teachers, students and parents.					
4.1.6	Necessary facilities (water supply, latrine, cafeteria) are available for students.					

4.2 Community involvement domain

Very High=5

High=4 Medium= 3

Low= 2

Very Low= 1

No	Items	Scales				
		5	4	3	2	1
4.2.1	The extent to which members parents teachers association have contributed for the success of the school improvement program.					
4.2.2	The extent to which parents followed up and supported students to improve their results.					
4.2.3	The extent to which parents and teachers discuss on students' achievement and discipline					
3.2.4	The extent to which parents contributed to support educational activities.					
3.2.5	The extent to which parents discussed on educational issues with the school leadership.					

5.2 What do you think are the solutions for the problems you observe?

Appendix 6

Interview Question for Woreda Education Office Head

Dear Respondent,

This interview is intended for collecting data on the implementation of School Improvement Program in secondary schools namely Kokebe Tsibah secondary and Preparatory school and Wondyrad secondary and Preparatory School. The required data is of vital importance for the success of this study which is a partial fulfillment for a master's degree. As such, the value of this interview relies on your genuine responses. The information gathered through this interview will only be used strictly for academic purposes and will be kept confidential.

Thank you in advance for your cooperation

Part I

1. Background Information

- 1.1 Name _____
- 1.2 Sex _____
- 1.3 Age _____
- 1.4 Year of experience as head of education office school principals _____

- 1.5 Qualification _____

Part II

2. Did you receive any training on School Improvement Program? In your opinion, what do you think are objectives of the school improvement program?

2.1 What supports were given to the secondary school from Woreda and Zone education offices to facilitate the implementation of school improvement program? Explain

2.2 Do you think that the school grants were properly managed and used for the intended purpose in the secondary schools? What was its contribution in improving the secondary school?

2.3 Do you observe that secondary school principals have put adequate efforts to implement the program? Have they adequate awareness on the implementation of the program?

2.4 How do you evaluate students' achievement after the program has been introduced into the secondary school?

2.5 What progress (success) has the school improvement program brought to the secondary schools with respect to the school domains? What are not achieved?

2.6 In your opinion, what are the major factors that are hampered the implementation of the program in the secondary school?

2.7 What do you suggest to reduce or eliminate these factors you mentioned above so as to improve the implementation of the program in the secondary school?

Thank you

Appendix 7

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

በሥነ ትምህርት ኮሌጅ የሥነ ባህርይ ጥናት ክፍል

የትምህርት ማሻሻያ ማዕቀፍን የሚመለከት መረጃ ማሰባሰቢያ መጠይቅ

በወላጅ መምህር ተማሪዎች ህብረት አባላት የሚሞላ

ውድ የወላጅ መምህር ተማሪዎች ህብረት አባል፡-

ይህ መጠይቅ የተዘጋጀው በሁለተኛ ደረጃና መሰናዶ ት/ቤቶች ያለውን የትምህርት ማሻሻያ ማዕቀፍ መርሀ ግብር አተገባበር የሚመለከት መረጃን ለማሰባሰብ ነው። ተፈላጊው መረጃ የሁለተኛ ዲግሪ ማሟያ ለሆነው ለዚህ ጥናት እጅግ ወሳኝ ነው። በመሆኑም ይህ መጠይቅ ዋጋ የሚኖረው መጠይቁ ትክክለኛ መረጃ ለማሰባሰብ ያስቻለ ከሆነ ብቻ ነው። በመሆኑም መጠይቁን በጥንቀቄ እንዲሞሉልኝ በታላቅ አክብሮት እጠይቃለሁ።

የሚሰበሰው መረጃ ለትምህርት አላማ ብቻ የሚውልና በሚስጥርነት የሚጠበቅ መሆኑን ከወዲሁ እገልጻለሁ።

ማስታወሻ፡-

- ስምዎትን መፃፍ አይጠበቅብዎትም።
- መልስዎን በተሰጠው ስፍራ ላይ ይህን ምልክት ✓ በመጠቀም ይግለጹ።
- መልስዎን መቀየር ከፈለጉ የመጀመሪያውን መልስ ይሠርዙ።

1. ግለ መረጃ

1.1 የትምህርት ቤቱ ስም _____

1.2 ያታ ወንድ ሴት

1.3 የትምህርት ደረጃ
ዲግሎማ ቢ.ኤ.ዲግሪ ቢ.ኤ.ዲ.(BED)
ባችለር ኦፍ ሳይንስ (BSC) ማስትራት
ሌላ ካለ ይግለጹ _____

1.4 በርዕስ መምህርት የሠሩበት ጊዜ _____

1.5 ስፔሻላይዝ ያደረጉበት መስክ _____

የትምህርት አመራር

የተፈጥሮ ሳይንስ፡- ሂሳብ ኬሚስትራት ባዩሎጂ ፊዚክስ

ማህበራዊ ሳይንስ፡- ቋንቋ ጂኦግራፊ ታሪክ

ኢኮኖሚክስ ሌላ ካለ ይግለጹ _____

ክፍል አንድ

የባለ ድርሻ አካላት ግንዛቤ

የሚከተሉት ዓ/ነገሮች ባለድርሻ አካላት ስለኻርግራም ያላቸውን ግንዛቤ የሚመለከቱ ናቸው። መልስዎን ከዚህ በታች የተገለፁትን መለኪያዎች በመመልከትና ይህን ✓ ምልክት በመጠቀም ያመልክቱ።

በጣም እስማማለሁ 5 እስማማለሁ 4 አልወሰንኩም 3 አልስማማም 2 በጣም አልስማማም 1

ቁጥር	ዐ/ነገሮች	ደረጃ				
		5	4	3	2	1
1.1	ስለ ትምህርት ማሻሻያ ማዕቀፍ የተሰጠኝ ሥልጠና በቂ ግንዛቤ አስጨብጠኛል					
1.2	የወላጅ መምህራን ተማሪዎች ህብረት ስለኻርግራም አላማዎችና በነርሱ ላይ ስለተጣለው ኃላፊነት በቂ ግንዛቤ አላቸው።					
1.3	ኻርግራሙ ከመተግበሩ በፊት የወላጅ መምህራን ተማሪዎች ህብረት አባላት የባለቤትነትና የኃላፊነት ስሜት አዳብረዋል።					

ክፍል ሁለት

በትምህርት ቤት ማሻሻያ ማዕቀፍ ትግበራ እቅድ አወጣጥ ላይ የባለድርሻ አካላት ተሳታፊነት

መልስዎን ከዚህ በታች የተገለፁትን መለኪያዎች በመመልከትና ይህን ✓ ምልክት በመጠቀም ያመልክቱ።

በጣም እስማማለሁ 5 እስማማለሁ 4 አልወሰንኩም 3 አልስማማም 2 በጣም አልስማማም 1

ቁጥር	ዐ/ነገሮች	ደረጃ				
		5	4	3	2	1
2.1	የወላጅ መምህራን ተማሪዎች ህብረት አባላት በዕቅዱ አወጣጥ ላይ ተሳታፊዎች ነበሩ።					
2.2	ትምህርት ቤቱ ባካሄደው የኻርግራሙ አተገባበር ግምገማ ላይ ባለ ድርሻ አካላት ተሳታፊ ነበሩ።					
2.3	የትምህርት ማሻሻያ ማዕቀፍ ለመምህራን ለተማሪዎችና ለወላጆች መምህራን ተማሪዎች ህብረት በግልፅ ተብራርቶላቸዋል።					

ክፍል ሶስት

ባለ ድርሻ አካላት በዕቅዱ አተገባበር ላይ የነበራቸው ተሳትፎ

በጣም እስማማለሁ 5 እስማማለሁ 4አልወሰንኩም 3 አልስማማም 2 በጣም አልስማማም 1

ቁጥር	ዐ/ነገሮች	ደረጃ				
		5	4	3	2	1
3.1	የትምህርት ማሻሻያ ኮሚቴው በአስተባባሪነት፣ በተቆጣጣሪነትና፣ ግምገማ በማካሄድ የሚጠበቅበትን አስተዋፅኦ አድርጓል።					
3.2	ወላጆች ከት/ቤቱ አካባቢ ማህበረሰብ ጋር በመተባበር ለትግበራው አመቺ የሆነ ሁኔታ ፈጥረዋል					
3.3	የትምህርት ቤቱ አመራር በኘሮግራሙ ትግበራ ውጤት ላይ ከባለድርሻ አካላት ጋር ግምገማና ውይይት ያደርጋል።					
3.4	የወላጆች መምህራን ተማሪዎች ህብረት ከት/ቤቱ ማህበረሰብ ጋር በመተባበር ምቹ የሆነ የመማር ማስተማር ሁኔታ ፈጥሯል።					
3.5	ኘሮግራሙን ለመተግበር በባለድርሻ አካላት መካከል ጠንካራ የሆነ የሥራ ትብብር ነበር።					

ክፍል አራት

የመማር ማስተማር አራት ክፍሎች (The Four Domain)

4.1 የመማሪያ አካባቢ

በጣም ከፍተኛ 5 ከፍተኛ 4 መካከለኛ 3 ዝቅተኛ 2 በጣም ዝቅተኛ 1 ምንም 0

ቁጥር	ዐ/ነገሮች	ደረጃ					
		5	4	3	2	1	0
4.1.1	ተማሪዎችን የሚገዙ በጋራ ስምምነት ፀድቀው በግልፅ የተቀመጡ ደንቦች አሉ።						
4.1.2	በመምህራንና በተማሪዎች መካከል መልካም ግንኙነት አለ።						
4.1.3	የት/ቤቱ ቅጥር ግቢ ሳቢ ነው።						
4.1.4	የት/ቤቱ ቅጥር ግቢ ለተማሪዎችና መምህራን የተመቻ ነው።						
4.1.5	የት/ቤቱ ፖሊሲዎችና ት/ቤቱ ከባለ ድርሻዎች የሚጠበቃቸው ነገሮች በግልፅ የተቀመጡና ባለድርሻዎች በቅጡ የተረዷቸው ናቸው።						
4.1.6	ተማሪዎች የውሃ አቅርቦት፣ የመፀዳጃ ቤትና ካፍቴሪያ ተሟልተውላቸዋል።						

4.2 የትምህርት ቤቱ ማህበረሰብ ተሳትፎ

በጣም ከፍተኛ 5 ከፍተኛ 4 መካከለኛ 3 ዝቅተኛ 2 በጣም ዝቅተኛ 1 ምንም 0

ቁጥር	ዐ/ነገሮች	ደረጃ					
		5	4	3	2	1	0
4.2.1	የወላጅ መምህራን ተማሪዎች ህብረት አባላት ነገሮች ለማሳካት ያደረጉት አስተዋፅኦ						
4.2.2	ወላጆች የልጆቻቸውን የትምህርት ውጤት እንዲሻሻል ያደረጉት ክትትልና ድጋፍ						
4.2.3	ወላጆች ስለልጆቻቸው ትምህርት ውጤትና ሥነ ምግባር ከመምህራን ጋር የሚያደርጉት ውይይት						
4.2.4	ትምህርት ነክ ጉዳዮችን ለመደገፍ ወላጆች ያደረጉት አስተዋፅኦ መጠን						
4.2.5	ወላጆች በትምህርት ቤቱ አመራር ጋር በትምህርት ነክ ጉዳዮች ላይ ያደረጉት ውይይት መጠን						

ክፍል አምስት

5. ለትምህርት ማሻሻያ ነገሮች ላይ ሂደት እንቅፋት የሆኑ ምክንያቶች

በጣም እስማማለሁ 5 እስማማለሁ 4 አልወሰንኩም 3 አልስማማም 2 በጣም አልስማማም 1

ቁጥር	ዐ/ነገሮች	ደረጃ				
		5	4	3	2	1
5.1	በትምህርት ማሻሻያ ነገሮች ላይ የግንዛቤ ዕጥረት					
5.2	የገንዘብና የቁሳቁስ እጥረት					
5.3	የባለድርሻ አካላት የትብብር አድለት					
5.4	የነገሮችን ስኬታማነት ለማወቅ አመታዊ ግምገማ አለመካሄድ					
5.5	የርዕስ መምህራን ተደጋጋሚ የሥራ መልቀቅና በሌላ መተካት					
5.6	የነገሮች መምህራን ዘንድ ተቀባይነት ማጣት					

ክፍል ስድስት

6. የገጠሙ ተግዳሮቶች እና የመፍትሔ ሐሳቦች

6.1 እባክዎን በትምህርት ማሻሻያ ማዕቀፍ ኘሮግራም ላይ የገጠሙ ዋና ዋና ችግሮችን ይጥቀሱ።

6.2 የተጠቀሷቸውን ችግሮች የሚመለከቱ የመፍትሔ ሐሳቦችን ቢጥቅሱ።

Appendix 8

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

በሥነ ትምህርት ኮሌጅ የሥነ ባህርይ ጥናት ክፍል

የትምህርት ማሻሻያ ማዕቀፍን የሚመለከት መረጃ ማሰባሰቢያ መጠይቅ

በተማሪዎች መማክርት ጉባኤ አባላት የሚሞላ

ውድ የወላጅ መምህር ተማሪዎች ህብረት አባል፡-

ይህ መጠይቅ የተዘጋጀው በሁለተኛ ደረጃና መሰናዶ ት/ቤቶች ያለውን የትምህርት ማሻሻያ ማዕቀፍ መርሀ ግብር አተገባበር የሚመለከት መረጃን ለማሰባሰብ ነው። ተፈላጊው መረጃ የሁለተኛ ዲግሪ ማሟያ ለሆነው ለዚህ ጥናት እጅግ ወሳኝ ነው። በመሆኑም ይህ መጠይቅ ዋጋ የሚኖረው መጠይቁ ትክክለኛ መረጃ ለማሰባሰብ ያስቻለ ከሆነ ብቻ ነው። በመሆኑም መጠይቁን በጥንቀቄ እንዲሞሉልኝ በታላቅ አክብሮት እጠይቃለሁ።

የሚሰበሰው መረጃ ለትምህርት አላማ ብቻ የሚውልና በሚስጥርነት የሚጠበቅ መሆኑን ከወዲሁ እገልጻለሁ።

ማስታወሻ፡-

- ስምዎትን መፃፍ አይጠበቅብዎትም።
- መልስዎን በተሰጠው ስፍራ ላይ ይህን ምልክት ✓ በመጠቀም ይግለፅ።
- መልስዎን መቀየር ከፈለጉ የመጀመሪያውን መልስ ይሠርዙ።

1. ግለ መረጃ

1.1 የትምህርት ቤቱ ስም _____

1.2 የታ ወንድ ሴት

1.3 የትምህርት ደረጃ _____

ክፍል አንድ

የሚከተሉት ዓ/ነገሮች የትምህርት ማሻሻያ ማዕቀፍ ኮሚቴ አባላት ስለኘሮግራም ያላቸውን ግንዛቤ የሚመለከቱ ናቸው። መልስዎን ከዚህ በታች የተገለጹትን መለኪያዎች በመመልከትና ይህን ✓ ምልክት በመጠቀም ያመልክቱ።

1.1 የትምህርት ማሻሻያ ማእቀፍ ኮሚቴ ኘሮግራሙን የሚመለከት ስልጠና ለትምህርት ቤትዎ ባለድርሻ አካላት ማለትም ለመምህራን፣ ለተማሪዎች መማክርት ጉባኤ አባላት፣ ለወላጅ መምህር ተማሪዎች ህብረት አባላት ሠጥተዋል።

አዎ አይደለም

1.2 በሥልጠናው ለመሳተፍ ያልቻሉ ባለድርሻ አካላት ካሉ ይጠቀሱ። _____

የባለ ድርሻ አካላት ግንዛቤ

በጣም እስማማለሁ 5 እስማማለሁ 4 አልወሰንኩም 3 አልስማማም 2 በጣም አልስማማም 1

ቁጥር	ዐ/ነገሮች	ደረጃ				
		5	4	3	2	1
1.3	ለተማሪዎች መማክርት አባላት የትምህርት ማሻሻያ ኘሮግራሙን አስመልክቶ የተሰጠው ስልጠና በቂ ነበር።					
1.4	የተማሪዎች መማክርት አባላት ኘሮግራሙን አስመልክቶ ያላቸውን ኃላፊነት ያውቃሉ።					
1.5	የተማሪዎች መማክርት አባላት ስለኘሮግራሙ አተገባበር ሂደት እና ግቦች በቂ ግንዛቤ አላቸው።					
1.6	የተማሪዎች መማክርት አባላት ኘሮግራሙ ከመተግበሩ በፊት ትምህርት ቤታቸውን ለማሻሻል የሚያስችል የባለቤትነት እና የሃላፊነት ስሜት አዳብረዋል።					

ክፍል ሁለት

2. በትምህርት ቤት ማሻሻያ ማዕቀፍ ትግበራ ዕቅድ አወጣጥ ላይ የባለድርሻ አካላት ተሳታፊነት

በጣም እስማማለሁ 5 እስማማለሁ 4 አልወሰንኩም 3 አልስማማም 2 በጣም አልስማማም 1

ቁጥር	ዐ/ነገሮች	ደረጃ				
		5	4	3	2	1
2.1	የትምህርት ቤቱ አመራር ከኛሮግራሙ ጋር የተዛመደ እና ግልፅ የሆነ አላማ፣ ራዕይ እና ተልዕኮ አስቀምጧል።					
2.2	የትምህርት ቤቱ አመራር ባለድርሻ አካላትን እና የትምህርት ማሻሻያ ማዕቀፍ ኮሚቴውን በማስተባበር በኛሮግራሙ ትግበራ ዝግጅት ላይ እንዲሳተፉ በንቃት ሠርተዋል።					
2.3	መምህራን በትምህርት ማሻሻያ ማእቀፍ ትግበራ ዝግጅት ላይ በንቃት ይሳተፋሉ።					
2.4	መምህራን ትምህርት ቤቱ በሚያካሄደው የኛሮግራሙ አተገባበር ግምገማ ላይ በንቃት ይሳተፋሉ።					
2.5	የት/ቤት ማሻሻያ ማዕቀፍ ለመምህራን በግልፅ ተብራርቷል።					
2.6	የትምህርት ማሻሻያ ማዕቀፍ ኮሚቴው በኛሮግራሙ ትግበራ ዝግጅት ላይ ከፍተኛ አስተዋፅኦ አድርጓል።					

ክፍል ሶስት

3. ባለድርሻ አካላት በዕቅዱ አተገባበር ላይ የነበራቸው ተሳትፎ

መልስዎን ከዚህ በታች የተገለጹትን መለኪያዎች በመመልከትና ይህን ✓ ምልክት በመጠቀም ያመልክቱ።

በጣም እስማማለሁ 5 እስማማለሁ 4 አልወሰንኩም 3 አልስማማም 2 በጣም አልስማማም 1

ቁጥር	ዐ/ነገሮች	ደረጃ				
		5	4	3	2	1
3.1	የተማሪዎች መማክርት አባላት ስለ ኘሮግራሙ ውጤቶች ክት/ቤቱ አመራሮች ጋር በተደጋጋሚ ውይይት አድርገዋል።					
3.2	የተማሪዎች መማክርት አባላት በኘሮግራሙ ትግበራ ሂደት ውስጥ የተሰጠውን የማስተባበር፣ የመቆጠጣር እና የመገምገማ ሃላፊነቱን በብቃት ተውጥቶአል።					
3.3	በባለድርሻ አካላት መካከል ጠንካራ የሆነ ትስስር አለ።					
3.4	ባለድርሻ አካላት ስለተማሪዎች ውጤትና ስለመማር ማስተማር ሂደቱ በተደጋጋሚ ተወያይተዋል።					
3.5	ርዕሰ መምህሩ የመማር ማስተማር ሂደቱን እና የተማሪዎችን ውጤት ለማሻሻል በንቃት ተንቀሳቅሷል፡ :					

ክፍል አራት

4. የመማሪያ አካባቢ

በጣም እስማማለሁ 5 እስማማለሁ 4አልወሰንኩም 3 አልስማማም 2 በጣም አልስማማም 1

ቁጥር	ዐ/ነገሮች	ደረጃ				
		5	4	3	2	1
4.1	ተማሪዎችን የሚገዙ በጋራ ስምምነት ፀድቀው በግልፅ የተቀመጡ ደንቦች አሉ።					
4.2	በመምህራን መካከል መልካም ግንኙነት አለ					
4.3	በመምህራንና በተማሪዎች መካከል መልካም ግንኙነት አለ					
4.4	የት/ቤቱ ቅጥር ግቢ ሳቢ ነው					
4.5	የት/ቤቱ ቅጥር ግቢ ለተማሪዎችና መምህራን የተመቻቸ ነው					
4.6	የት/ቤቱ ፖሊሲዎችና ት/ቤቱ ከባለድርሻዎች የሚጠበቃቸው ነገሮች በግልፅ የተቀመጡና ባለድርሻዎች በቅጡ የተረዱቸው ናቸው።					
4.7	የመማር ማስተማር መሣሪያዎች በበቂ ሁኔታ የተሟሉ ናቸው።					
4.8	ተማሪዎች የውሃ አቅርቦት፣ የመፀዳጃ ቤትና ካፍቴሪያ ተሟልተውላቸዋል					
4.9	መምህራን የውሃ አቅርቦት ፣ የመፀዳጃ ቤትና ካፍቴሪያ ተሟልተውላቸዋል።					
4.10	የመማሪያ ክፍሎች ለመማርና ማስተማር ሂደት አመቺ ናቸው።					

4.11 የእያንዳንዱ የመማሪያ ክፍል የሚይዘውን የተማሪ ቁጥር ከ40 የበለጠ አይደለም።

አዎ አይደለም

4.2 የትምህርት ቤቱ ማህበረሰብ ተሳትፎ

በጣም ከፍተኛ 5 ከፍተኛ 4 መካከለኛ 3 ዝቅተኛ 2 በጣም ዝቅተኛ 1 ምንም 0

ቁጥር	ዐ/ነገሮች	ደረጃ				
		5	4	3	2	1
4.2.1	የወላጅ መምህራን ተማሪዎች ህብረት አባላት ኘሮግራሙን ለማሳካት ያደረጉት አስተዋፅኦ					
4.2.2	ወላጆች የልጆቻቸው የትምህርት ውጤት እንዲሻሻ ያደረጉት ክትትልና ድጋፍ					
4.2.3	ወላጆች ሥለ ልጆቻቸው ትምህርት ውጤትና ሥነ ምግባር ከመምህራን ጋር የሚያደርጉት ውይይት					
4.2.4	ትምህርት ነክ ጉዳዮችን ለመደገፍ ወላጆች ያደረጉት አስተዋፅኦ መጠን					
4.2.5	ወላጆች ከትምህርት ቤቱ አመራር ጋር በትምህርት ነክ ጉዳዮች ላይ ያደረጉት ውይይት መጠን					

4.3 ለትምህርት ማሻሻያ ኘሮግራሙ ሂደት ዕንቅፋት የሆኑ ምክንያቶች

በጣም እስማማለሁ 5 እስማማለሁ 4 አልወሰንኩም 3 አልስማማም 2 በጣም አልስማማም 1

ቁጥር	ዐ/ነገሮች	ደረጃ				
		5	4	3	2	1
4.3.1	ስለትምህርት ማሻሻያ ኘሮግራም ያለ የግንዛቤ ዕጥረት					
4.3.2	የገንዘብና የቁሳቁስ ዕጥረት					
4.3.3	የባለድርሻ አካላት የትብብር ጉድለት					
4.3.4	የኘሮግራሙን ስኬታማነት ለማወቅ አመታዊ ግምገማ አለማካሄድ					
4.3.5	የርዕስ መምህራን ተደጋጋሚ የሥራ መልቀቅና በሌላ መተካት					
4.3.6	የኘሮግራሙን በመምህራን ዘንድ ተቀባይነት ማጣት					
4.3.7	ከወረዳ የትምህርት ቢሮ ሙያዊ ድጋፍ አለማግኘት					

5. የገጠሙ ተግዳሮቶችና የመፍትሔ ሐሳቦች

5.1 እባክዎን በነገራዎቹ ጉግበራ ላይ የገጠሙ ዋና ዋና ችግሮችን ይጥቀሱ።

5.2 የጠቀሷቸውን ችግሮች የሚመለከቱ የመፍትሔ ሐሳቦችን ቢጠቅሱ።

DECLARATION

This is my original work and has not been presented in any other University, and that all source consulted for the thesis have been properly acknowledged.

Name _____

Signature _____

Date _____

APPROVAL

This thesis has been submitted for examination with my consent and approval as thesis advisor.

Name _____

Signature _____

Date _____