

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**A COMPARATIVE STUDY OF THE SERVICE  
DELIVERY PERFORMANCE OF GOVERNMENT  
AND PRIVATE PRIMARY SCHOOLS IN ADDIS  
ABABA**

**BY  
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**JUNE 2010  
ADDIS ABABA**

**ADDIS ABABA UNIVERSITY**  
**FACULTY OF BUSINESS AND ECONOMICS**  
**DEPARTMENT OF PUBLIC ADMINISTRATION AND DEVELOPMENT**  
**MANAGEMENT**

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**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA  
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## Acronyms

CSA...	Central Statistics Authority
EPRDF...	Ethiopian People's Democratic Front
ESDP...	Education Sector Development Program
ETP ...	Education and Training Policy
FDRE ...	Federal Democratic Republic of Ethiopia
GDP...	Gross Domestic Product
GER...	Gross Enrolment Ratio
Gov...	Government
ICT...	Information and Communication Technology
MDGs...	Millennium Development Goals
MoE...	Ministry of Education
NGOs ...	Non-Governmental Organizations
No...	Number
NPM ...	New Public Management
PASDEP...	Plan for Accelerated and Sustained Development to End Poverty
PTA ...	Parent-Teacher Association
Pvt ...	Private
PhD ...	Doctor of Philosophy
SAP ...	Structural Adjustment Program
SDPRP...	Sustainable Development and Poverty Reduction Program
TA...	Teacher Association
UNESCO ...	United Nations Education, Scientific and Cultural Organization
UPE...	Universal Primary Education

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### **Abstract**

Changing expectations about the service delivery occur in every developing and developed society at different rate. In this aspect, comparison of service delivery in government and private primary schools is essentially important to bring great changes in primary schools. It was the main objective of this study to compare the service delivery in government and private primary schools at *Gulele* sub city. The study employed both qualitative and quantitative approaches using case study method which was designed to answer the research questions rose. The respondents were students, teachers, directors and experts from *kebele*, sub city and regional education bureau. In order to collect data from the respondents' questionnaires, interview and school and office observations were conducted. The data obtained were analyzed and interpreted. The result of the analysis showed that a considerable number of strengths and weaknesses in the service delivery were observed in the two types of schools. To overcome the weaknesses and maintaining the strengths, the study suggested that the service delivery in primary schools should get due attention.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Since the Ethiopian Civil Service has started to serve the community, it has faced a lot of problems. According to the Service Delivery Policy in the Civil Service issued in 2001 by the Federal Democratic Republic of Ethiopia (FDRE,2001: 3), many problems have been identified. Among the many, the following major problems have been labeled as the major drawbacks in the service delivery of the country.

- Positive attitudes towards public service has not developed to the desired extent;
- Insufficient recognition that citizens have rights to receive services from government;
- Lack of accountability in civil service institutions for failure to meet expected performances;
- Service delivery in many civil service institutions are based on long and time consuming, excessively hierarchical organizational structure and obsolete management practices;
- Services are in most cases provided in a manner that suits the administrative convenience of the providers rather than meet the needs of the recipients;
- The public is seldom given clear and adequate information on the availability of particular services and the conditions required to get these services;
- Most of the institutions do not have any formally constituted complaints handling mechanisms;
- Service users are often unaware of their rights and obligations pertaining to services and at times tend to resort to illicit means to get the services, etc.

Modern service delivery, which has been a distinguishing feature of the private sector, has become a topical issue among government as well as non-government institutions in their recent attempts to transfer good management practices from the private sector (FDRE, 2001:1).

One of the oldest public services, which have been delivered since the early years of the 20th century in Ethiopia, is education. Ethiopia has introduced modern education to its people as the means to bring about sustainable development. At that time, modern education was delivered in current *Minilik* Secondary School for the first time. According to the Ministry of Education (2009: 1), the education mainly focused on to run a modern bureaucracy for the then government.

There are many services given in the education sector. One of them is the teaching-learning process, which is the main activity that the schools are opened, and is offered at large. Other services like issuance of certificate, admission of new entrants, counseling services, first aid services, etc are provided in the schools. The service providers, the teachers and administrative staffs of the school are also the recipient of the services in the schools.

During the era of Emperor Haileseilasie, schools were built in big cities and towns i.e. in the provincial, *Awraja* and *Wereda* towns to provide primary education. Few schools were built by the private investors in big cities like Addis Ababa to give the same services as the government primary schools were designed to do so.

The schools that had been constructed by the private sector had created access to those people who could afford and had created employment opportunity to the young generation. The private schools had thought that the services rendered by the government institutions could be rendered by the private sector more efficiently.

All private primary schools which were operating at that time were nationalized by the *Derg* regime on September 29, 1975 (Public Ownership of Private Schools Proclamation No. 54/1975). The schools that were confiscated by the military regime became to be known as the public schools. The Amharic version of public school is *Yehizb Timihirt Betoch*. The total number of schools that had been nationalized in Addis Ababa city were 119 (Education Statistics Annual Abstract 2007/08: 11).

total number of schools that had been nationalized in Addis Ababa city were 119 (Education Statistics Annual Abstract 2007/08: 11).

The public sector had become the sole provider of primary education. This was the consequence of the socialist ideology that the then government was engaged in. As the result of the ideology, the contribution of the private investors in the education sector boiled down to zero. The consequence of the nationalization of the primary schools has brought the promising competition totally darkened in the service delivery performance of the primary schools in the military regime.

Most of the major problems that were listed in the civil service above have been the problems of the education sector during the military regime. The last two governments shared commonly centralized administration. This situation had not contributed to the emerging of competition that has great impact on the improvement of the service delivery in the sector.

Besides the major problems which were seen in all sectors, the education sector has its own sector specific problems like low enrollment rate, low efficiency rates like high dropouts and repetition rates, and high equity problems between rural and urban, male and female students and among regions, which were worsened as the government became a sole service provider agent.

As soon as the former government was toppled down, centralized administration in Ethiopia ended in 1991, and series of policies were issued. In 1994, the Ethiopian Education and Training Policy (ETP) was issued to give solution to the sector specific problems. In order to solve the problems such as 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 first step to achieve primary education by 2015 have become the trusts of the Education Sector Development Program III, (ESDP III, 2005: 1).

To ensure the realization of Universal Primary Education, (UPE), the government has made every effort to provide financial, human and material resources. However, it is apparent that the government's resources will not be sufficient. The private sector will have a significant role to play in contributing to expanding access to primary education services to children (ESDP III, 2005:37). As the result of this, the private sector begins to participate in service delivery by utilizing human and financial resources on appropriate and sustainable way.

The government plays the role of steering besides providing the teaching-learning service to the neediest segment of the society. In order to facilitate the construction of primary schools by the private and public sectors and give service to the neediest segment of the society, the leadership management from the top to the school level needs to be knowledgeable and devoted. Even though the application of decentralization in the education sector is expected to facilitate services relative to centralized administration, it has limitations in human resources, monitoring and evaluation and financial drawbacks.

Different incentive mechanisms have not been designed to encourage the frontline service providers since a long time in the education sector. As a result, the service providers give substandard response rather than prompt response to the request of their clients i.e. students, parents, teachers and other members of the community. Taking this problem into account, Addis Ababa City Administration has started to give house allowance only to the teachers since July 2009.

As a steering entity, the government has to think of increasing the service delivery performance of the government primary schools because the citizens that learn in the government owned schools demand improved service delivery. Both the government and private schools are opened based on the same standard. The Federal Democratic Republic of Ethiopia, Ministry of Education 1995, set standard for establishing kindergarten and primary school. The schools share the same standards in terms of the qualification of the teachers, the different types of physical facilities, and the curriculum, that any primary school has to fulfill during establishment.

The service delivery system in the education sector of the country is suffering from different acute problems. The existing educational management is inefficient and ineffective owing to the fact that educational institutions from the bureau up to the school levels seem to be not well managed and structured. At all levels, schools are physically deteriorated. Most of the schools do not have adequate facilities. Classes are overcrowded.

As the education sector has been decentralized like other sectors, problems related to primary education is a mandate of regional education bureau (Adane, 2007:3). Hence, they have great responsibilities with this situation. Addis Ababa Education Bureau and the sub cities education offices have the responsibilities to improve the service delivery performance in the primary schools being with stakeholders. Thus, conducting a research on the service delivery seems timely and it contributes its share in providing well-documented information on the status.

## **1.2 Statement of the Problem**

Government institutions are opened to serve the public at large. The services produced in the public sector are designed to meet the interests of the public. The services to work to the poor, it has to be designed by the government and the people together. Unless the public services are designed by all stakeholders, it fails to meet the interest of the poor.

The service delivery reform is intended to assure effective and efficient service delivery in the public sector. This includes equal access to government services and equal treatment of service users. It also aimed at making organizations manageable in such a way to provide better quality service and accountable for failures to do so (Roza, 2009:4).

Services can work for the poor people. Citizens and governments can make services that contribute to human development work better for poor people in many cases they have. But too often services fail poor people. Services are failing because they are falling short of their potential to improve outcomes. They are often inaccessible or prohibitively expensive. But even when accessible, they are often dysfunctional, extremely low in technical quality, and

unresponsive to the needs of a diverse clientele. In addition, innovation and evaluation to find ways to increase productivity are rare (World Development Report, 2004:19).

Addis Ababa is the biggest city in Ethiopia. It has a population of 2,738,248 (CSA, 2008:12-13). The annual growth rate is around 2.1 percent. In the city, the education sector delivers services in 655 primary schools out of which 111 (16.9%) and 355 (54.2%) are government and private primary schools respectively (Education Bureau, 2007/08:11). There are 390,106 students who are direct service recipients of primary education in total, among which 181,848 (46.6%) and 75,105 (19.3%) students learn in the government and private schools respectively. There are about 15,000 teachers and administration employees who are engaged in service delivery and receiving services directly and indirectly from their institutions, *kebele* education office, sub city education office and regional bureau.

Efforts to improve service delivery performance in developed and developing countries typically focus on providing more inputs to schools that is, increasing spending along existing allocation patterns. The reality shows that increased funding is not sufficient for improved service delivery performance. Incremental funds may be allocated to inputs that have weak impacts on the services. The service delivery performance in private and government primary schools is affected by accountability, motivation, handling of complaints, the human resources at different levels, and the layers found in the system. The availability and using of facilities in the schools is another factor to affect the service delivery in the schools. The participation of the stakeholders in the school affairs and the tendency of the students working with their teachers and peers are taken to compare the strengths and the weaknesses of service delivery in the two types of schools.

The service delivery in private and government primary schools will be compared by taking evidences from the students, teachers, administrative staffs and office experts who have direct and indirect relationship with the two types of schools.

Taking into account the existence of these problems in the education sector, the thesis compares the strengths and weaknesses seen in the service delivery in the government primary schools with private primary schools.

### **1.3 Objective of the Study**

To address the above stated problem, the following general and specific objectives are designed

#### **1.3.1 General Objective**

The general objective of the study is to compare the strengths and weaknesses in the service delivery performance in government and private primary schools found in Addis Ababa City Administration.

#### **1.3.2 Specific Objectives**

More specifically, the study focuses on the following.

- To compare the participation of the stakeholders in government and private primary schools about the academic affairs of the children.
- To compare the availability and usage of physical facilities like libraries, laboratories, computers, books, pedagogical centers, etc. to the delivery of services in the two types of primary schools.
- To compare the two types of schools in terms of leadership, management and accountability that exists in the two types of the schools and in the education offices.
- To compare the handling of complaints in the two types of schools and in the education offices.

- To compare the support and monitoring and evaluation given from the different levels of education sector (hierarchies) to the two types of the schools.
- To compare the motivation of the teachers to serve their key clients i.e. students and their parents in government and private primary schools during the time of service delivery.
- To compare the efficiency of the government and private primary schools operating in sample area of Addis Ababa City Administration.
- To suggest some intervention areas to improve the service delivery of the two types of schools and close the gap.

#### **1.4 Research Questions**

To achieve the aforementioned objectives, the research work is guided by the following questions.

- What does the participation of the stakeholders look like in the two types of schools?
- How does the availability and usage of physical facilities support the service delivery performance of the two types of schools?
- What do the teachers and the experts say about the leadership, and accountability in their institution and education sector?
- What does the handling of complaint in the two schools and the education sector look like?
- What do the teachers say about the services, support and motivation they get from different levels of the education sector?

- Which school type of primary school is better in service delivery?

### **1.5 Significance of the Study**

This study compares the strengths and weaknesses in service delivery performance in government and private primary schools found in Addis Ababa City Administration. It helps to suggest pieces of advice to Addis Ababa City Administration Education Bureau to improve the service delivery in its primary schools.

It helps to show that the regional education bureau, sub city and *kebele* education offices have to have a steering position in improving the services delivery in the education sector besides service delivery to the needy segment of the society in primary education and it can be used for academic and research community for further studies.

### **1.6 Methodology of the Study**

The intention of the study is to compare the strengths and weakness of the service delivery performance of the government and private primary schools. Respondents' opinion on the issues which has been gathered through questionnaire, interview and observation was analyzed through qualitative and quantative approaches. Secondary data were collected from different sources like published abstracts and documents.

To address the issue, the researcher used descriptive methodology to compare the service delivery in government and private primary schools. Case study is used to limit the focus of the study on few selected government and private primary school.

For this study, both primary and secondary data were used. Primary data were collected from students, teachers and directors, and office employees. This information helps to triangulate one's response with other respondents and make conclusion through getting first hand information. Secondary data were obtained through document analysis. The school abstract produced by Addis Ababa Education Bureau, reports and plans were the major sources of secondary data. Other secondary sources like publications were examined.

Questionnaire, observation and interview were used as instruments of primary data collection. Questionnaires were used to obtain information from students, teachers and directors and experts. The questionnaires for students were intended to obtain information about their attitudes towards the service delivery conducted in their school. The questionnaires for teachers were set to obtain information about the service they give and receive in the schools they teach. The questionnaires designed for the experts attempted to dig information about service delivery in the schools and generally in the education sector. The items of the questionnaires were close ended and open ended. The questions for the three types of respondents were designed in the way one checks the other.

Observation checklist was prepared. The purpose of the observation checklist was to see the congruence between the responses given for the questionnaires by the students, teachers and experts and what the respondents actually say about the service delivery.

An interview schedule was prepared. The researcher took five participants for the interview purposively. These were one higher official and three department heads from the education bureau, and one department head from the sub city. Before starting the interview, the respondents were informed about the purpose of the study. They were informed that they would remain anonyms in the presentation and discussion of the study. During interviews, all responses were recorded using hand written notes. Finally, the responses of the interviews were analyzed and incorporated in the final report.

The sample of the study was taken from *Gullele* sub city found in Addis Ababa City Administration. There are twelve and seventeen government and private primary schools in the sub city respectively (Educational Statistics Annual Abstract, 2007/08: 112). Two government and two private schools were selected randomly. All these schools comprise first to eighth grades only.

The total population of the study in the selected schools was students, teachers and experts who were working in the regional, the sub city and *kebele* education offices.

A sample size of 80 students, 32 teachers and 20 experts were selected from the population. However, due to some problems encountered in filling the questionnaires and returning of the questionnaires timely, only responses from 75 students, 31 teachers and 16 experts were to be valid and these were considered and analyzed.

The students and teachers were selected with the assistance of schools heads and unit leaders. The education bureau experts, the sub city experts and *kebele* experts were selected by their offices randomly.

During the selection of schools, those schools that were having seventh and eighth grades were legible to compete for selection. This was due to that these students would answer open ended questions. The school directors had selected from grades seven and eight. In the case of the selection of schools, priority was given to those schools that have been established before and in the 1990s. This is designed to get more information from their long time teaching-learning experience.

Comparative analysis is used in the research study. The data collected through questionnaire were tabulated and analyzed using percentage. On the other hand, the data collected from the interview, observation, close ended and document analysis were categorized and described qualitatively

### **1.7 Delimitation of the Study**

The study is delimited with in Addis Ababa City Administration territory. *Gulelie* sub city is the one with large number of schools and experiences in providing the education services. Four schools are taken as a sample among 12 government and 17 private schools found in the sub city. The study is confined to government and private primary schools' service delivery and some services like early child and religious services are left out of the touch of the study of the paper.

## 1.8 Operational Definition of Terms

**Classroom** is any building attached to a school used to accommodate a class, other than a church hall (UNESCO, 1997: 37).

**Drop-out** is leaving school before the completion of a given stage of education or leaving at some intermediate or no terminal point in a cycle of school (UNESCO, 1997: 37). It is the proportion of pupils who leave school during the year as well as those who complete the grade level but fail to enroll in the next grade level the following school year to the total number of pupils enrolled during the previous school year (MoE, 2008:33).

**Effectiveness** is defined as the level of outcomes. Outcomes are accomplishments. Many citizens and clients care greatly about service effectiveness, and measure of effectiveness is significant in dealing with their concerns about responsiveness (Berman, 1998:6).

**Efficiency** is defined as the ratio of outcomes (outputs) to inputs. Efficiency is the ratio of the resources used (inputs) to accomplishments (outcomes or outputs). [It] is important for helping budget stretch further and for choosing among competing service providers (Berman, 1998:7).

**Frontline Providers:** Nearly all services require a provider who comes in direct contact with clients-teachers, doctors, nurses, midwives, pharmacists, engineers, and so on (World Development Report, 2004:47).

**Government schools** are the schools which are run by sub cities. These schools are fully financed from the government treasury.

**Motivation** refers to individual differences with regard to the priorities, attitudes and aspects of life style that people seek to fulfill in work, i.e. those things which drive them on and make them feel good about doing so (Bush and West-Burneham, 1994: 224).

**Private Schools** are the schools which are owned by the private investors. All the costs for the opening and running the schools come from the pocket of the private investors. Their motive is to make profit. The private schools charge school fees as the source of income to run the schools.

**Primary Schools** are the schools that constitute grades 1 to 8. It has two levels i.e. lower primary from grades 1 to 4 and upper primary from grades 5 to 8.

**Public Schools** are the schools that have been confiscated from the private investors (Proclamation No.54/1975). Nominal school fees are paid to cover the salaries and running costs of the school. These schools get financial support from the government treasury to construct additional classrooms and to make maintenance, to print books and hire teachers and directors.

**Public Service** refers to those activities of government institutions aimed at satisfying the needs and ensuring the wellbeing of society as well as enforcing laws, regulations and directives of the government (FDRE, 2001:1).

**Service** is a generally any activity undertaken to meet social needs.

**Service Delivery** basically refers to the systematic arrangement of activities in service giving institutions with the aim of fulfilling the needs and expectations of service users and other stakeholders with the optimum use of resources (FDRE, 2001:1).

**Service Delivery Performance** is to mean that the service delivery in the institution is conducted effectively and efficiently to meet the interest of the service demanders and as a result it has met the objectives in which the institution has been opened for. In short, improvement of service delivery performance means increasing the cost effectiveness, coverage and impact of services

**Teacher** is any person teaching full time in primary school, whether paid by the government or from private sources (UNESCO, 1997: 37).

### **1.9 Organization of the Study**

The study is organized into four chapters. The first chapter deals with the introductory part which consists of research problem, objective and significance of the study. Review of related literature is presented in chapter two. Presentations and analysis of data are dealt in chapter three. The last chapter deals with the summary of findings, conclusions and recommendations of the study. A reference follows the last chapter.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter deals with theories and literatures that were written by different authors that help to make comparison of service delivery between the government and private primary schools. The New Public Management theory that has been used by developed and developing nations that helps the public sectors to learn from private sector to improve the service delivery in public institutions is used as the main latest version to improve the service delivery in government primary schools.

#### 2.2 Improvement of Service Delivery in Public Institutions: Conceptual Framework

The public administration reforms from the late 1970s have led to a revolutionary change not only in the manner of delivery of social services and accounting for government expenditures, but also in the structures of governance. These reforms towards marketization, or the application of business management theories and practices in public service administration, came to be called, in professional parlance, the New Public Management (NPM) (Tolofari, 2005:75).

The above idea has been confirmed by Larbi (1999:1). He states that for two decades a wave of public sector management reforms has swept through developed, transitional and developing countries. The role and institutional character of the state and of the public sector have been under pressure to be more market oriented and private sector oriented, initially in developed countries and later in some developing countries in the context of International Monetary Fund/World Bank-supported Structural Adjustment Programs (SAP). This has been a product of a number of factors, including the economic and fiscal crisis of the state that called the post-war consensus on the active role of the state in the economy into serious question. In developed economies such as the United Kingdom, Canada, Australia, the crises in the Keynesian welfare state led to the search for alternative ways of organizing and managing public services and redefining the role of the state to give more prominence to markets and competition, and to the private and voluntary sectors. In a similar vein, the

economic and fiscal crises that engulfed most developing countries in the 1970 and 1980 led to a rethinking of state-led development which had increased the size, functions and power of the state and its bureaucracy.

Many scholars argue that the new public management that has been tested in the 1970s and 1980s in UK, New Zealand, Canada, U.S.A and others have shown a great advantage in increasing the service delivery performance of public institutions like that of the private sectors. The major six core common issues observed in different countries studied by Kettl (2000:1-2) are presented as follows: (1) Productivity. The reform effort is a serious attempt to assess how governments can do “more with less” by sustaining, or even expanding, public services with lower resource investments. (2) Marketization. The reform movement is predicated on government leverage market mechanisms to overcome the pathologies of traditional bureaucracy. (3) Service orientation. One of the common objects of reforms is to better connect government with public services. (4) Decentralization. This is not just a mindless devolution of decision making power to lower levels in the political or bureaucratic hierarchy but also a conscious effort to put those who make policy decisions as close as possible to the people who are going to be affected by those decisions. The goal is to put government closer to citizens and make it more sensitive and responsive to their preferences. (5). Policy. The reform movement seeks to improve government’s capacities to create, to implement, and to administer public policy. (6) Accountability. The reform movement is an effort to make government deliver on what it promises. It is argued that the general management model increasingly used in public services and developed from imported ideas in business and the private sector is of limited relevance to the public services of the twenty-first century. A key aspect is the need to coordinate the major tensions in public service work, such as the contradictions between professional and managerial agendas and the competing strengths and weakness of public and private service provision.

Since 1991, there has been much talk about reforms in political manifestos and official publications. What concerns both the civil servants and the public is the question of matching rhetoric to action to all levels in the respect of New Public Management, deregulation, liberalization, privatization, and dismantling of public sector monopolies. It is often not

realized that reform requires the government to tackle issues of resistance to change and loss of authority in the political and administrative leadership, compensating the losers or securing their cooperation, as in the case of public sector workers and reconciling the advantage of hands-off service delivery with the need for democratic supervision and the fears of consumer exploitation. In a tradition of secrecy in decision making, the question is also one of developing widespread ownership of an achievable program that can be executed transparently (Sundaram, 2000:23).

(Haynes, 2003:5). Public administration and public sector management matter because governments use the public sector to deliver goods and services to the public, either directly, as in the case of policing, defense, education and welfare payments, or indirectly, as in the case of family doctor services and the provision of roads and refuse collection. If the public sector fails then governments fail to deliver their manifesto pledges. If the public sector is corrupt or inefficient, or simply incompetent then society at large suffers and those who suffer most are the most vulnerable, the citizens who are least able to protect and nurture them. The study of public sector management is the study of how successful and democratic a society is at governing itself and advancing the interests of its citizens. Real democracy lies in making government accountable and responsive (Massey and Pyper, 2005:17-18).

The new public management stemmed from the basic economic argument that government suffered from the defects of monopoly, high transaction costs, and information problems that bred great inefficiencies. By substituting market competition and market like incentives the reformers believed that they could shrink government's size, reduce its costs, and improve its performance (Kettle, 2005:17).

The new public management has a radically different view of accountability and ethics. It takes a teleological approach and focuses almost exclusively on performance and results. It views the type of procedural safeguards on which the traditional managerial approach relies as obstacles to cost-effective government. It favors external oversight by legislatures that assesses performance but opposes that which focuses on internal managerial matters,

including spending, personnel administration, and organization (Rosenbloom, Kravchuk and Clerkin, 2009: 526).

Performance management encompasses numerous activities to improve the efficiency and effectiveness of organizations. Built on strategic management concepts and practices, performance management requires clarifying agency goals and adopting the actions that will achieve them. It also requires development of credible performance data to measure achievement. Performance management relies on all aspects of performance, both individual and organizational. It also serves as a tool for holding organizations and management accountability (Cayer, 2004: 110).

Ingraham *et al.* (2003:125) state that the combination of clear goals and missions coupled with the freedom to manage is rarely seen in the U.S. context. In a case where there is a low level of discretion but no clear agreement on goals, management becomes a rote process of following rules and procedures without any real appreciation for the context in which those rules and procedures exist. This is a traditional bureaucratic management paradigm, made perhaps more dysfunctional by the fact that there is constant confusion over goals and priorities. At the other end of the extreme is the case where there is general agreement on what the agency or the government is intended to accomplish, coupled with the discretion to manage in a way that will enable that purpose to be achieved. This is the classic paradigm suggested by many "new public management" advocates who suggest that the coupling of "clarity of tasks and purpose" and managerial discretion provides the optimal scenario for successful results-based management. This is because managers have both the luxury of knowing what they are expected to accomplish and the ability to design management.

Public managers and management systems are emerging as important components in the larger realm of governance, where collective decisions about public policy are linked to governmental activity. As governments move toward greater emphasis on results, they and their constituents have sought improved government performance. Many contingencies that critically influence government performances, such as elections, socioeconomic conditions,

media security, legislative priorities, and social perception of the scope and scale policy problems, are beyond the control of public organizations and their managers (ibid).

In addition, legislative mandates often dictate and constrain the very structure of government organization. Nonetheless, public management does influence considerably the approaches governments and their agencies use to orchestrate resources and translate them in to public services. Thus, in order to understand how to improve public performance, we argue that those components of performance that public managers do substantially control must receive prime attention ( Ingraham *et al*, 2003 :13).

There is little doubt that the New Public Management has reconnected theory to practice. At all levels of government, public managers are reinventing government, reengineering government, attempting to be entrepreneurial, attempting to better serve their customers, attempting to be more innovative, attempting to take risks, and attempting to add value. The New Public Management is influential. It has replaced the old principles of public administration with a new set of principles, or doctrines. These are doctrine of contracting out, decentralizing, and greater discretion to manager, citizens or customer choices, deregulating, organizing so that there is competition, and determining effectiveness according to outcome measurement. In applying these doctrines, the public manager must be a leader, an entrepreneur, and practice governance. But this leader/ entrepreneur is still a bureaucrat. The irony is, therefore, that the New Public Management would banish bureaucracy; in fact, it replaces bad bureaucracy with good bureaucracy by calling it something else (ibid, 124).

Taking into account the present political environment in an increasing globalization world, new areas of public sector competency also need to be strengthened, in particular diversity management; knowledge management; horizontal management; resource and information management; partnership building and negotiation skills; communication and ICT skills. Given the diversity of administrative cultures and based on a variety of societal environments, each country has to be open-minded and look at all the potential solutions to its own problems. The key element is to develop a sense of direction for the public service of

a given country which takes into account its history, its environment and its position in the global world in a realistic manner (Bertucci, 2007:5).

### **2.3 Education and Its Role**

Baum and Tolbert (1985:119) define education as to be seen as a basic human need, as a means of meeting other basic needs, and as an activity that sustains and accelerates overall development. It is now generally recognized that development of country's human resources is essential to its prosperity and growth and to the effective use of its physical capital. Education-investment in human capital is an integral component of all development effort. It follows that education must cover a wide spectrum in content and form, and that general education is an essential for the achievement of development objectives as training in specific skills. The ultimate mission of schooling is to produce knowledge versed learners i.e. the goal of the service delivery performance, and it is the product of cooperation of the working of the school community and outside school factors. The working of the stakeholders together to improve the service delivery requires a great school reform.

Different people have attempted to define education from the point of its contribution to the development of the society at large. South East Asian countries like Japan and Taiwan pay great attention to their education sector while the developing nations have taken the MDGs as awakening ring to create access to their young generation.

Ohmae (2002: 231) states that education is probably the biggest reason why his country (Japan) is so dissimilar in social and industrial behavior to other Asian nationalities. Our nation has no resources, but still has to feed over 100 million people living on mountainous piece of land only 10 percent of it arable, that is smaller than the state of California. The only solution to this problem, pupils were told and still are told, is to import raw materials, add value to them and export, thus earning the wealth needed to buy food from outside. We must do or perish.

The above citation is strongly told to Japanese primary school students from age 6 to 12 years old in order to acquaint them that their future life relies on the services that they get

from primary education. Japan's existence has greatly relied on primary education which is taught to the new generation at the early stage.

Van Der Gaag (1995:120) also describes that several East Asian countries rely heavily on the private sector to provide higher education and allocate the majority of their public expenditures on education to the more basic levels. He also states that 'miracle' is the result of the private sector.

Fields (1983: 236-237) has written that one of the factors for the success of Taiwan is its investment in education. He states that Taiwan has invested exceptionally large sums from her own resources in education. School attendance ratios are approaching 100% among children 6-12 years of age. Many would regard Taiwan's investments in education and the consequent high skill level of the labor force as important factors contributing to both the modern sector enlargement and the traditional sector enrichment components of the country's rapid economic growth.

It is now more or less universally acknowledged that for nation's social and economic development to take place rapidly and smoothly, basic education facilities of good quality must be available to its people. Fundamental knowledge and skills that equip one with the tools for life-long learning and enable one to cope with life's basic needs are a human right and a major component of national development as well as a propelling force for it (Chatterjee, 2002:1).

In September 2000, the 189 member countries of the United Nations adopted eight Millennium Development Goals (MDGs), committing themselves to making substantial progress toward the eradication of poverty and achieving other human development goals by the year 2015. The MDGs are the strongest statement yet of the international commitment to ending global poverty. They acknowledge the multidimensional nature of development and poverty alleviation; an end to poverty requires more than just increasing incomes of the poor (Todaro and Smith, 2006: 22-23).

Although some observers still suspect that the MDGs will amount to no more than just another United Nations (UN) proclamation of worthy goals, by the first five-year review in 2005, these goals had become central to the way governments, international development agencies, and nongovernmental organizations carry out their development efforts. Although if current trends continue, few of the goals will be achieved by 2015, the MDGs have provided a unified focus in the development community unlike anything that preceded them (ibid, 23).

The eight goals are to eradicate extreme poverty and hunger; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, malaria and other diseases; ensure environmental sustainability; and develop a global partnership for development. The goals are then assigned specific targets deemed achievable by 2015 based on the pace of past international development achievements (ibid, 230).

One of the goals of the Education for All is improving every aspect of the quality of education, and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (Chatterjee, 2002:8).

Change equals challenge which is the source of motivation, workplace efficiency and job security. Because of fast changing trends and technology, work environments are evolving into continuous challenges. Responsibility is moving to the frontline where it becomes the workers' responsibility to find the best way to get the job done, not management alone. For this to succeed, the frontline must have continuous learning opportunity, be in continuous learning mode and be continuously adapting to new technology (<http://www.motivation-tools.com/>).

Education must transfer from generation to generation the core of our culture's accumulated body of knowledge. In our day, many think that to believe in an accepted body of knowledge that prioritizes what is important to learn and what is a not smack of elitism and exclusivity. In part, this charge cannot be denied because discernment often demands that we play the

role of intellectual hatchet-men; however, if you will reject the notion of “canon” of knowledge, you are faced with the task of creating a rationale for your curriculum that can give a convincing answer to that most awkward but ubiquitous question, “why do we have to learn this?” (<http://www.gbt.org/text/motivation.html>)

## **2.4 Role of Government and Private Sectors to Increase the Service Delivery in**

### **Primary Schools**

#### **2.4.1 The Role of Government**

Excellent public services put people first, investing power in the hands of citizens and communities. This matters because greater power over public services gives people greater control over their lives. This demands an active government distributing not simply resources but power, information, entitlements and control to people. People do not expect public services to solve all their problems. They understand that parents have to parents, patients have to prevent health problems escalating, and everyone must play fairly by the rules. But they do expect public services to be on their side: fitting around their needs and lives, giving them security, control, information, and letting them know what they are entitled to. Empowering citizens means closely matching rights with responsibilities in public services (<http://www.hmg.gov.uk/workingtogether/public-services.aspx> accessed on 4/9/2010).

Many countries in the world give top priority to the private sector to involve in educational development. They create an enabling environment and provide incentives to enhance their involvement in educational investment. For instance, the government of Zimbabwe pays teachers’ salaries, pupil per capita grants and in certain circumstances to provide building grants to all non-government schools (Mesfin, 2002:34).

There is also government subsidy to private schools in Belgium, Denmark, France, Luxemburg and Netherlands to attract private investment in education. Moreover, in New Zealand’s, Norway and voluntary aided schools in the United Kingdom, Germany, Lesotho,

etc, pay the salaries of all teachers in private schools. They also provide other recurrent expenses (depending on enrollment) and some capital costs (ibid, 35).

Governments have the responsibility to improve the customer service. Customer service has played an important role in government reform. In many countries citizens have received a powerful signal that their government is interested in improving its service and relationship with them. Customer service also has transformed the behavior of government officials by shaking them out of their bureaucratic routine and making them focus on citizens' needs. Some managers have found customer service a useful tactic for breaking down bureaucratic walls and improving the integration of public services. However, at its core customer service is something of an enigma. As a reform tool it is both one of the most universal and one of the hardest to define and implement in government (Kettl, 2005: 54).

Africa is on the path to decentralizing educational decisions from central government ministry offices in the capital city to regional and local administrative units-sometimes of the MoE itself and sometimes of elected regional and local governments and to local school communities. This experience is too recent to know its full effects or even to know which decentralization policies and strategies work best. To date the best evidence is consistent with international experience in showing that moving responsibilities to schools governed by elected school councils can improve accountability and performance, whereas decentralization to regional or local government provides mixed results highly dependent on (a) the true decentralization of budget and personnel authority, (b) the incentive created by intergovernmental fiscal transfers and mandates, and (c) the political power struggle inevitable in decentralization reforms (Levy and Kpundeh, 2004:351-352).

Unlike many of the world, where decentralization policies have been almost exclusively designed and implemented from the top down , much education decentralization in Africa is by large a grass-roots phenomenon. Community schools have taken root in most countries of the region, and governments are increasingly coming to view them as effective and cost-effective options for increasing access and quality (ibid, 352).

The role of public services in tough economic times in Britain has been put in internet as follows. Stronger public services are never more important than in tough times; they play a crucial role in protecting opportunity and reinforcing responsibility, through the down turn and into the future. Today, public services are protecting millions of families and hundreds of thousands of business from the worst of the global economic storm. Extra support with job searching and free skill training is helping those across Britain who lose their jobs to get back into work; high quality advice and new forms of support are available all round the clock to families facing the threat of repossession, so that they do not lose their homes just because they lose work or income; and increased help for families with children and pensioners are boosting household budgets when it is most needed. When people need protection and public spending can support the economy—it is not right to cut back on investment. This is why the Government (Britain) has brought £3 billion of planned capital spend into the next two years, and boosted the resources available for public services and professionals who are on the frontline of providing support to people across Britain now (<http://www.hmg.gov.uk/workingtogether/public-services.aspx> accessed on 4/9/2010).

Once the nature of the services is specified and resources allocated it is the responsibility of the public service and its staff to see that the services desired by the government are delivered effectively, efficiently and in a timely fashion, with proper courtesy and sensitivity and with full regard to the legal rights and entitlements of clients. For the public service this is the nub of clients focus and service quality ([www.tbs-sct.gc.ca/pubs-pol/oepubs/tb-0/12p91.e.asp](http://www.tbs-sct.gc.ca/pubs-pol/oepubs/tb-0/12p91.e.asp)).

Governments all over the world need to face the challenge of having in place adequate public sector human resources in order to plan, implement, monitor and evaluate policies and strategies for achieving the Millennium Development Goals, including poverty eradication policies. At the national level, the quality of the public sector human resources is crucial in enabling the state to provide leadership in defining a home-grown governance framework and national appropriation of the MDGs. The state needs to provide leadership in this process through law-making, regulatory and security-related functions, as it is the ultimate guarantor of life, liberty and property (Bertucci, 2007:3).

Developing strong leadership and adequate human resources in the public sector is a crucial task in order for any country to prosper and undertake programmes that are aimed at reducing poverty. In fact, the quality government leadership has a great impact on the quality of governance, which in turn is often closely related to development of a region. Finally, an effective public sector is essential in creating an enabling environment for private sector development and economic competitiveness (ibid 4).

Since about 1990, the assumption that the public sector should be responsible for all aspects of education has been increasingly questioned in both developed and developing countries for four main reasons. First, there have been doubts about the effectiveness and efficiency of public education. Second, there are doubts about the equity and accountability of public education, which particularly affect the poor. Third, there is an increasing awareness of initiatives by educational entrepreneurs, and evidence to suggest that competitive pressures can lead to significant educational improvements. Fourth, there has been a need to restrain public expenditure in order to reduce budget deficits and external debts, and, consequently, a need to find alternative source of educational funding ( <http://www.answers.com/topic/the-changing-role-of-government-and-education>).

As the education sector has been decentralized like other sectors, problems related to primary education is a mandate of regional education bureau. Addis Ababa Education Bureau and the sub cities education offices have the responsibilities to improve the service delivery performance in the primary schools being with the stakeholders. Hence they have great responsibilities with this situation (Adane, 2007:3).

#### **2.4.2 The Role of the Private Sector**

Private investment plays a pivotal role in the development of an economy and in raising the standard of living of the people. It has also a paramount importance in creating job opportunities. Private investment in education can play a great role in bringing the gap between the demand and supply for educational opportunities.

Schools and colleges are experiencing greater degrees of autonomy within an environment increasingly more subject to market forces. They are responding to the pressures of a more competitive environment by using marketing techniques, borrowed and adapted from the commercial world, but used effectively in education as part of strategic management (Bush and West-Burnham, 1994: 382).

Schools and colleges work within communities and bear differing degrees of responsibility for education for all. The partnership between education and business is recognized as being mutually beneficial, as both at a local level and for its wider effects on the future workforce and thus the economy (ibid).

Ashworth (2009: 1) states what has been identified from research what the public sector can learn from the private sector. Research in Management and Organization Studies on the private sector has identified a number of 'drivers' of improved performance, including innovation, organizational culture, leadership, and strategic planning. Many of these private sector characteristics have emerged with public sector organizations in recent years. However, public managers face additional pressures whether from regulators, constrained resources, or political interference.

Public education systems in many developing countries face a number of challenges. Curricular are often outdated; textbooks and other instructional materials are sometimes in short supply; and student/teacher ratios are well above desired levels, students retention rates and test scores are both low, among others. There is growing evidence that private

participation in education can improve effectiveness in developing countries in a cost effective manner and without compromising equity. In addition, a number of studies demonstrate that private participation can encourage the public sector to improve the quality and efficiency of public schools. Competition among providers of services can lower costs and improve responsiveness to the needs of consumers (Emunemu, 2008:165).

To ensure the realization of Universal Primary Education, (UPE), the government will make every effort to provide financial, human and material resources. However, it is apparent that the government's resources will not be sufficient. The private sector will have a significant role to play in contributing to expanding access to primary education services to children (ESDP III, 2005: 37). As the result of this, the private sectors participate in service delivery by utilizing human and financial resources on appropriate and sustainable way.

## **2.5 Factors that Affect the Service Delivery Performance of the Primary Education**

The factors that contribute to compare the strengths and weaknesses in service delivery in the primary education between the government and the private primary schools cannot be listed exhaustively by such a kind of study. As a result, the following major factors are taken into account to compare the service delivery in government and private primary schools.

### **2.5.1 Leadership, Accountability and Decentralization**

The best leaders know that schools are successful because of people's work to make them so. Ensuring the right conditions for achieving success is a key leadership function. Good leaders set a personal example of commitments and enthusiasm and demonstrate effective professional expertise in their day to day work. Head teachers have particular responsibility for creating and developing an organization in which all staff recognize that they are accountable for the success of the school. The best leaders ensure that all staff are involved in implementing change, in providing support and in raising the expectations of colleagues, pupils and parents. These leaders are prepared to challenge any staffs who do not meet adequate standards. They deal vigorously with issues, such as ineffective teaching, by clearly

setting out the improvements required and ensuring that there are appropriate means by which these improvements can be secured (Estyn, 2001:12).

Leadership is often distinguished from management. Leadership is about setting and inspiring others to make the journey to a new and improved state for the school. Management is concerned with efficiently operating in the current set of circumstances and planning in the short term for the school. Leadership is not the provenance of one individual but of a group of people who provide leadership in the school and, by doing so, provide support and inspiration to others to achieve the best for the children in their care. Leadership is not set in isolation but is set in the context of organizations and the wider society (<http://www.corwin.com/upm-data/9834-0395741ntr.doc.>).

Developing services to meet the needs and expectations of the Northern Ireland citizen is built on three pillars of leadership/good governance, appropriate improvement tools and examples of best practices. Customers are important to us. You have a right to expect from us the best possible standard of personal service. You should be treated with equal respect, listened to and responded to in a professional, knowledgeable, polite, helpful and timely manner (<http://www.dfpni.gov.uk/customer-service-performance-standards-2.doc.>).

Leaders' commitment to strategic priorities is essential. Persistence to sustain a coherent sense of direction over the long term is fundamental. Yet the centrally decided, target-driven approach the government [Britain Government] has developed over recent years has denied even senior managers the opportunity to take responsibility for the long term. Managers have been required to look upward and to shift with the wind. Now 'leadership' in the service must be thought. In place of 'what target has been given us?' and 'what vested interest need to be overcome?' and 'what do we have to do?', leaders need to help their organizations to take the broad view and to consider how capacities can be developed locally. They and their staff must ask 'what shortcomings need to be overcome now and in the long term?' 'What are our practices and how did they develop?' 'And what organizational, technological, procedural and cultural factors sustain these practices?' 'Only they can realistically consider 'what can and will be done?' Contrary to established wisdom, rather than concentrating on goals and on

being influential, the management of change requires leaders who understand the way their organizations work (<http://www.publicservice.co.uk> accessed on 4/9/2010).

Accountability is concerned with responsibility and acknowledging the responsibility in some public form. To account is to demonstrate success or acknowledge failure in some way which is publicly meaningful. Accountability means being required to give an account of events or behavior in a school or college to those who may have a legitimate right to know. One of the central aspects of accountability relates to establishing which individuals and groups have that legitimacy (Bush and West-Burnham, 1994: 310).

Accountability is the other side of the coin of managerial responsibility. Public managers, who are entrusted with the resources allocated to policies and programs, are necessarily involved in the exercises of public authority. But they do not have unfettered discretion in exercising the authority delegated to them. They operate in the framework within the framework of accountability which is intended to ensure that authority and resources are properly used. Proper use of power and resources are properly used. Proper use of power and resources cannot be left to the good intentions and public spiritedness of politicians and officials. In broad terms, the function of accountability is to keep organizational performance up to standard. To insure against an abuse of organizational power and yet promote its effective use is one of the classic problems of modern government. To many, it poses an irresolvable dilemma (Metcalf and Richards, 1993: 42).

Accountability requires clear delineation of authority and responsibility and transparent, understandable information on results (both educational and financial). When responsibilities are shared by more than one level of government or when a school principal has only limited managerial powers, identifying who is responsible for poor performance may be difficult. The clients of education-parents and citizens-need reliable and timely information on their school performance and how it compares to national standards and comparable schools. School assessments may take the form of annual, censal tests of students' academic knowledge ( for example, Chile and the Netherlands) or periodic, in-depth assessments of school performance (for example, New Zealand) (Levy and Kpundeh, 2004: 239).

Accountability failures are a key cause of weak service delivery. Accountability is needed between policy makers, service providers and service users, with key relationship being direct accountability relationship between providers and users. In developing countries this accountability relationship is often missing. Traditional accountability mechanisms have been divided into vertical, where external systems are used by non-state actors to hold the state to account, or horizontal, where internal checks and balance are in operation. New types of accountability are now emerging which tend to be more informal and utilize new sites of engagement, for example online complaints forums (<http://www.gsdr.org/go/topic-guides/service-delivery/user-involvement-and-accountability> ) accessed on May 5, 2010.

Except for the military, Americans devote more resources to elementary and secondary education than to any other activity we undertake in common. Nearly 15% of all tax dollars go to support public schools. We depend on public schools to narrow social and economic inequalities and to ensure that all youth contribute to the health of our democracy and to the productivity of the economy. We expect educators to pursue these ambitions competency. So it is entirely reasonable, indeed necessary, that citizens should hold educators accountable for effectively spending the funds with which they have been entrusted. Accountability describes the techniques by which citizens and their elected representatives control the activities of those who administer, teach, and serve in the public schools and other institutions of youth development. It is not sufficient to insist that all the inputs-the resources-be adequate to the task. Nor it is sufficient to insist that educators profess good intentions, or that parents be satisfied with their children's schools. In education "accountability", as describes here, requires schools and other public institutions that prepare our youth to pursue the goals established by the people and their representatives through democratic processes, and to achieve these goals to the extent possible by using the most strategies available (Rothstein 2008:1).

As Mukisa et al; (2009:5) cited Scott (2006) that decentralization can help to achieve the goal of improving service delivery in the third world. Whilst available evidence suggests that decentralization has not yet achieved all that was expected of it, significant progress has been

made. There is a firm commitment from central and local government and the framework is in place to enable it to succeed and make a valuable contribution to poverty alleviation. Critical ingredients that need enhancing are financial and human resources, together with building the confidence of the public through fitting corruption.

For decentralization to schools to be successful, principals must acquire new skills in leadership and management of finance, of teachers, and of community relations. In developing countries where principals often receive no special management training, acquiring these skills is an immense task, which can be facilitated by creating principal networks, by identifying and disseminating examples of successful principals and successful practices, and through development of formal training programs. Decentralized public service delivery does not necessarily lead to effective poverty reduction. Many countries have made preaching of developing of accountability in the public sector to score development as their first agenda. Accountability has to be implemented properly to make public service delivery pro-poor (ibid).

### **2.5.2 Multiple Layers**

The new public management favors organizing administrative activities to increase the extent to which administrative units can act like firms in a market serving customers. From its perspective, this should create cost-effectiveness and responsiveness. It relies on decentralization to enable individual units to act as service centers (Rosenbloom, Kravchuk and Clerkin, 2009: 22).

Consequently, overall agency organizations become flatter (less hierarchical) and subunits become more autonomous. Coordination is achieved through competition rather than hierarchy. Employee empowerment also diminishes the need for hierarchy because it makes “command and control”-style management inappropriate. Teams consisting of employees and managers are favored. Information systems are to be used to monitor service activity and results, much as supermarkets scanners to track sales and inventory. The boundaries between agencies and their environments become less distinct as administrators respond more directly

and immediately to customers' needs, and as contracting out requires them to devote more attention to negotiating with a private service providers (ibid, 23).

Decentralization can be driven by a desire to move services closer to people. But success depends on how it affects relationships accountability. If decentralization just replaces the functions of the central ministry with a slightly lower tier of government, but everything else about the environment remains the same impact, management, and client power-there is little reason to expect positive change. The assumption is that decentralization works by enhancing citizens' political voice in a way that results in improved services. But this could go either way on both theoretical and empirical grounds. Decentralization is not magic. It must reach the classroom. And it will work only to the extent that it creates greater opportunities for school reform (World Development Report, 2004:129)

Kettl (2005:62) states that in many nations one of the goals of the reform movement was to reduce the size of the public sector. But it is difficult to assess the success of the public management reform in cutting government because government size, at as measured by government spending as share of the total economy, varies so greatly among the world's industrialized nations such as Sweden, Denmark, France, and Finland have relatively large public sectors, with government accounting for more than half their gross domestic product (GDP). Ireland, Australia, and the United States, by contrast, have far smaller governments, accounting for just over one-third of GDP. Making government smaller is thus a highly relative goal. The New Zealand government, which underwent perhaps the radical transformation, remained much larger than other governments that also underwent reform (including the United States, Australia, and Ireland).

The reform movement brought dramatic change to some countries in particular. Spending among the members of the Organization of Economic Cooperation and Development, the world's leading organization of industrialized nations, inched up slightly from in 1987 to 2006, by just over 0.1 percent. Some nations used the reform process to make major reductions in government spending, including Ireland (34 percent), New Zealand (27 percent), the Netherlands (18 percent), and Canada (16 percent). Spending in some nations-

notably those that had not undergone major reforms-increased: Finland (14 Percent), France (4 percent), and Japan (19 percent). Government spending in the United Kingdom increased, by almost 4 percent, despite the reforms, although there were substantial reductions in the government workforce. In the United States, government spending at all levels shrank by 3.4 percent (ibid, 63).

Developing nations have embraced reform to help cope with governance problems and to speed the development process. Their problems have been substantial. Public officials in Ghana, for example, talk passionately about their need to shrink the size of government to improve its efficiency, reduce taxes, and stimulate the growth of the private sector. Accomplishing that goal means reducing the government payroll and privatizing government services. However, has long been a major source of employment in the country, and reducing the payroll before creating new private sector jobs would increase unemployment. The government has debated privatization, but it is difficult to spin off public enterprises before the private sector has the financial and managerial capacity to absorb them. Moreover, the new form of government that would result would require of its employees managerial skills that are in short supply. But governmental officials feel they have little choice but to move quickly along the road to reform; to do otherwise is to risk slipping behind in the global race for capital and economic growth. Thus they face the task of reinventing their government while simultaneously inventing and strengthening basic social institutions (ibid, 68).

Decentralization of authority and responsibility is one of the most common prescriptions for improving efficiency and effectiveness in large organizations, public or private. In the private sector, decentralization is often advocated as a means of setting managers free from excessive controls and enabling them to use their initiative. The logic is that decentralized structures can recreate to the conditions in which innovative and entrepreneurial talents can flourish. In the public sector, decentralization is generally prescribed as a means of liberating managerial potential shackled by bureaucratic restrictions. Public organizations are regularly taken to task for having too many hierarchical levels and displaying a reluctance to delegate decision making down the line. Bureaucratic rigidity and inefficiency are often attributed to excessive centralization ( Metcalfe and Richards, 1993: 77).

### **2.5.3 Family Background**

#### **2.5.3.1 Income**

Public education system is open to all citizens of school age. By contrast, most private schools choose their student population. Wilkinson, et al (2004) states that conditions of entry to private schools vary with each individual school but will generally include the parents' ability to pay tuition and other fees and a willingness to abide by the rules of the school. However, having the financial resources to afford the school fees at these establishments does not necessarily guarantee enrollment. Waiting lists are often full many years in advance, with some parents enrolling their children at their chosen school at birth. It is important to remember that low levels of education is one of the most important determinants of poverty and that unequal access to educational opportunity is strongly correlated with income inequality; poverty increases as the education level of the head of household declines.

Iram (2008) finds that higher enrollment in private school is due to better quality of education. Lower cost of schooling is the dominant factor to increase the enrollment in public schools. Parent's education, and income is positively and strongly influenced the private school enrollment. In urban areas, parents enroll their children in private. The age of the child, distance from school, family size and cost of schooling are negatively related to private school enrollment.

Some schools also resemble as the school of family even though others can set the tuition fees. Wilkinson gives the following example. At Scotch College in Adelaide, for example, the enrolment criteria include family enrolment, date of application, and, parents being Old Collegians. Low family income, high cost of school materials and poor quality teaching are the main constraints to greater access to primary education.

#### **2.5.3.2 Education Level**

Dube (1988:77) states that in order to increase the efficiency of the employee repetitive training is required. He states that the civil services, cast mostly in the colonial mould, have

not truly accepted the philosophy of people's access to planning and participative development style, nor have they understood the different dimensions and ramifications of human resource mobilization. In fairness to them, however, it should be conceded that they had to subserve the power interest of difficult, mercurial and often immature political masters, to assume roles for which they were not trained and that they were constantly harassed by contrary pressures. Delivery systems have been enriched and under certain conditions they work efficiently; but the point to be noted is that the bureaucracy can work for the people but that it has some mental blocks when it comes to working with the people or under the people. This has to change. Even the delivery systems have to be streamlined in consonance with the new philosophy. The inadequacies of the bureaucratic structure at the middle and lower levels have emerged in clear relief and require substantial reorganization, training and retraining. Unless this is done the idea of grassroots planning or planning from below will never be attained and the access of the people to planning and development will continue to be denied.

#### **2.5.4 Motivation and Professional Commitment**

School systems in most developing countries largely fail to deliver quality primary education to poor children. Over 100 million primary age children either never enter or fail to complete primary school, and studies show that even children who do complete may be functionally illiterate and innumerate. Efforts to improve education in both the developed and developing world typically focus on providing more inputs to schools-increasing spending along existing allocation patterns. But, substantial evidence shows that increased funding is not sufficient for improved learning outcomes. Incremental funds may be allocated to inputs that have weak impacts on student learning. In the United States, a tripling of real education spending per student since 1960 has been absorbed by higher teacher salaries and lower class size but has had no measurable impact on either student numbers or average student learning levels. Teachers and other education personnel (which typically represent 75% or more of education spending) may be poorly motivated to perform. A study in nine developing countries found that, on any given day, 11-30% of teachers were absent from their posts. (<http://sizeresourcesworldbanks.>)

Workers in any organization need something to keep them working. Most times the salary of the employees is enough to keep him or her working for an organization. However, sometimes just working for salary is not enough for employees to stay at an organization. An employee must be motivated to work for a company or organization. If no motivation is present in an employee, then that employee's quality of work or all work in general will deteriorate (<http://en.wikipedia.org/wiki/motivation>).

Motivation in education can have several effects on how students learn and how they behave towards subject matter. It can:

1. Direct behavior toward particular goals.
2. Lead to increased effort and energy
3. Increase initiation of , and persistence in, activities
4. Enhance cognitive processing
5. Determine what consequences are reinforcing
6. Lead to improved performance.

Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates (Ibid).

People are essential to productivity. Employee commitment and preparation are often critical to the success of productivity improvement strategies. When managers and workers are motivated and have adequate skills, productivity strategies such as quality management, strategic planning, and the use of information technology are readily implemented: Productivity goals are often accomplished or exceeded, and challenge are over come. By contrast, when managers and workers are withdrawn, strategic planning becomes an exercise in futility and meaningless paperwork, and quality management often is viewed as a management fad whose success is measured in terms of getting by. The management, and especially the motivation of people, is viewed by many scholars and practitioners as vital to productivity improvement (Berman, 1998: 235).

Employees typically receive a wide range of training experiences that increase their knowledge and abilities to deal with new technologies, job tasks, interpersonal relationships, client relations, laws and regulations, and general trends that affect their work or industry. Training helps employees acquire requisite abilities. While some employees resist training, others embrace it because it creates opportunities for advancement. Modern training methods emphasize (a) integration between formal, classroom learning and on the job applications, (b) active participation by adult learners in the learning process, and (c) training just-in-time delivery of training, that is, training provided as it is needed so that its relevance is readily understood and lessons are absorbed through immediate use (ibid, 248-249).

Green (1992:5) states motivated employees, however, do not necessarily perform well. The effort that results from motivation is not the only determinant of performance. Motivation and effort are required for performance, but alone do not guarantee it. What else is needed? First, employees must have the required skills. A motivated but unskilled employee cannot perform well. Second, the work environment must be supportive. A skilled employee who is motivated cannot perform well without the necessary resources (budget, time, information, manpower, equipment, tools, and supplies) and good working conditions. He further elaborates that performance is the function of effort, skill, and environment, where effort is a function of motivation and where motivation is the function of three conditions, that is, of employee beliefs that effort will lead to performance (B1) performance will lead to outcomes (B2) and outcomes will lead to satisfaction (B3).

performance = f (effort, skill, environment)

effort = f(motivation)

motivation = f (B1, B2, B3) (Ibid, 5).

Public sector historically has had a more generous employee benefits package than as the private sector in part because it is easier politically to increase pay. Especially with the retirement benefits, decision makers can put off until people actually retire; therefore, the

current policy makers do not have to take much political heat for improving a benefit. The better benefits packages in the public sector often have been justified as being important in recruiting and retaining good employees, especially because pay in the public sector is often not as high as in the private sector ( Cayer, 2004: 72).

Motivating employees involves using variety of techniques, some specifically motivational in intent and others more generally concerned with humanizing and democratizing the organization. One of the most generally and widely accepted behavioral conclusions is that employees are more committed and productive if they have an opportunity to participate in the organization's decisions, particularly those pertaining to the work situation ( ibid,107-108).

Cayer (2004: 104) states that people are motivated by different factors, approaches to motivation must vary. Nonetheless, people generally are motivated by *extrinsic* (external) or *intrinsic* (internal) factors. Extrinsic rewards include pay and benefits; intrinsic rewards include satisfaction and psychological needs. One of the factors that can affect the academic performance of the primary schools can be motivation and weak professional commitment. Highly motivated persons exert the maximum effort in their jobs and have greater job satisfaction.

Motivation has an effect on the incidence of lateness to school, absenteeism, use of language in teaching, completion of syllabi, interest in children's understanding of lessons, and teacher work habit. Lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically (<http://www.estyn.gov.uk/publications/leadership-pdf.access> on March 5, 2010)..

School funding is frequently reallocated to individuals or activities that don't improve the quality of education (Mukisa et al: 2009:4).

### **2.5.5 Availability of Facilities like Class Size, Books, etc**

A comparison of pupil-teacher ratio and pupil-section ratio also provides clear ideas about the performance of the education system particularly with reference to the supply side. In 1994/95 the pupil-teacher ratio was 1:33 and the pupil-section ratio was 1:48 at the national level. However, in 2005/06 it rose to 1:61 where as the latter came to be 1:69. This shows that the input side did not commensurate with the demand. In Addis Ababa, in 1994/95 pupil teacher ratio was 1:49 and pupil-section ratio was 1:73. In 2005/06 pupil-teacher ratio was 1:35 and the latter were 1:54 (MoE, 2008:44).

Learning in a small classroom size indicates that it can significantly improve students' conceptual understanding. The small class size helps the students to avoid instructors by hiding in the middle of the row. The instructors can freely circulate and interact with any group at any time.

A major advantage of small classes is that they can devote more time to instruction because they do not need to spend as much time on classroom management. These possibilities are realized when all the conditions for a positive small class experience are in place and a teacher can truly take advantage of a reduction in students numbers (<http://eric.uorregon.edu/publication/policyreports/classsize/student-achievement.html>).

The poor academic performance of pupils in the primary schools, have direct relationship with the class size. Etesy (2005) cited the work of Kraft (1994) and Akrofi (1978) as follows. Class sizes have been identified as one of the determinants of academic performance. Schools with smaller class size perform better academically than schools with larger class sizes. Kraft in his studies said that the ideal class sizes above 40 have negative effects on students' achievement. Akrofi (1978) stated that since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention.

Important to pupil learning is availability of relevant textbooks and supplementary readers. These materials are the tools for children's learning. Textbooks enable the pupils to follow the teacher's sequence of presentation and aid in understanding of lessons. The lack of textbooks means pupils will be handicapped with respect to grasping the content taught and competing class exercise and assignments and acquisition of vocabulary Etesy (2005).

### **2.5.6 Technology**

Innovation is the major route to achieving services which are both more efficient and empowering for people. This means not only more freedoms to the frontline of services, local areas and professionals but changes in the way that the center works. The Civil Service must work harder to foster innovation, and ensure that the experience of delivery is shared from those at the frontline to those at the top of government. This must be backed up with more transparent, accountable civil service, and a central government that not only consults, but holds a real conversation with the public and frontline public service leaders and workers (<http://www.hmg.gov.uk/workingtogether/public-services.aspx> accessed on 4/9/2010).

### **2.5.7 Peers**

The pupil characteristics such as incidence of lateness, absenteeism, regularity in school, language use, enjoyment of teachers' lessons, help with the studies at home, time with books and homework at home are also factors for the performance of the students.

Education comes not only from parents and teachers but from other children in the school. When these other children are positive about the school, when they aspire to complete higher grades, and when they are generally engaged in the learning process, the individual student would be expected to perform better than when other students hold more negative attitudes. Moreover, when other students speak more and when they better understand the mathematical concepts being presented; they can actively help in the teaching process (Harbison and Hanushek, 1992:100-101).

### **2.5.8 Parent Participation**

Parents participate in the school affairs through the parent-teacher association (PTA). When parents are involved, some of the problems facing the schools are solved and this creates conducive environment for teaching and learning in the school. This has a contribution to the service delivery improvement of teachers and students.

When communities are not involved in establishing, supporting, or overseeing the school, the school is often seen as something alien. Villagers refer to “the government’s” school, not “our” school. In voice of the poor people often complain of absent or abusive teachers and demands for illegal fees to get their children into school or to influence examination results (World Development Report, 2004:112).

The local PTA sets a standard for the development of the services delivery in schools as the experience of PTA in America shows. The main role of the local PTA is to build strong working relations among parents, teachers, and schools, in support of students. This can include recruiting and coordinating volunteers, providing special recognition in awards ceremonies or through other activities, organizing parent education events, planning teacher appreciation activities and much more. The PTA is sometimes perceived as a fundraising group. Local school PTA meetings can serve as venues for discussions about a variety of educational issues. Teachers may talk to the parent community about a new reading program or student discipline issues. Experts from the community may talk about building better relationships with adolescents, or share important information about school reform initiatives ([www.schooldays.ie](http://www.schooldays.ie) .Parents ).

The members of a customer care team must work together and share information. Great customer service cannot be achieved by individuals working in isolation. Linking should also extend beyond the team to include all other employees of the company in mutual support. A company with employees who work together for the mutual benefit of the company and its customers will quickly rise to the top ([www.customersevicetrainip.com/delivery.html](http://www.customersevicetrainip.com/delivery.html)). This can be used for the teacher association in primary schools as well.

## **2.6 Educational Status in Ethiopia and Addis Ababa**

Education plays a vital role in achieving economic development, social harmony and stability. Ethiopia being one of the poorest nations in the world has high illiteracy rate, poor performance of education sector low quality of education service. In 1991, a political milestone of the country took place. After the defeat of *Derg* Regime, Ethiopian People's Revolutionary Democratic Front (EPRDF) led coalition came to power. Decentralized ethnic federalism was adopted as a political system of the country. In 1995 a new federal constitution was adopted. The major aim of this regionalism was to transfer political power and resources to the nations, people and ethnic groups in the country (Abdullah, 2008:12).

Until the end of its civil war in 1991, Ethiopia's *Derg* Marxist regime kept education and most other government services highly centralized. The primary impetus behind efforts to decentralize after the war was to legitimize the state and give voice and power to the country's largest ethnic groups. Because the ethnic groups were located by regions, a regional devolution of government was a natural fit for reform of state. Regional governments are funded from central government block capitation grants, and regional councils create social sector budgets, with compensatory support for poor regions supported by the World Bank and other donors. Education decentralization, then, took place more as part of a wide governmental decentralization than as a sector specific reform aimed at improving school performance (Levy and Kpunch, 2004: 334).

Ethiopia is administratively sub-divided into nine regional states and two city administrations (CSA, 2007: 11). Addis Ababa city administration has been organized as one of the two city administrations found in the country.

One of the services delivered to all young citizens of the country at an aggressive manner in Ethiopia is education. This can be shown by empirical evidence that has been published by MoE. According to the Education Annual Abstract (2008:6), the total number of students that have been enrolled in primary schools throughout the country in 2003/04, 2004/05, 2005/06, 2006/07 and 2007/08 are 9,542,638, 11,448,641, 13,474,674, 14,014,276, and 15,340,786 respectively. The average annual growth for the five years is 12.6. The number of the students who have got access to join elementary schools has increased in real terms from year to year. The same holds true for gross enrollment rate i.e. 68.4, 79.8, 91.3, 91.7 and 95.6 respectively.

For the same years in the number of the students that have been enrolled in primary schools in Addis Ababa are 489,215, 502,965, 487,157, 508,354 and 521, 506. The average annual growth for these years is 1.6 (ibid, 16). Almost half a million of the young people in Addis Ababa are in the primary schools.

Ethiopia has four levels of sub national government: regions, zones, *werdas* (similar to municipalities or school districts) and community councils. Each level of government has a department of education that reports to a council, which then reports up to the next level of government. The regional bureaus are responsible for curriculum development- including the vision of textbooks in ethnic dialects. Regions, too, are responsible for teacher training and certification under requirement guidelines issued by the MoE (ibid: 335).

According to the Plan for Accelerated and Sustained Development to End Poverty (PASDEP, 2006), low education quality, relevance, efficiency, equity, and low coverage were the features of Ethiopia education service before 1991/92. To change this situation, the Government launched the national Education and Training Policy (ETP) in 1994. To implement this policy, the Education Sector Strategy was designed in 1994/95. The general objective of the policy was to produce skilled manpower with the necessary quality and quantity to meet the national socioeconomic development requirement, to bring up citizens who understand, respect and defend the constitutions, a citizen who respects democratic values and human rights more over with good work culture and ethics.

In general the inefficiency in the academic performance of government primary schools has created a burden to the middle income group of the city residents. This creates economic problem to cover the tuition fees and transporting children to far places. This has a great impact on the creation of educated citizens for the country to move from low income group to the middle income group countries in the forth coming 20 to30 years (PASDEP, 2006).

With regard to education, Sustainable Development and Poverty Reduction Program (SDPRP) efforts were made to increase primary school coverage in line with the second Education Sector Development Program (ESDP II). During this period, the number of children in primary school increased from 8.1 million in 2001/02 to 11.4 million in 2004/05 taking the gross enrolment ratio (GER) from 61.6% to 79.8% (PASDEP, 2006).

The Government of Ethiopia launched a twenty-year education sector indicative plan to implement the 1994 national Education and Training Policy i.e. Education Sector Development Program (ESDP). The main goal of the plan is to improve educational quality, equity, and relevance with special emphasis on primary education for all by 2015.

According to the Education Stastics Annual Abstract (2007/08: 11) report, there are 655 primary schools in the city. These schools have created an access for 390,106 students among which 209,914 (ibid. 42) are female students. These schools are owned by government, private, public, faith based organizations and community. The number of government and private and schools ownership are 111, and 355, respectively.

The Ethiopian government has given an emphasis to the improvement of the quality of primary education. To confirm this, the Ministry of Education has issued the General Education Quality Assurance Package (MoE, 2007). The package consists of six programs, namely, Teacher Development Program, School Improvement Program, Civics and Ethic Education Program, Curriculum Development Program, Information and Communication Technology Program and General Education Leadership and Organization Improvement Program

Among the three missions of the education sector, the first mission is to extend quality and relevant primary education to all school-age children and expand standardized education and training program at all levels to bring about rapid and sustainable development with increased involvement of different stakeholders ( community, private investors, NGOs, etc.) (ESDP III).

In 1996/97 to 2004/2005 the ratio of the pupil / text books is 2:1 where as the pupil teacher ratio has increased from 42 to 66 (ESDP III). But in Addis Ababa City Administration, the student's text books ratio is 1:1 (Education Bureau, 2008). This ratio is calculated for government schools. The education bureau does not avail books for private schools.

Inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education provided (MoE, 1994:2).

ETP (1994:8) states that one of the general objectives of the education and training is to develop the physical and mental potential and the problem solving capacity of the individuals by expanding education and in particular by providing basic education for all.

To accomplish this objective, the contribution of all stakeholders i.e. the government, the private sector, the Non Governmental Organizations (NGOs), and others is indispensable for the teaching-learning service performance.

The Education and Training Policy ( MoE, 1994) puts the educational management to be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. It will be democratic, professional, coordinated, efficient and effective, and will encourage the participation of women.

The document further states that decentralized educational management is not properly exercised at the lower level of the education offices. *Woreda* education offices are not

properly structured and are too poorly staffed to insure to supervise and support schools both administratively and pedagogically. They have very little autonomous power to decide matter on education. Delegation of power is not adequately made and clearly defined.

In principle, the Ethiopian educational institutions are autonomous in their internal administration and in the designing and implementing of education and training programs, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students. In reality the intervention of the political leaders in the internal affairs of the schools is the day to day claims of the schools.

According to the guideline developed by the MoE, Organization of Education Management, Community Participation and Education Finance (2002), efforts have been made to deepen decentralization to school level. Decision making is being shifted from regions and zones to *Weredas* and Municipalities and further to school level to improve direct response and service delivery. Regions have developed their own guidelines focusing on specific areas such as education finance, community participation, school administration, etc.

The 2002 guideline states further that communities and PTAs are playing important roles in all aspects of education from generating resources to managing schools. Resources are mobilized for purchasing basic equipment and material, hiring contract teachers, and building classrooms and school. PTAs are involved in school management, preparing annual plans and follow up disciplinary cases.

As far as the size of the population of the student is concerned, there are 181,848 students in government schools and 75,105 in the private schools (ibid, 42-43). The greater the number of the classrooms in each government school compound is the main factor to accommodate many students than the private schools that have less population of students. The government primary school students get textbooks in 1:1 ratio freely (Education Bureau, 2008/2009). The private primary schools students buy textbooks from the market. In government schools laboratories, libraries and pedagogical centers are opened even though

they are not well equipped and this holds true for private primary schools found in Addis Ababa City Administration.

The school compounds of government schools are larger than private primary school. The size of the school also has a great contribution for teaching extracurricular activities. This advantage shifts to the government schools and has its own great contribution to the service delivery in the government schools.

The efficiency of the education sector is measured by the repetition and dropout rates. The efficiency rate of Ethiopia and Addis Ababa is as follows. Repetition rate for primary (Grade 1 to 8) in 1994/95 was 13.1 percent (11.5 percent for males 15.6 for females). This indicates that out of 100 students about 13 repeat in the same grade for the second time. Overall girls' repetition was greater than that of boys by 4.1 percentage points.

In 2005/06, this percentage has decreased by 7.0 percentage points. The repetition rates in Addis Ababa in 1994/95 and 2005/06 are 11.7 percent (11.1 percent for males and 12.2 percent for females) 2.0 percent (2.1 percent for males and 2.0 percent for females) respectively (MoE, 2008:32).

Dropout rate in 1994/95 was 13.2 percent (13.4 percent for males and 12.8 percent for females). During this time, out of the total students from grade one to eight, 13 students out of 100 without completing the grade level they were attending. On the contrary, in 2005/06 the dropout rate has decreased to 12.4 percentage points. The dropout rates for Addis Ababa for the years 1994/95 and 2005/06 are 2.3 percent (2.7 percent for males and 2.0 percent for females) and 0.8 percent (1.5 percent for males and 0.3 percent for females) respectively (ibid,33).

According to Addis Ababa Education Bureau (2008: 31), the repetition rates in primary schools for 2002/03, 2003/04, 2004/05, 2005/06, and 2006/07 are 8.9, 6.9, 4.3, 5.0 and 2.2. This shows that for each year out of 100 students almost 9, 7, 5, 5 and 3 students have detained in the same grade level. This shows the inefficiency in the education sector. This is

the one of the common hurdles in the service delivery performance in government and private primary schools.

The dropout rates for the same five years i.e. 2002/03, 2003/04, 2004/05, 2005/06, and 2006/07 are 1.4, 0.3, 3.1, 1.1 and 0.9 (ibid, 350). These figures indicate that at the primary level (1-8) many students fail to complete their primary education.

To summarize what looks like the efficiency of the primary school in Addis Ababa in the above given five academic years, it is very indispensable to look at the promotion rate at primary schools. The rates are 89.7 percent, 93.4 percent, 92.6 percent, 96.1 percent and 98.7 percent (ibid, 38). These rates show that almost 11, 7, 8, 4 and 2 students from every hundred students have failed to complete their primary education for the respective academic years. This is a great loss for the education sector.

Based on this commitment, the Ethiopian government has tried to implement the MDGs since then. Among the eight MDGs, 'achieve universal primary education' has been widely executed to insure that 'all boys and girls complete primary school. To render primary education service to the citizens the government has built many primary schools in large quantity,

To strengthen the private sector, The ETP (1994: 32) states that the government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions

The contribution of private sector in the teaching-learning process has been stated (UNICEF, 2006:6) as follows. The involvement of private investors is one important aspect of reducing the financial burden from the government and allowing the government to increase the extent of " free" education to the most needy areas and groups. Private schools increased considerably because on the one hand the demand was pressing and on the other hand concrete steps of incentives like giving free land for building schools and importing

teaching materials free of duty were taken. For instance enrollment increased in the non government primary schools up to 494,029 (i.e. about 4.8% of the total) in 2004/05.

## **2.7 Conclusion**

To study the improvement of service delivery in government and private primary schools, the study has laid its roots on the latest theory, New Public Management. This theory helps to bring what is seen in the private sector and implement in the public institutions. In Ethiopia after the fall of the old military government, EPRDF has created an access to the private sector to participate in providing services in primary.

In Ethiopia and Addis Ababa as indicated earlier, besides the barriers seen in the public institution, the education sector has also been shackled with sector specific problems. These problems are also common problems in the rest of the world at varying rate and as result the experience of other countries has been taken in the literature that can give a lesson for Ethiopia.

## CHAPTER THREE

### PRESENTATION, ANALYSIS AND DISCUSSION

#### 3.1 Characteristics of the Respondents

The data collection was conducted in Addis Ababa City Administration. *Gulelie* sub city was selected depending on the long experience that it has in primary education experience. It has many private and government schools in the sub city. Two government and two private primary schools were taken for case studies. *Medihanalem* and *Belay Zeleke* Primary schools were selected among government primary schools. *Medihanalem* Primary school is found near *Medihanalem* Preparatory School on *Asko* road whereas *Belay Zeleke* Primary school is found at the northern extreme of Addis Ababa.

The two private schools were *Enat* and *Ethiop-Parents* primary schools. *Enat* primary school is very close to General Winget Technical and Vocational Education and Training College whereas *Ethio-Parents* is found near Saint Paulo's Hospital.

The respondents were primary school students, teachers and directors, experts and department heads from *kebele*, sub city and regional education offices. All the students were taken from grades seven and eight thinking that these students have a longer stay in the school and could react easily to the open ended questions.

### 3.1.1 Distribution of Sample Size

The type of respondents, their location, number and sex are presented in Table 3.1 as follows.

**Table 3-1: Respondents, Location, Size and Sex of the Sample Size**

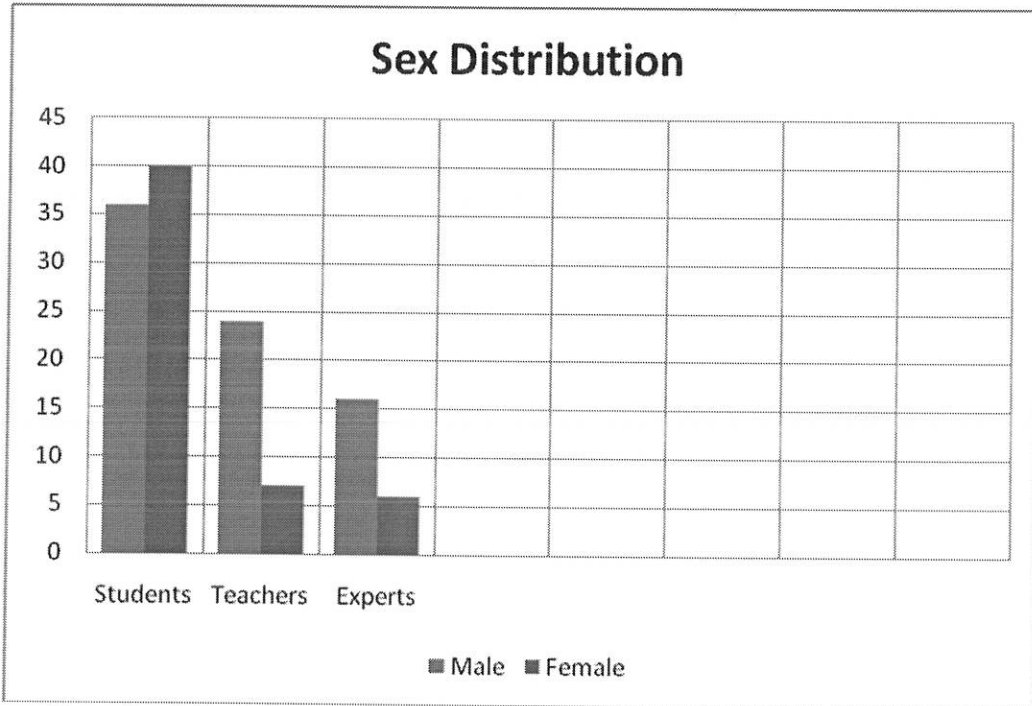
SN	Type of Respondents	Location	Sex					
			M	%	F	%	Total	%
1	Students	Government School	26	57.8	19	42.2	45	100
		Private School	10	32.3	21	67.7	31	100
2	Teachers	Government School	10	66.7	5	33.3	15	100
		Private School	14	87.5	2	12.5	16	100
3	Experts	Kebele Sub city Regional Bureau	16	72.7	6	27.3	22	100

Source: Organized from Survey Data

Among the total respondents, 58.9 percent were students, 24.0 percent were teachers and the remaining portion were experts taken from *kebele*, sub city and regional education bureau. Out of the sample size population of the students 59.2 percent were government school students. Out of the total sample size population of the teachers, 48.6 percent were teaching in the government schools and the larger proportion belonged to private schools.

The graphic presentation of the sex distribution along the students, teachers and experts has been presented in the following figure.

**Figure 3-1: Sex Distribution**



Source: Organized from Survey Data

There are greater number female students who are learning in the primary schools. In Addis Ababa City Administration the number of the female students has outstripped the number of male students (School Abstract of Addis Ababa 2007/2008:41) and there are many female teachers in elementary schools than other levels. This figure shows the greater participation of female students in primary schools. Hence, the number of the female students who are learning in Addis Ababa City Administration is greater than the number of male students and the sample size reflects the real sources whereas in the case of teachers and experts the male size outstrips the female. The data is collected from reliable sources. The involvement of both sexes in the study may avoid certain kind of biases in the data collection.

### 3.1.2 Educational Status

**Table 3-2: Educational Status of the Sample Respondents**

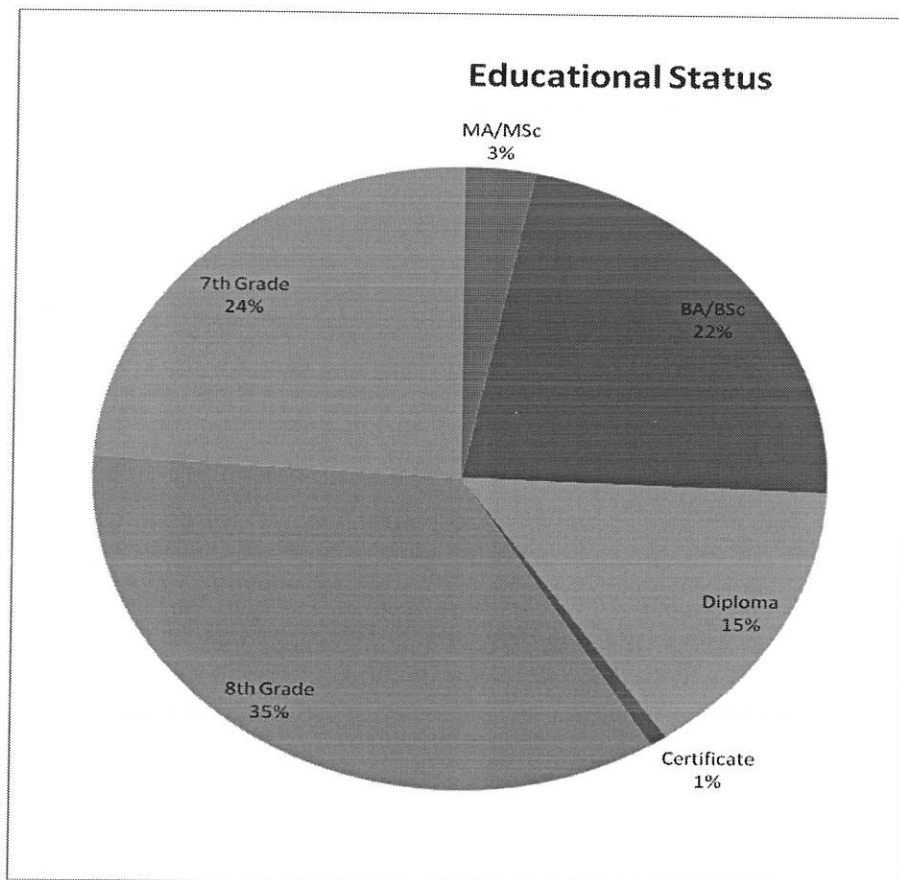
Qualification	Expert	Teachers		Students		Total
		Gov	Pvt	Gov.	Pvt.	
MA/MSc	4	-		-	-	4
BA/BSc	15	-	14	-	-	29
Diploma	3	14	2	-	-	19
Certificate	-	1	-	-	-	1
8 <sup>th</sup> Grade	-	-	-	29	16	45
7 <sup>th</sup> Grade	-	-	-	16	15	31
Total	22	15	16	45	31	129

*Source:* Organized from Survey Data

Education is the tool for enhancing development by creating an educated, trained and skilled manpower resulting in more productive society that contributes to the development of the country. When the educational levels of the teachers is assessed, no one is a first degree holder in government primary schools whereas in private schools, among the total sample size taken from the private primary school teachers, 87.5 percent were first degree holders. Most of the government primary school teachers, 93.3 percent of the respondents were diploma holders. In the case of private primary schools only 12.5 percent of the respondents were diploma holders.

Here, one could observe that the diploma holders in private schools could go and teach lower primary schools (1-4 grades) whereas the degree holders could go and teach upper primary (5-8 grades) as well as lower primary. The MoE has put the qualifications required for lower and upper primary schools certificate and diploma holders (MoE, 1995:31) to teach respectively. Better qualification is observed in private primary schools for lower grades compared to government school teachers' qualification. The possession of greater qualification in the education sector may have its own contribution in the schools' performance and this would be reflected in a better service delivery. The educational status of the respondents i.e. MA/MSc, BA/BSc, Diploma, Certificate, eighth and seventh grades imply that the data collected for the study is from the right source. As the respondents have the above qualifications, they would provide reliable data which increases the quality of the study.

**Figure 3-2: Educational Status of Respondents**



Source: Organized from Survey Data.

### 3.1.3 Experience

As indicated in the literature performance is a function of environment, efforts and skill. Based on this argument, the service delivery performance relies on the efforts of the service provider's i.e. mainly the teachers in the schools

**Table 3-3: Experience of Teachers and Experts**

SN	Service Years	Teachers				Experts	
		Govt	%	Pvt	%	No	%
1	1-5	8	53.3	6	37.5	1	4.5
2	6-10	3	20.0	8	50.0	2	9.1
3	11-20	1	6.7	2	12.5	4	18.2
4	Above 20	3	20.0	0	0	15	68.2
	Total	15	100	16	100	22	100

*Source:* Organized from Survey Data

Table 3-3 shows that most of government school teachers among the respondents i.e. 53.3 percent were having an experience between the ages of 1-5 years whereas with the same range of age 37.5 percent of the private primary schools teachers shared the same experience. 50 percent of the private school teacher respondents have got an experience of 6-10 years while in the case of government school teacher respondents 20 percent were having the same number of service years. This shows that more than 56.2 percent of the teachers who cooperated to respond from private schools were having experience of more than 5 years whereas in the government schools, only 40 percent of the respondents among the government school teacher share that experience.

The above table indicates that if they use their experience with their qualification, they can do better service in the education sector even though that experience is not the sole determinant to improve service delivery. The experience of teachers and experts implies that as the majority of the respondents have served for many years in their respective professions they really sense the problems and provide reliable information with a good sense of responsibility.

Even though this is not the only factor to improve performance, from this data one can see that the private schools teachers are relatively more experienced than their counterparts found in government schools. Experience in the teaching learning process has its own advantage in rendering better service to students.

Table 3-4 shows the schools where the students had been before they joined the present schools. This helps to study why the students left their previous school.

**Table 3-4: Experience of Students: Have You Ever Been Enrolled in Other School?**

Have You Ever Been Enrolled in Another School?					
	Type of School	Yes	%	No	%
1	From Government	23	51.1	22	48.9
2	From Private	24	77.5	7	22.6
	Total	47	61.8	29	31.2

*Source:* Organized from Survey Data

Based on the above table, among the respondents, 61.8 percent of both government and private primary schools' students had been enrolled in another school. 51.1 percent of the

students taken from the government primary schools had been in another school whereas 77.5 percent of the private school students who were taken in the study were in another school. Leaving school for different purposes is common in private schools compared to government schools as the data show.

**Table 3.5: Previous Type of School**

Current School		Previous School							
		Govt	%	Pvt	%	Public	%	Other	%
1	Government	11	47.8	7	30.4	4	17.4	1	4.3
2	Private	-	-	21	87.5	2	95.8	1	4.2
	Total	11	23.4	28	59.6	6	8.5	2	4.3

*Source:* Organized from Survey Data

They were asked in what type of school they had been previously. The students that had been taken from government schools 47.8 percent had been in government schools and the students that had been taken from private schools 87.5 percent had been in private school. This indicates that the mobility of the students is confined within the same type of ownership.

The percentage of the students that joined private schools from government schools were 30.4 percent and those students who joined the private schools from the government schools were almost nil.

The students were cordially asked to write the factors that made them change their previous schools. The factors were distance, looking for quality service; other factors like family transfer, new settlement, etc were justified in order.

**Table 3-6: Factors to Transfer to Other School**

S/N	Factors to Transfer to Other School	Number	%
1	Distance	20	42.6
2	Looking for Quality Service	16	34.0
3	Other	11	23.4
	Total	47	100

*Source:* Organized from Survey Data

As can be seen from the table 42.6 percent were transferred due to distance while 34.0 percent of the respondents have transferred to other schools looking for quality services. The remaining portion has been looking for other factors like new settlement, family transfer, etc. The experience of the students being enrolled in another school has a great advantage in obtaining data in service delivery by comparing their previous school with the current school.

### **3.2 Supports Given to the Students**

In order to increase the academic performance of the students, additional classes are taught as soon as the normal class ends. These are known as tutorial sessions. Both government and private schools give tutorial classes to improve the students' academic achievement. This has been a good opportunity for the students. All the students were asked whether or not they get tutorial classes in their school. All the students taken from the private schools enjoy tutorial whereas 6.7 percent of the students have responded that they were not having tutorial class in the government schools. Overall both of the schools are engaged in delivering tutorial class for their students.

Private schools charge tuition fees to cover their different costs. In government schools, the teachers teach out of the formal classes. The students were asked whether they were getting it freely or not. All respondents in government schools got tutorial class freely. Only 23.3 percent of the students in the private schools attended tutorial class freely. Most of the students who were taken from private schools, 95.5 percent got the service by paying tuition fee.

To confirm the information obtained about tutorial classes, teachers were also asked whether they teach freely or by charging tuition fee. Among the government school respondent teachers, 80 percent of them said they teach freely whereas in private schools, 62.5 percent of the teachers said they teach by charging tuition fee. This implies that the tutorial session given by both the government and private schools to increase the academic performance of their students in different approach needs strong support from different stakeholders.

### **3.3 Using the Available Physical Facilities**

Physical facilities have the role to enhance the service delivery when they are operated by knowledgeable people. The availability of physical facilities has impacts on the mental and physical development of the students and makes the service providers to give pragmatic lesson and show demonstrations. Some of the facilities that have great impact on the service delivery in the schools are textbooks, library, laboratory, pedagogical centers, sports field, different clubs, etc. The researcher has observed that all the schools have all these physical facilities at different size. Some of the facilities do not match with the number of the students number in each school. Some of the facilities like classroom are highly overcrowded in government schools than private schools. The libraries and laboratories could not accommodate one section students at one time in government schools.

The teachers are expected to use laboratories to show laboratory demonstrations especially in science subjects for grades 7 and 8, in environmental science for grades 1-4 and integrated science from grades 5-6. The responses of the government school students show that 82.2 percent of the respondents answered yes while the remaining said no. In the case of private

schools, 64.5 percent said that their teachers use laboratory while the remaining portion said no.

Textbooks are prepared and printed by the regional government. Addis Ababa City Government Education Bureau takes the responsibility to make the printing and distribution on the behalf of the city administration. Text books were not availed to both types of schools' students. Books were given only to government school students and all costs were covered by the government. The private students are obliged to buy from the market. This has been confirmed by all private school sample respondents. Here we have to know that availing books to the students helps the teachers to give assignment and exercises.

The private schools have created access for those children who were supposed to go to government schools in order to meet the MDGs. As the result of this, te private sector has lessened the burden on the government. The private sector is tax payer and with the money collected from them, however, the government is unable to support them in supplying textbooks. As the result, the service delivery in private primary schools would have gone certain steps forward if the students had got textbooks like that of their counterparts who learn in government schools. Supplying of textbooks for the students of the government schools is better than its counterpart.

The other physical facilities that have great impact in service delivery especially in teaching, informing and entertaining the students and other members of the school community are TV set, DVD, VCD etc.

The presence of the physical facilities by itself has no contribution to the teaching and learning process unless and otherwise the teachers use them. . Especially, the physical facilities found in government schools especially the mini media facilities were used during the recess time by the schools. This is what the researcher observed while visiting the schools. The private schools are not as equipped as the government schools.

### 3.4 Participation of Stakeholders

The participation of stakeholders with the public has been stated by FDRE (2001:24) as follows. The implementation of the service delivery on continuous basis is primarily the responsibility of government institutions. Nevertheless, government efforts alone may not be enough to create the enabling environment for proper implementation of the policy. It is important that the general public, i.e. the private sector, non-governmental institutions, community based organizations, professional associations, educational associations and individual citizens actively participate in service delivery improvement initiatives by civil service institutions. The public, as the primary beneficiary of improved services, should be involved in making it happen

There are many stakeholders in the schools that have great stake in all the services delivered. Parents, teacher association, government offices, students are some of them. All the stakeholders are expected to participate when the school prepares its strategic plan. By doing that, they will have the access to incorporate their interests in the improvement of the services that the school provides. To this end, the teachers were asked about the participation of the stakeholders in the preparation of the strategic plan of the school. They were also asked whether their schools have strategic plan.

**Table 3-7: Does Your School/ Office Have Strategic Plan?**

SN	Teachers/Employees	Response				
		Yes	%	No	%	Total
<b>I</b>	<b>Teachers</b>					
<b>1.1</b>	<b>Government School teachers</b>	<b>15</b>	<b>100</b>	<b>-</b>	<b>-</b>	<b>15</b>
<b>1.2</b>	<b>Private School Teachers</b>	<b>10</b>	<b>62.5</b>	<b>6</b>	<b>37.5</b>	<b>16</b>
<b>II</b>	<b>Experts</b>	<b>20</b>	<b>90.9</b>	<b>2</b>	<b>9.1</b>	<b>22</b>

Source: Organized from Survey Data

All the government school teacher respondents 100 percent confirmed that they have strategic plan and the researcher observed that they have the plan for three years. In private schools, 62.5 percent said they have strategic plan while the remaining said no. The experts taken from regional bureau to *kebele*, 90.9 percent said that their offices have strategic plan.

On the participation of the stakeholders indicate that 80 percent of the teachers said that the stakeholders have participated in the government school strategic plan preparation, whereas in private schools 62.5 percent of the respondents confirmed that the stakeholders have participated in preparation of strategic plan. In this regard, the participation of stakeholders in the strategic plan preparation in government schools is better than that of private schools as the data show.

#### **3.4.1 Participation of Parents**

Parents participate through Parent-Teacher Association (PTA) in the affairs of the school where their children learn. First, the participation of the parents is indispensable in the school affairs of their children as parents as well as the citizen of the country in the development of the schools. From the responses obtained from government school teachers, all have said that there is PTA. In the case of private primary school teachers, only 62.5 percent of the respondents said that there is PTA in their schools. The students were asked also whether their parents would go to school to make discussion about the academic affairs of them.

**Table 3-8: Participation of Parents in the School Affairs**

SN	Students	Response			
		Yes	%	No	%
1	Government School Students	24	53.3	21	46.7
2	Private School Students	26	83.9	5	16.1
	Total	50	66.7	27	33.3

*Source:* Organized from Survey Data

Among the entire respondents of the students, 66.7 percent responded that their parents go regularly to discuss with the teachers. When we compare the percentage of the parents that go to school between the two schools, 83.9 percent of the parents that send their children to the private schools go to the schools whereas 53.3 percent of the parents whose children learn in government school go to the schools of their children.

The data show that the parents whose children learn in government schools are less concerned than those whose children learn in private schools. Here the parents that do not participate in the school affairs say “government school” than my children school.

**Table 3-9: The Willingness of the Parents to Attend School Meeting**

S/N	Students	Response				
		Yes	%	No	%	Total
1	Government School Students	27	60	18	40	45
2	Private School Students	25	80.6	6	19.4	31
	Total	52	68.4	24	31.6	76

*Source:* Organized from Survey Data

The students were asked whether their parents would go and participate in the meetings that their school calls. 68.4 percent of the respondents said that their parents go to attend the meetings called by their schools. When we compare the parents of private and government school parents that attend meetings of the schools, in government schools it was 60 percent whereas in private primary schools it was 80.6 percent.

This shows that the parents whose children learn in private schools attend the meeting called by the school of their children than that of government school students' parents.

**Table 3-10: Participation of Parents in the School Affairs: Teachers**

	Teachers	Response				
		Yes	%	No	%	Total
1	Government School Teachers	13	86.7	2	13.3	15
2	Private School Teachers	16	100	0	-	16
	Total	29	93.5	2	6.5	31

*Source:* Organized from Survey Data

In order to cross check the responses of the students, the teachers were asked whether they call the parents of the students and discuss the affairs of the students with their parents. All the respondents taken from private schools said that they call parents and discuss the affairs of the students with parents. In the case of government schools, most of the respondents, 86.7 percent said that they call the parents whereas 13.3 percent of the teachers do not mind calling the parents of their students according to table 3-10.

The teachers who do not call the parents were asked why they fail to do so. They have given the following reasons.

- The parents are low income group and if you call them they do not come to school;
- The parents do not have enough information about the academic affairs of their children;
- It is difficult to get parents easily because they are mobile, etc.

The teachers also were asked whether they make discussion with the students and the school directors. The responses are indicated below. This implies that the participation of the parents in the affairs of the school and their children will affect the quality of the service that the school provides to the students and this demands high participation of parents in both the schools in general and in government primary school in particular.

**Table 3-11: Communication of Teachers with Students and Director**

<b>I. Communication with the Students</b>				
Response	Yes	%	No	%
Govt. School Teachers	15	100	-	-
Private School Teachers	13	81.3	3	18.7
Total	28	90.3	3	9.7
<b>II. Communication with Directors</b>				
Government School Teachers	8	53.3	7	46.7
Private Primary School Teachers	15	93.8	1	6.2
Total	23	74.2	8	25.8

*Source:* Organized from Survey Data

Even though some teachers of government schools do not discuss with the parents, they have responded that all of them make discussion with the students. In the case of private schools, 81.3 percent discuss with their students while the remaining said no.

According to table 3-11 the government school teachers have less communication with the school directors i.e. 53.3 percent said yes whereas 46.7 percent said they did not have communication problem with the school directors. In private schools, the teachers have better communication with the school directors than the government schools which was 93.8 percent while those teachers that did not communication with the school directors were 6.2 percent.

The data show that the discussion about the affairs of the schools between the teachers and the school directors in government school is lower than the private school. As the result of this, weakness in service delivery is discerned. The discussion between the school directors

and the students and teachers has to be accustomed as a culture for the success of the schools in service delivery.

### 3.4.2 Participation of Students

One of the service recipients in the school is the students. Besides the teaching-learning process, the students are expected and advised to participate in extracurricular activities that help them to work with their counterparts and develop their social interaction. It also creates access to some of them to give services to their schools by representing as team member of their schools. The respondents were asked if the students participate in extracurricular activities.

**Table 3-12: Participation of Students in Extracurricular Activity**

	Students Type	Response			
		Yes	%	No	%
1	Government Schools' Students	28	62.2	17	37.8
2	Private Schools' Students	20	64.5	11	35.5
	Total	48	63.2	28	36.8

*Source:* Organized from Survey Data

Based on table 3-12, among all the respondents, 63.2 percent of the students participated in extracurricular activities. The remaining respondents did not participate in extracurricular activities. When we compare the participation of the students in extracurricular activities, 62.2 percent of the government school students participate in extracurricular activities and 64.5 percent of the private school students participate in extracurricular activities.

In general, private school students are better than government primary school students in participating in extracurricular activities as the data show.

### **3.4.3 Teacher Association**

One of the associations that is working in the schools is Teacher Association (TA). TA is an association that comprises the teachers who are engaged in the teaching process and are better educated than other segment of the society relatively. The presence of the association can have a contribution in the service delivery of the schools. All the teachers who responded from government schools said that there is teacher association in their schools where as the respondents taken from private primary school said they do not have teacher association.

For government school teachers, a question was posed whether the association bargains in order to secure the benefits of the teachers. 46.7 percent of the teachers said yes it does whereas the large majority (53.3 percent) said no it does not. Its existence is nominal.

They were asked to suggest how their benefits are secured in the absence of strong TA. The following reasons were given.

- It depends on the good will of the administration.
- By approaching the administration privately.
- All benefits are given based on rules and regulations previously settled.
- Benefits are secured by discussing the issue in general meetings.

This implies that the teacher association is an association of teachers found in the school and has to work with the administration to increase the service delivery performance of the school and taking leading role in securing the benefits of its members. The formation of the association in private schools needs serious attention in order to bring the owner of the school around a table to secure the benefits of the teachers as well.

### 3.5 Satisfaction with the Services Delivered

To remain as the long winner in any service delivery, institutions are expected to produce the service that can quench the interest of the clients. This holds true in the education sector because besides the existence of the government schools, as mentioned earlier, there are about 636 schools in the city that have widened the opportunity of the students to shift from one school to another. The responses obtained from the students and teachers were presented side by side in the following table.

**Table 3-13: Are You Satisfied with the Services That You Get from Your School?**

I. Responses of Students				
Students	Yes	%	No	%
Government School students	25	55.6	19	42.2
Private School Students	21	67.7	10	32.3
Total	46	61.3	29	38.7
II. Responses of Teachers				
Teachers	Yes	%	No	%
Government school Teachers	10	66.7	5	33.3
Private School Teachers	9	56.3	7	43.7
	19	61.3	12	38.7

Source: Organized from Survey Data

Most of the students, 61.3 percent were satisfied with the services that their schools produced. In private schools 67.7 percent and in government schools 55.6 percent were satisfied with the services rendered in their schools.

The teachers are service providers and service recipients in their schools. As result they were asked whether they are satisfied with the service produced by their schools. Their responses have indicated that 66.7 percent of the respondents said yes they were satisfied. In the case of private school teachers, 56.3 percent of them responded that they were satisfied.

Most of the private school students were satisfied with the services their schools produced whereas the government school students responded the opposite.

In order to know what makes the students not satisfied with the services produced in their schools, they were asked to write the reasons. The major reasons given by the private school students were:

- There is no sports field.
- Children make great noise in the school library.
- The classrooms are small in size and are not neat.
- The school compound is dusty during dry season and muddy when the rain rains.
- Extracurricular activities are low.
- The loud speaker that the school uses during flag ceremony is old and produces unwanted noise.
- Laboratories are not well equipped and furnished.
- Pedagogical centers are not well organized.
- The school discriminate new comers and the previous students.
- No educational tour.
- No Information Technology education.
- Some teachers are fade up
- No dining room, etc.

The reasons given by government primary school students were the following:-

- The rights of the students are not respected.
- Laboratories are not equipped with necessary chemicals and equipments.
- There is shortage of teachers.
- Many periods are lost for the monotonous meetings.
- On the eve and next day of the holiday students do not come to schools.
- There is dearth of knowledge in the teachers.
- No Information and Technology education.
- There is frequent absenteeism of teachers.
- Library service is not given on scheduled program. Books are not lent to the students.
- The water taps don't give services when the students are thirsty.
- No one takes care of the neatness of the classrooms and the latrines, etc.

The factors that were labeled above by the two types of respondents can be summarized as shortage of physical facilities, neatness of the different facilities, the dearth of knowledge, absenteeism of the school teachers and the wastage of periods for meetings. These are the major factors that made them not satisfied with the services produced in their schools.

The experts were asked about the degree of services to satisfy students, teachers and themselves as well. A large number of (59.9 percent) the experts said that the service that their offices produce is satisfactory whereas 40.1 percent said that they are not producing satisfactory service. They were asked to write how they know that their clients are satisfied with their services.

They gave the following responses.

- From the letters they regularly write
- From the letters they insert into the suggestion box.
- Parents began to appreciate the improvement of the service openly in meetings.
- People have begun to speak openly.
- They write their suggestions in open notebooks.
- They express their appreciation at the end of service delivery, etc.

### 3.6 Reliable and Equitable Service

The distribution of services in reliable and equitable manner is the most important issue in service delivery. Here, the services delivered in the two types of schools are compared if they are distributed in reliable and equitably manner to all service demanders.

**Table 3-14-1: Reliable and Equitable Service: Teachers**

	Teachers	Response			
		Yes	%	No	%
1	Government Schools' Teachers	11	73.3	4	26.7
2	Private Schools' Teachers	9	56.3	7	43.7
	Total	20	57.4	11	35.5

*Source:* Organized from Survey Data

The two types of school teachers were asked whether their school would provide equitable and reliable service to the clients. 73.3 percent of the government school teachers said yes for the reliable and equitable services is produced. The respondents of the private primary school teachers, 56.3 percent said yes while the remaining portion of the respondents refrained from saying yes.

**Table 3-14-2: Reliable and Equitable Service: Students**

S/N	Teachers	Response			
		Yes	%	No	%
1	Government Schools' Students	29	64.4	16	35.6
2	Private Schools' Students	21	67.8	10	32.2
	Total	50	65.8	26	34.2

*Source:* Organized from Survey Data

In government primary school students, 64.4 percent said it is equitable whereas 35.6 percent said it is not equitable. In the case of private schools, 67.8 percent of the respondents said it is equitable but 32.3 percent said it is not equitable. Based on this data one would conclude that too much has to be done to make services to be equitable to all in both types of schools.

Those respondents who said the services are not equitable were asked to give their justifications why they said so. The reasons given by the private school students are summarized as follows.

- Gender biased segregation is observed.
- The teachers are more biased to clever students keeping the others aside.

In the case of government school respondents, they have given the following reasons:

- Segregation is observed based on the academic achievements of the students.
- Priority is given to female students.

The above data and reasons imply that in both cases the reasons are similar but the degree of segregation which is widely seen in government schools affects the larger population of the school community. As far as the students are primary school students, they have to be taught

the right way of distribution of resources in equitable way as much as possible besides the teaching-learning process.

### 3.7 The Responsiveness of the School

**Table 3-15: The Responsiveness of the School: School Teachers and Administrative Staff Politeness and Courtesies**

Students	Yes	%	No	%	Teachers	Yes	%	No	%
Government	28	62.2	17	37.8	Government	14	93.3	1	6.7
Private	23	74.2	8	25.8	Private	16	100	0	-
Total	51	67.1	25	32.9	Total	30	96.8	1	3.2

*Source:* Organized from Survey Data

The service providers' politeness and courtesies have great influence in facilitating service delivery in any institution. The students were asked whether their teachers and school administrators are polite and humble persons in service delivery. 62.2 percent of the respondents of the government school students said that their school community members are polite. In the case of private primary schools, the students who said that their school community members are polite were 74.2 percent.

Teachers are both service providers and service recipients in the school. They were asked what the politeness and the courteous of their staff looks like. 100 percent of the private school teachers said that they are polite and courteous whereas in government schools 93.3 percent said yes while the remaining said no. This implies that all private primary school teachers are polite and courteous whereas in government primary schools there some teachers who are not so. As the school is a public institution and tax payers are coming to the school, they need to be polite and courteous to their customers. There seems that the service providers have to be informed to be polite and courteous.

### 3.8 Leadership, Hierarchies and Accountability

The schools have their own leaders and the teachers were invited to write the type of leadership found in their schools. They were given choices i.e. democrat, dictator or laissez faire. Their responses are presented as follows.

**Table 3-16: Leadership in the School from the Teachers Point of View.**

Type of Leadership in the School	Government School Teacher	%	Pvt School Teacher	%	Experts				Education Sector as a Whole	%
					Govt	%	Pvt	%		
Democratic	11	73.3	11	84.6	14	63.6	6	27.3	16	72.7
Dictator	3	20.0	1	7.7	3	13.6	12	54.5	3	13.6
Laissez Faire	1	6.7	1	7.7	5	22.7	4	18.2	5	22.7
Total	15	100	13	100	22	100	22	100	22	100

*Source:* Organized from Survey Data

The above table goes through the type of leadership from the point of views of experts. The leadership that exists in the government schools is democrat, dictator or laissez faire accounted for 63.6 percent, 13.6 percent and 18.2 percent of the respondents respectively. In the case of private schools, their leadership has been categorized by experts 27.3 percent democrat, 54.5 percent dictator, and 18.2 percent laissez faire. They were also asked about the leadership found in the education sector as a whole. They said 72.7 percent democrat, 13.6 percent dictator and 22.7 percent laissez faire.

Most of the respondents of both government and private schools teachers (73.3 percent and 68.8 percent respectively) said they have democrat type of leadership. All the teachers and experts were asked to write what makes them to say democratic, dictator or laissez faire. The

reasons they had given are listed below. Reasons given to call the leadership as democrat include;

- Open discussion is conducted with teachers.
- The leaders work with the stakeholders.
- They respect teachers.
- They handle complaints and grievances of the school community.
- The leaders are flexible.
- The leaders stick to the guidelines and regulations.
- They do not intervene in the work of teachers
- They accept and implement new ideas.
- They have started to make decision by themselves.
- They believe in political partnership

Reasons given to call the leadership as dictator are that:

- They do not convince and make teachers cooperate them.
- They always say the boss is right.
- They demoralize teachers.
- Guidelines are interpreted only on their own interest.
- When they face challenges from the employees, they categorize the employees as if they are opposing the government
- Accept only that comes from top layers.

Reasons given to call the leadership as laissez faire are that:

- They do not give responses on time.
- There is no appropriate system to handle grievances of the employees.
- They worry only how to increase their income but not on the wellbeing of the institution.
- They are always busy by accidental types of work.

Governments create different levels of layers to make their administration effective. Some countries have long and some have flat manner. In Addis Ababa City Administration, the regional bureau is there, sub city office, the *kebele* and finally

the schools are found as the lower unit of the education sector from top to low. The experts were asked whether the existing hierarchy is convenient to give effective and efficient support to the schools. Among all experts, 77.3 percent said yes it is convenient and the remaining portion said it is not convenient. Those experts who said the existing layer is not convenient were asked which layer to cancel out. 40 percent said sub city has to be cancelled out while 60 percent said *kebele* has to be cancelled from the hierarchies of the education sector. The respondents were asked to give justification why they said yes/ no. First yes;

- *Kebele* is far from the bureau and should be cancelled.
- Resources are scarce and must be cancelled.
- There is a shortage of human resource in the sector.
- It increases bureaucratic red tape.
- Service delivery is taking long time.
- There is duplication of efforts as the layers are extended.

No;

- The work will be done properly if many layers are engaged.
- Business process engineering is taking place no problem of having the existing layers.
- The works are properly identified what is to be done by the existing different layers.
- The existing layer is the perfect layers to give services in the education layer, etc.

They were asked to give whether the lower unit of administration, *kebele*, is doing its best. Only 27.7 percent said yes. 31.8 percent said no while the remaining refrained from saying yes or no. They were asked to cross check why they said no and refrained from saying either of the two. The reasons are:

- They have lack of capacity.
- They have lack of perception.
- They are highly devoted to politics than to professional commitments.
- There is no commitment of government.
- They have dearth of knowledge in administration.

- They are political appointees and do not have the knowledge of know-how and know-why.
- There is a shortage of skilled human resources
- There is the shortage of resources, etc.

All service providers who are engaged in different layers are expected to give services in which they are supposed to give. If they fail to give what they are expected to do, they have to be accountable for all what they do. Based on accountability the teachers and the experts found at different levels were asked whether they are accountable for what they do. All the government and private primary school teachers responded that they are accountable for what they do.

The experts were asked whether their offices are accountable to what they do. 68.2 percent said yes we are accountable whereas 31.8 percent said they are not accountable to the one who gives them budget. 4.5 percent said to the customers and the 37.9 percent said to both while the remaining were the one to whom they do not know to whom they are accountable.

They were asked to write the measures that will be taken if they fail to accomplish what they are assigned to do.

- There will be penalty depending on the degree of their failure.
- Oral warning will be given.
- Verbal warning will be given.
- They will be penalized by deducting their salary.
- It can reach to the extent of dismissal from work.

The experts share the above measures. The experts were asked to whom they are accountable. Most of them (80 percent), said that they are accountable to the service recipients and to the upper layer of administration that has given them budget. The remaining portion said that they are accountable to the one that gives budget to their office. This implies that the government offices are accountable to their budget marking institution and do not mind reacting to the customers' demand. In private schools, service providers are

accountable to the customer. It is essential to acquaint government employees that they are also accountable to the customer/tax payer/ but not only to the upper layer.

### 3.9 Prompt and Quick Response and Handling of Complaints in the School Services Delivery

Those institutions that are engaged in services delivery and where their clients are many in numbers have to give their responses and services without any delay. The primary schools are many in number and have many clients and frontline service providers. As the result of this, respondents i.e. teachers and students were asked whether they get quick and prompt response in their schools. The responses of the students and teachers are presented in the following table.

**Table 3-17: Prompt and Quick Response in the School Service Delivery**

<b>I. Students</b>				
Students	Yes	%	No	%
Govt	27	58.7	19	41.3
Pvt	28	90.3	3	9.7
Total	55	71.4	22	28.6
<b>II. Teachers</b>				
Teachers	Yes	%	No	%
Government	14	93.3	1	6.7
Private	15	93.8	1	6.2
total	29	93.5	2	6.5

Source: Organized from Survey Data

As the above table shows that 58.7 percent of the respondents taken from government schools confirmed that their schools give them quick and prompt answers while the remaining ( 41.3 percent ) said that they are not getting prompt and quick responses. In private primary schools, 90.3 percent of the respondents said that they get quick and prompt answers in their schools whereas 9.7 percent of the respondents said that they do not get quick and prompt responses.

Besides giving prompt and quick responses to the service demanders, it is very essential to avail and give appropriate and complete information to the clients. To compare whether the two types of schools give complete and appropriate information, the respondents were asked whether their school provide them or not.

Teachers were asked whether they give prompt and quick responses to their students. Both the government and private school teachers responded yes 93.3 percent (14 teachers) and 93.8 percent (15 teachers) respectively.

**Table 3-18\_1: Availing of Complete and Appropriate Information to the**

**Public-Students**

I. Students				
Students	Yes	%	No	%
Government School Students	27	60.0	18	40.0
Private School Students	24	77.4	7	22.6
Total	51	68.0	24	32.0

Source: Organized from Survey Data

**Table 3-18\_2: Availing of Complete and Appropriate Information to the**

**Public- Teachers**

II. Teachers				
Teachers	Yes	%	No	%
Government	14	93.3	1	6.7
Private	14	87.5	2	12.5
Total	28	90.3	3	9.7

*Source:* Organized from Survey Data

As can be seen from the table, 68 percent of the respondents (students) said yes our school avails complete and appropriate information whereas the remaining said the opposite. When we see it from ownership i.e. private and government schools, 60 percent of the government schools respondents responded positively while the remaining said the other way round. In the case of private schools, 77.4 percent responded positively whereas the remaining portion said the opposite.

Teachers were asked whether their schools avail complete and appropriate information to the public. 93.3 percent of government school teachers said yes while the remaining portion said no. In the case of private schools, 87.5 percent of the private school teachers responded yes while 12.5 percent said no. Based on this data one can say that both the government and private schools are in a balanced position in availing information to the public at large. In order to give answer to this problem, in government schools and institutions many notice boards are highly posted with the notices the customers have fulfill to get services from the institution. Here more has to be done on both the private and government institutions.

**Table 3-19-1: Handling of Complaints in the Schools: Students' Response**

Students' Response				
School Type	Yes	%	No	%
Government	32	71.1	13	28.9
Private	26	83.9	5	16.1
Total	58	76.3	18	23.7

Source: Organized from Survey Data

**Table 3-19-2: Handling of Complaints in the Schools: Teachers' Response**

Teachers' Response				
Teachers	Yes	%	No	%
Government school Teachers	8	61.5	5	38.5
Private school Teachers	8	50.0	8	50.0
Total	16	55.2	13	44.8

Source: Organized from Survey Data

In the above table the respondents were asked whether they can bring their complaints to their school if they had felt that their school was not giving them quick and prompt responses. Among the government school students, 71.1 percent students said yes we could complain to our schools whereas 38.5 percent of the respondents said no. In the case of

private primary schools, 83.9 percent of the respondents said yes we could express our complaints to our schools whereas the remaining portion (16.1 percent) said no. Among all teachers, 55.2 percent of the teachers said there is the system of handling of complaints in their schools. Out of this, 61.5 percent of the government school respondents said there is an established mechanism to handle the complaint while the remaining refrained from saying yes. In the case of private schools, 50 percent of the respondents said yes while the remaining said no.

The above data show the government school teachers are in better position to express their complaints than the private school teachers but in the case of students, private school students are in a better position than the government school students.

**Table 3-20: Handling of Complaints of the Teachers**

Teachers Response				
Teachers	Suggestion Box	Orally	Verbal	Others
Government	3 (20%)	2 (13.3%)	-	5 (33.3%)
Private	1 (6.3%)	4 (26.7)	2 (12.5%)	9 (56.3%)

Source: Organized from Survey Data

**Table 3-21: Handling of Complaints of the Students**

Students Response				
Students	Suggestion Box	Orally	Verbal	Others
Govt School	32	4	1	9
Pvt School	2	3	18	13
	35	7	19	22

Source: Organized from Survey Data.

These days those people, who are not satisfied with the services they get, have the access to bring their complaints to the service providing institution in different ways. The mechanisms used to express their complaints are suggestion box, orally, verbally and in others like meeting. These days those people, who are not satisfied with the services they get, have the access to bring their complaints to the service providing institution in different ways.

As it is indicated above, the teachers that teach in government schools, 20 percent, 13.3 percent and 33.3 percent use suggestion box, orally and others respectively. In the case of private schools, 6.3 percent, 26.7 percent, 12.5 percent and 56.3 percent use suggestion box, orally , verbally and others respectively.

Most of the government school students forward their complaints through suggestion box (71.1 percent) in the case of private schools; most of the students make their complaints (88.6 percent) verbally. This indicates that people express their complaints by using the more confidential method than others. As the result of this, suggestion box has been preferred by the majority of the respondents in government institution than private. So it is important to widen the access of expressing their complaints to customer to express their complaints, all possible.

### **3.10 Punctuality**

One of the key frontline service providers in the school are the teachers. The teachers were asked whether they and their friends arrive at the school on time and give services. Among all the 31 teachers 86.7 percent said the teachers reach on time while the remaining portion has said no.

The main reasons that made the teachers delay were given by the respondents were shortage of transport, long distance between the school and the residence of the teachers, personal problems, due to negligence, etc. These reasons were given by both the private and

government school teachers. This implies that the delay of teachers from their classes means that students sit without teachers and it has an effect on their future life.

### 3.11 Motivation

In the education sector, there are different layers that are engaged in service delivery. The different labels are expected to support the activities that are done in the schools. The *kebele* and the sub city people are expected to supervise and monitor schools on regular basis. The teachers were asked whether they get supervision from the experts found in the sub city levels. All government school teachers (100 percent) confirmed that the supervisors supervise them. The respondents taken from private schools, 87.5 percent of the respondents said yes we get supervision from the higher hierarchies.

They were asked whether the offices encourage hardworking teachers who are found through the supervision.

**Table 3-22: Do the Kebele and Sub City People Encourage Hardworking Teachers?**

Teachers	Yes	%	No	%
Government Schools	6	46.2	7	53.8
Private Schools	3	20.0	12	80.0
Total	9	32.1	19	67.9

Source: Organized from Survey Data

Based on Table 3-21, most of the respondents said that they are not encouraged by the supervisors. 53.8 percent said no in government schools and 80 percent said no in the case of the private schools. As far as supervision is there, the offices are expected to give recognition to hardworking people. If there is a mechanism to motivate the teachers they were invited to write any.

**Table 3-23: Type of Motivation**

Teachers	Money	%	Scholarship	%	Recognition	%
Government Schools	-	-	2	15.4	5	38.5
Private Schools	1	6.7	-	-	2	13.3

*Source:* Organized from Survey Data

The Government of Addis Ababa City Administration has ratified to give house allowance to every government school teachers Birr 200, 250,300 and 350 to certificate, diploma, degree and second degree holders respectively (Education Bureau Report 2009). The respondents were asked whether this money has encouraged and motivated the teachers. Their responses were summarized as follows.

**Table 3-24: Has the House Allowance Motivated the Teachers?**

Teachers	Yes	%	No	%
Government Schools	11	73.3	4	26.7
Total	11	73.3	4	26.7

*Source:* Organized from Survey Data

As it can be seen above, 73.3 percent of the respondents said yes it has motivated the teachers while the remaining said no. Those teachers who said that it has not motivated the teachers were given opportunity to write their justifications. It is presented as follows.

- The schools are not free from the dictatorship of individuals.
- It is not enough to cover the existing market price of house rents.
- It has not created a strong sense in the teachers.
- The salary of teachers is not competitive with other sector employees.
- Life has become very expensive and it has no significant position to mitigate the existing problems.

The experts were asked whether they conduct competition among the schools found in their vicinity. All the respondents (22 experts) said yes there is competition among the schools found in the local area. Among all respondents, 86.4 percent (19) of the experts confirmed that the private schools are victors in the competition held. The respondents were asked why they win. Their responses are compiled as follows.

- They are in a better position in resource than their competitor.
- Especially private schools do not waste time for unnecessary meeting.
- They have strong monitoring system.
- The number of the students per classroom is small.
- They are from the well to do family.
- Students that learn in private schools get additional supports.
- Private schools have better facilities.
- The teachers are very experienced.
- There is strong relationship between the school and parents.

The experts of the offices were asked whether they motivate schools by enabling them. For this question what they have given is that 31.8 percent (7) said yes we enable both whereas the remaining i.e. 68.8 percent (15) said we don't enable both equally. Those experts who have said the offices do not enable both were asked to whom priority is given. All of them (100 percent) said priority is given to government schools.

Finally they were asked to write the reasons why they give priority to government schools. The reasons are the following;

- The government has limited capacity.

- The culture of helping private schools is not developed even though the resource is there.
- Due to shortage of budget.
- There is the problem of thinking that the private schools are the part of the development entity.
- Private schools have their own income whereas government schools get only from the government treasury.
- There is no close relationship between the private schools and the government offices, etc.

The office experts were also asked whether the house allowance has increased the service delivery of the school teachers. 50 percent (11) of the respondents said yes it has motivated the teachers while 4.5 percent (2) said no. 40.9 percent (9) said it is difficult to say either of the two. This implies that the allocating of budget to support the teachers and other employees have to be seen in the future in order to improve the service delivery in schools. The living standard of the people has to be taken into consideration. This is given only to government school teachers.

Finally public sectors are opened to provide improved service delivery and make the public institutions competent with the private sectors. To meet the interests of the service seekers, all its stakeholders have to participate in improving the service delivery. During the improving of the service delivery, the institution has to learn continuously. As a learning institution, it has to establish methods for the handling of complaints that come from those people who are dissatisfied by the services produced. If this is done, the institutions and employees will be accountable to all failures they fail to meet the interest of their customers. As the institution and employees maximize their effort to meet the interest of the public at large must be acknowledge and motivated by different mechanisms to bring the sense of competition in the public sector. This has to be for front line providers and supporting staffs because work is achieved when all the employees work together. As the employees are motivated and acknowledged, they can treat service seekers politely and give the service timely. As the result of this, the services delivered in the primary schools can be improve.

At the end experts were asked which school is the best in service delivery from their point of view. 72.2 percent (16) said private schools are better than the government schools. 27.8 percent (6) said government schools are better in service delivery than their private sector counterpart. Hence the private primary schools are better than government primary schools in giving services even though the two types of schools are opened by the same standard, Standard of Kindergarten and Primary School (MoE, 1995).

## CHAPTER FOUR

### SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMENDATIONS

#### 4.1 Summary of the Findings

The Objective of this study is to compare the strengths and weaknesses of service delivery in government and private primary schools in Addis Ababa City Administration. Basic strengths and weaknesses of the two schools in relation to their service delivery were analyzed.

The study was undertaken from one sub city among the ten sub cities found in the city administration. Four primary schools were taken out of which two were government schools and two were private schools. The sample population for the study was 75 primary school students, 31 primary school teachers and directors and 22 experts, process owners and team leaders were taken from the regional education bureau, sub city and *kebele*.

Relevant primary data were gathered using questionnaires designed specifically for students, teachers and directors and experts (independently). The questionnaires were designed in a way that the response of the students would be checked by the response obtained from the teachers as well as the experts. Furthermore, additional data were obtained by observing the four schools with the help of the directors.

Consequently, having analyzed these data, the major findings of the study are summarized as follows.

1. The supports given by the two schools to their students in the form of tutorial are confirmed both by the students and the teachers of both types' schools. The private schools offer tutorial classes by charging tuition fee whereas government schools serve freely. There are few respondents who are not embraced by the program. Generally this service has its own contribution to increase the academic performance of both types of schools.

2. Participation of stakeholders varies from stakeholders to stakeholders and from school to schools. According to the data obtained from the two types of schools, the two types of schools have PTA but the participation of parents that teach in government schools is lower than the private school parents.

Teacher association is not established in all private schools but only available in government primary schools. The teacher association found in government schools is nominal in bringing the benefit of the teachers around a table for discussion with the administration.

During observation, it was found that there is no student council in all schools.

3. Any school to be opened as a new institution should have the physical facilities. The most important physical facilities in the primary schools are library, laboratory, mini media, textbooks sports field etc.

Most of the respondents have confirmed that the physical facilities like library are not well equipped with furniture and books. It is not well furnished with chairs and tables and in some cases there is no librarian who gives services to the students and the staff members. Almost all the laboratories in both types of schools, the laboratories do not have chemicals and equipments.

During observation, the researcher has seen that the school compounds of government schools have very large sports field whereas the schools of private schools do not have sports field. All the students of government school students have got textbooks freely from their bookstore. Private school students do not get text books. Other physical facilities, in different degree are not that much available in the two schools.

4. Most of the students were satisfied with the services that their schools produced. The respondents of government schools were not satisfied like that of their friends that learn in private schools as the data showed.
5. In lower unit of the education system i.e. in primary schools the children are feeling the absence of reliable and equitable services due to gender problem, academic achievement, nation and nationalities and nepotism problems.
6. The majority of the respondents affirmed that there is quick and prompt answer. There are still some respondents who are not happy with the service they get especially of those students who learn in the government schools. The experts are not happy with the service their offices render.
7. Complaints are handled by different mechanisms like suggestion box, verbally, orally, etc. Still most of the complaints are not directly reported face to face rather it uses the one which is hidden. The researcher observed that in government offices and schools, in every department suggestion box and big suggestion book are kept on the table.
8. The teachers who teach in both government schools and private schools admitted that they are not punctual and this has been confirmed by the students of the two schools as well. Service providers have to reach on time to give the services to the service demanders.
9. Most of the respondents taken from offices classified the leadership of private schools as dictator where as the government schools leadership is democratic. They also classified the leadership in the education sector as it is democrat. They have given their own reasons to say dictator and democrat. The responses given by the teachers what the leadership look like in their schools is the same as the experts.

10. The respondents (experts) have said they are accountable for what they are doing. They stated that they are accountable to those from whom they get budget (top- down accountability) and to whom they give service (bottom-up). Some of them said that they are either accountable to the budget giver or their clients.

In the case of teachers, they responded that they are accountable to what they are doing. If they do not accomplish their duties properly, they could be fired from work.

11. The experts were asked whether the existing hierarchy is convenient to give quick and prompt response to the service demanders. Most of them said they feel comfortable with the existing layers but some experts said they are not happy with the *kebele*/sub city existence in the education system. They recommended that the layer has to be decreased in order to increase the flow of information; there are shortages of human and physical resources in the education sector.

12. Government school teachers are motivated by getting house allowance starting from July 2009. The response of the teachers' state that some of them are satisfied while some teachers and experts are not happy with the amount. Private school teachers don't get any motivator.

13. Even though the majority has said that there is supervision from the offices, the supervisors do not encourage hardworking teachers found during observation and supervision.

In competition among the schools the respondents' at large number said the private schools win almost all the time. The government schools position in winning competition is almost nil as the experts said.

## 4.2 Conclusions

Based on the main findings of the study, the following major conclusions were drawn.

The result of this study has disclosed that the participation of stakeholders in the service delivery of the primary schools is non-existent in some and fair in PTA. Henceforth, it is possible to conclude that unless this trend is changed, service delivery improvement will not be better than what it is now.

The study showed that the availability of physical facility have greatly affected the service delivered in the two types of the schools. Hence, the availability of facilities like laboratory, library, sporting fields, mini media, etc, is indispensable to give full-fledged services.

The supplementary service given by the two schools for their students like tutorial is given to enrich the mental and the physical maturity of the students.

All the students and teachers are not fully satisfied with the services they get and produce. Some of the dissatisfactions are the results that come from lack of working to its correction for the challenges that the service recipients receive.

The leadership which exists in the school still lags behind to produce the services that the private sector and the rest of the world are enjoying. The main reasons are lack of knowledge, the coming of political appointees in the leadership, not being sensitive to new ideas, rigid to rules and regulations, etc.

The hierarchies (region to sub city, sub city to *kebele*, *kebele* to school) are there and these hierarchies are similar to the one that was used during Derg ( *Kili* to Zone, Zone to *Wereda* and *Wereda* to school). As some of respondents said it has to be checked to increase the service delivery improvement.

Accountability i.e. bottom-up accountability is common in private sectors and in government schools and offices, the service providers have to know that they have to be accountable top-down to the budget provider and bottom-up to the service seekers.

Handling of complaints in all institutions starting from the educational bureau to the lowest unit of the sector, school, the system has been established even though it is not accustomed to expressing face to face.

Punctuality is one of the problems where the frontline service producer has to practice. In the school the delay of the teachers affect the service given in the school.

Motivation for the teachers has made the majority to say yes. It has motivated them. Hard working teachers who are obtained during the supervision are not that much motivated and this has an impact on the quality of the services they produce.

The competition conducted between the government and private schools has showed that the private schools have become dominant in wining competition. Conducting competition is good for sharing experience among different schools. This has confirmed by the experts that private primary schools are better in service delivery than the government primary schools.

### 4.3 Recommendations

Based on the findings of this research the following recommendations are forwarded.

1. As education is an activity to be conducted with different stakeholders (parents, teacher association, NGOs, GOs, and others), the schools must open their doors and call them to incorporate their saying in the service improvement.
2. All the schools have to furnish and equip their libraries, laboratories, sports field, etc. Unless the schools have the right and appropriate physical facilities, their services will be unsatisfactory. For this the government may facilitate in reducing taxes imposed on those materials to be imported from abroad or allot some amount of money to support specially the private schools. The teachers have to accustom of using the available facilities for teaching purpose.

Community participation should be one of the means of undertaking in the improvement of school facilities like civil works, repairing and rehabilitation of the existing schools.

The government must avail land which is convenient to open school having all facilities like sports field. The supervisors also have an obligation to insist the schools to fulfill what they lack within a certain period of time

3. Schools, *Kebele* education offices, sub city education offices and the regional education bureau must have the culture of studying the service delivery in each level. They have to design strategies to improve the service delivery. They have to adopt the best techniques from the private sectors as well as from the rest of the world. For this, the education sector has to be equipped with the latest Information Technology.

4. The leadership in the institutions is the most important element of development. The leaders are expected to be strategic, visionary, adaptive, virtuous, and always eager to learn and move the institution that they lead certain steps forward. They have to make system to react to the customers.
  
5. All the service providers have to develop the sensation that their institution is almost dead if the service seekers are not properly handled. As the result they have to develop the politeness, courteous, accountability, providing the services in quick and fast time, etc. This requires a continuous training to the service providers.
  
6. The employees who are giving services have to get motivator which encourages them for more performance. The house allowance given to the teachers is the good start but it has to go with the existing cost of living. Other service providers have to be included in the incentive because the teachers are not the only service providers in the school.

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## Appendix I

**Addis Ababa University**  
**School of Graduate Studies**  
**Faculty of Business and Economics**  
**Department of Public Administration and Development Management**

This questionnaire is to be filled by the students of government and private primary schools.

### **Objective of the Questionnaire**

The main purpose of this questionnaire is to gather data and information on the current status of the service delivery performance in government and private schools. It is designed to identify the interventions that will help to improve the service delivery performance of both government schools and private primary schools.

Based on the above objective your cooperation makes the study complete and has its own contribution to the improvement of the service delivery performance of education in primary schools.

All your genuine responses are the most significant potential to complete the study. All your responses are valuable only to the researcher. All pieces of information are kept confidential. No need to write your first or full names.

Thank you for your cooperation in advance!!!

Please circle/underline your possible answers and write your suggestion when you are asked to forward your suggestions

### General Information

Name of the School \_\_\_\_\_

Grade Level: 1    2    3    4    5    6    7    8

Age      a) 7-10 years      b) 11-14 Years      c)  $\geq 15$  years

Sex      a) Male      b) Female

Have you ever been enrolled in another school before?

a) Yes      b) No

If your answer for question No 2 is Yes, where have you been?

a) Government School      b) Private School      c) Public School

d) If others,.....

Why did you change your previous school?

- a) Accessibility
- b) Looking for quality education
- c) Others,.....

Do your teachers give tutorial to the students in your school?

a) Yes      b) No

Do you pay tuition fee to get tutorial?

a) Yes      b) No

Does your school have library?

a) Yes      b) No

Do your teachers use laboratory in teaching natural science/environmental/integrated science?.

a) Yes      b) No

From where do you get textbooks?

a) From the school      b) From the market

Does your school have television set/ DVD/VCD/ Dish?

a) Yes      b) No

16) Do your parents go to school to discuss with your teachers how you are learning?

- a) Yes
- b) No

17) Do you participate in different clubs?

- a) Yes
- b) No

18) Do your parents participate in your school affairs?

- a) Yes
- b) No

19) Are the services provided by your school satisfactory.

- a) Yes
- b) No

20) If your answer for question No 16 is No, what makes you dissatisfy in the service delivery ?

- a).....
- b).....
- c).....

21) Does your school render services to all students equally?

- a) Yes
- b) No

22) If your answer for question No 17 is No ,why ?

- a).....
- b).....
- c).....

23) Do the teachers and administrative staff provide prompt and timely services to you and to the students?

- a) Yes
- b) No

24) If you have complaints about the services that you get, can you openly tell the school administration?

- a) Yes
- b) No

25) How do you express your complaints to your school?

- a) Through suggestion box
- b) Through writing the complaints
- c) Verbally
- d) through meetings

26) Does your school react to your individual needs in a flexible manner?

- a) Yes
- b) No

27) Are the teachers and administrative staff polite and courteous to their students?

- a) Yes
- b) No

) Does every member of the school staff member lend his ears to your personal problem?

- a) Yes
- b) No

) Does the staff communicate with everybody in a language that the clients can understand?

- a) Yes
- b) No

) Does your school give you complete and accurate information at all times?

- a) Yes
- b) No

) When you face problems, concerns and personal anxieties, do the staffs assure you?

- a) Yes
- b) No

) Do the staff members of your school keep your privacy confidential?

- a) Yes
- b) No

) Do the staffs respect your confidences and feelings?

- a) Yes
- b) No

) Do you feel safe under the care of the staff?

- a) Yes
- b) No

) If you have additional comment on how to improve the service delivery in your school.

).....

).....

).....

).....

).....

Thank you.

Appendix 1.1

በአዲስ አበባ ዩኒቨርሲቲ

የቢዝነስና ኢኮኖሚክስ ፋኩሊቲ

የህዝብ አስተዳደርና የልማት ማኔጂመንት የትምህርት ክፍል

ይህ መጠይቅ ሚሞላው በአዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ ስር በሚገኙ የመንግስትና የግል ትምህርት ቤት ተማሪዎች ብቻ ነው።

የመጠይቁ ዓላማ

ይህ መጠይቅ የተዘጋጀው በመንግስትና በግል የመጀመሪያ ደረጃ ትምህርት ቤቶች የሚሰጠውን አገልግሎት አሰጣጥ ለማጥናት ተዘጋጅ ነው። ለዚህም ጥናት ሙሉነት ከተማሪዎች የሚሰበሰበው መረጃ ከፍተኛ ቀሚታ አለው።

የተከበራችሁ ተማሪዎች አገልግሎት አሰጣጥ ስንል ከመማር ማስተማር በተጨማሪ በትምህርት ቤት ውስጥ የሚሰጡት አገልግሎቶች ሁሉ ያጠቃልላል።

ስለሆነም የተከበራችሁ ተማሪዎች እናንተ ምትሰጡት ትክክለኛ መረጃ ለጥናቱ ወሰኝ መሆኑን እየገለጽሁ ወርቃማ ጊዜያችሁን ወስዳችሁ ይህንን መጠይቅ ለመሙላት በመተባበራችሁ በቅድሚያ በጣም አመሰግናለሁ። የምትሰጡት መልስ የሚያገለግለው ለጥናቱ ብቻ ነው።

ስም ወይም ሙሉ ስም መሙላት አያስፈልግም።  
በመጠይቁ ውስጥ የተቀመጠው የወንድ ያታ ለሴትም ያገለግላል።

አመሰግናለሁ

ቀጥለው ለቀረቡት ጥያቄዎች ከተሰጡት መልሶች መካከል ትክክል ብለህ የምታምንበትን በማስመር/ በመክበብ / በመጻፍ ተባበር

1. አጠቃላይ መረጃ

1.1 የትምህርት ቤት ስም.....

1.2 የክፍል ደረጃ 1ኛ 2ኛ 3ኛ 4ኛ 5ኛ 6ኛ 7ኛ  
8ኛ

1.3 ዕድሜ ሀ/ 7-10 ለ/ 11-14 ሐ/ ከ15 ዓመት በላይ

1.4 የታ ሀ/ ወንድ ለ/ ሴት

2. ከዚህ በፊት ልላ ትምህርት ቤት ተምረህ ታውቃለህን?

ሀ/ አዎን ተምራለሁ ለ/ አልተማርኩም

3. መልስህ አዎን ከሆነ የተማርክበት ትምህርት ቤት

ሀ/ መንግስት ት/ቤት ለ/ ግል ት/ቤት ሐ/ የህዝብ ት/ቤት  
መ/ ሌላ.....

4. የቀድሞ ትምህርት ቤትህን ለምን ለወጥክ?

ሀ/ በርቀት ለ/ ጥራት ያለው አገልግሎት ፍለጋ ሐ/ ሌላ.....

5. በእናንተ ትምህርት ቤት መምህራን ተጨማሪ አገልግሎቶች/የማጠናከሪያ ትምህርት/ ለተማሪዎች ይሰጣሉ ወይ?

ሀ/ይሰጣሉ ለ/ አይሰጡም

6. ማጠናከሪያ የሚሰጥ ከሆነ ትምህርቱን ተማሪዎች የሚያገኙት

ሀ/ በገንዘብ ነው ለ/ በነጻ ነው።

7. ት/ቤታችሁ ቤተመጻሕፍት አለው ወይ?

ሀ/ አለው ለ/ የለውም

8. የመማር ማስተማር ስራውን ለማጠናከር የትምህርት ቤቱ መምህራን ቤተ መከራ ይጠቀማሉ ወይ? ሀ/ አዎን ለ/ አይጠቀሙም

9. የመማሪያ መጻሕፍት ከየት ታገኛላችሁ?

ሀ/ ከትምህርት ቤት ለ/ ከገበያ ሐ/ከሌላ.....

10. ትምህርት ቤትህ ቴሌቪዥን/ ዲቪዲዮ / ቪ.ሲ.ዲ/ ዲቭ ወዘተ አለውን?

ሀ/ አለው ለ/ የለውም

11. ቤተሰብህ ከመምህራን ጋር ስለአንተ ትምህርት ጉዳይ ለመወያየት ወደ ትምህርት ቤት ይሄዳሉ? ሀ/ አዎን ለ/ አይሄዱም

12. በተለያዩ ክበባት ውሥጥ ትሳተፋለህ ወይ? ሀ/ አዎን ለ/ አልሳተፍም

13. ወላጆችህ ት/ቤት በሚጠራው ስብሰባ ላይ እተገኙ ይወያያሉ ወይ?  
ሀ/ አዎን ለ/ አየገኙም

14. ትምህርት ቤትህ የሚሰጥህ አገልግሎቶች ያረካሃል ወይ?  
ሀ/ አዎን ለ/ አያረካኝም

15. ትምህርት ቤትህ የሚሰጠው አገልግሎት አጥጋቢ አይደለም የምትል ከሆነ ምክንያቶቹን በዝርዝር አስቀምጣቸው

ሀ/.....

ለ/.....

ሐ/.....

መ/.....

16. ትምህርት ቤትህ ሁሉንም ተማሪዎች በእኩል ዓይን ያያል ወይ?  
ሀ/አዎን ለ/ አያይም

17. መልስህ አያይም ከሆነ ይህ ለምን የሆነ ይመስልሃል?

ሀ/ .....

ለ/ .....

ሐ/.....

መ/.....

18. የትምህርት ቤቱ ህብረተሰብ ለተማሪዎች አፋጣኝና ወቅቱን የጠበቀ አገልግሎት እየሰጡ ናቸውን? ሀ/ አዎን ለ/ አይሰጡም

19. ትምህርት ቤትህ በሚሰጠው አገልግሎት ላይ ቅሬታ ካለህ ቅሬታህ ለትምህርት ቤቱ በግል ማቅረብ ትችላለህን?

ሀ/ አዎን ለ/ አልችልም

20. ያለህን ቅሬታ ለትምህርት ቤቱ እንዴት ታቀርባለህ?

ሀ/ በሃሳብ መስጫ ሳጥን ለ/ በጸ-ሁፍ ሐ/ በቃል መ/ በስብሰባ

21. ትምህርት ቤትህ የተማሪዎችን ተለዋዋጭ ፍላጎት ለማሟላት ጥረት ያደርጋል ወይ? ሀ/ አዎን ለ/ አያደርግም
22. የትምህርት ቤትህ መምህራንና አስተዳደር ሰራተኞች ትሁትና ባለጉዳይ አክባሪ ናቸውን? ሀ/ አዎ ናቸው ለ/ አይደሉም
23. እያንዳንዱ የትምህርት ቤት ሰራተኛ የተማሪዎችን ችግር እኩል ያዳምጣልን? ሀ/ አዎን ያዳምጣሉ ለ/ አያዳምጡም
24. ትምህርት ቤትህ ለሁሉም ተማሪዎች በሚገባቸው ቋንቋ ችግሮችን አውጥቶ ይወያያሉ ወይ? ሀ/ ይወያያል ለ/ አያወያይም
25. ትምህርት ቤትህ የተማላና ትክክለኛ መረጃ ሁልጊዜ ለተጠቃሚዎች ያቀርባል? ሀ/ አዎን ያቀርባል ለ/ አያቀርብም
26. በግል ችግር ያለጠበቅሃቸው ጉዳዮች ሲያገጥምህ ትምህርት ቤትህ ያረጋጋሃልን? ሀ/ አዎን ለ/አያረጋጋኝም
27. ትምህርት ቤትህ የግል ጉዳይህን ሌላ ሰው እንዳያውቀው አድርጎ በሚስጥር ይይዝልሃልን? ሀ/ አዎን ለ/ አይዝም
28. የትምህርት ቤቱ ህብረተሰብ ስሜትህን ተገንዝቦ እንክብካቤ የሚያደርግልህ ይመስልሃልን? ሀ/ አዎን ይመስለኛል ለ/ አይመስለኝም
29. ትምህርት ቤትህ የሚሰጣቸውን አገልግሎቶች እንዲያሻሽል የምትሰጠው አስተያየት ካለህ  
 ሀ/ .....  
 ለ/.....  
 ሐ/.....  
 መ/.....

አመሰግናለሁ

## Appendix II.I

**Addis Ababa University**  
**School of Graduate Studies**  
**Faculty of Business and Economics**  
**Department of Public Administration and Development Management**

This questionnaire is to be filled by the teachers of government and private primary schools.

### **Objective of the questionnaire**

The main purpose of this questionnaire is to gather data and information on the current status of the service delivery performance in government and private primary schools. It is designed to identify the interventions that will help to improve the service delivery performance of government primary schools in particular and other primary schools in general.

When we say service delivery in the primary schools, it comprises of all the services given to the students, by teachers and the school administrative of the school. The teachers and administrative staffs are also considered as the recipient of services rendered in the school, *Kebele*, sub city and regional education office.

Based on the above objective, your cooperation makes the study complete and has its own contribution to the improvement of the service delivery performance of education in primary schools.

All your responses are the most significant potential to complete the study. Please feel confident that all your responses are only used for this study and are kept confidential.

Please do not write your first or full names.

Thank you for your cooperation in advance!!

Please circle/ underline your answers and write your suggestions when you are asked to foreward in the space provided.

1. General Information

1.1 Name of the school that you are teaching.....

1.2 Age     a) 18-20           b) 20-30           c) 30-40           d)above 40 years

1.3 Sex     a) Male                   b) Female

1.4 Qualification   a) Certificate           b) Diploma           c) Degree

1.5 Total number of years serve

   a) 1-5           b) 6-10           c) 11-20           d) Above 20 Years

1.6 Monthly Salary .....

2. . Is the overall services provided by your school satisfactory?

   a) Yes                   b) No

3. Do the teachers and the staff members provide prompt and timely services to the students?

   a) Yes                   b) No

4. Are the school teachers and administrative staffs polite and courteous to their clients?

   a) Yes                   b) No

5. Does your school offer timely, complete and accurate information to the students?

   a) Yes                   b) No

6. Does the school environment enable you to take responsibility for your personal developments?

   a) Yes                   b) No

7. Does your school deliver the required level of services with clearly stated terms and conditions to its customers?

   a) Yes                   b) No

8. Does your school provide dependable services which do not vary over time?

   a) Yes                   b) No

9. Does your school provide equitable services to all teachers?

   a) Yes                   b) No

10. Do the staff members deliver the appropriate services as promised to their students?

a) Yes

b) No

11. Do you regularly reach in the school on time?

a) Yes

b) No

12. If your answer for question No.11 is No, what are the possible factors that make you and other teachers delay in coming to the school?

a).....

b).....

c).....

13. Do you regularly talk with the students' parents about the academic affairs of their children?

a) Yes

b) No

14. If your answer is No, why?

a).....

b).....

c).....

15. Do you regularly talk to the students about their academic performance?

a) Yes

b) No

16. Do you discuss the school affairs with the school directors?

a) Yes

b) No

17. Is there a system of handling of the complaints of the teachers and students against the services delivered in your school?

a) Yes

b) No

18. How do you express your complaints to the school administration?

a) Through the suggestion box    b) Verbally    c) Complaint Letter    d) Meeting

19. What kind of administration do you have in your school?

a) Democratic

b) Dictator

c) Laissez Faire



- a) Yes
- b) No

32. Do your school and the sub city education office motivate hard working teachers?

- a) Yes
- b) No

33. If Yes, what kind of incentives do the teachers get?

- a) Financial
- b) Scholarship
- c) Recognition

34. Are you accountable to all activities that you do in the school?

- a) Yes
- b) No

35. If your answer is Yes, can you least some of the measures that will be taken by your school if the staff members fail to accomplish their assignment?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

36. In general in the education system, is their accountability?

- a) Yes
- b) No

37. The City Administration has given house allowance to all government primary schools since July 2009. Are you happy with the allowance?

- a) Yes
- b) No

38. If your answer for question No 35 is No, why?

- a).....
- b).....
- c).....

39. If you have any comments that will contribute to the improvement of the service delivery in primary schools.

- a).....
- b).....
- c).....
- d).....

**Thank you very much**

Appendix II.II

በአዲስ አበባ ዩኒቨርሲቲ  
የቢዝነስና ኢኮኖሚክስ ፋኩሊቲ  
የህዝብ አስተዳደርና ልማት ማንጅመንት የትምህርት ክፍል

ይህ መጠይቅ የሚሞላው በመንግስት በግል የመጀመሪያ ደረጃ ትምህርት ቤቶች በሚያስተምሩ መምህራን ነው።

የመጠይቅ ዓላማ

ይህ ቃለ መጠይቅ የተዘጋጀው በመንግስት መጀመሪያና በግል የመጀመሪያ ትምህርት ቤቶች የሚሰጠውን አገልግሎት ለማጠናት የተዘጋጀ ነው ። ለዚህም ጥናት ከመምህራን የሚሰበሰበው መረጃ ከፍተኛ ጠቀሜታ አለው ።

የተከበራችሁ መምህራን የአገልግሎት አሰጣጥ በምንለበት ወቅት መማር ማስተማሩንና ከመማር ማስተማር ውጪ ያሉትን አገልግሎቶች ሁሉ ሆኖ ትምህርት ቤቶቻችሁ ለተማሪዎች ለመምህራንና ለአስተዳደር ሰራተኞች የሚሰጠውን አገልግሎቶች ያጠቃልላል።

ወርቃማ ጊዜያችሁን ወስዳችሁ ይህንን መጠይቅ ለመሙላት በመተባበራችሁ እያመሰገንሁ የምትሰጡት መልስ የሚያገለግለው ለጥናቱ ብቻ ነው።

የመጀመሪያ ስም ወይም ሙሉ ስም መሙላት አያስፈልግም።

አመሰግናለሁ!!

ቀጥለው ለቀረቡት ጥያቄዎች ከተሰጡት መልሶች መካከል ትክክል ነው ብለው የሚያምኑትን በማስመር/በመክብብ እና በመጻፍ ተባበሩ።

1. አጠቃላይ መረጃ

1.1 የሚያስተምሩበት ትምህርት ቤት ስም.....

1.2 ዕድሜ ሀ) ከ18-20 ለ) ከ20-30 ሐ) ከ30-40 መ) ከ40 በላይ

1.3 ፆታ ሀ) ወንድ ለ)ሴት

1.4 የትምህርት ደረጃ ሀ) ሰርተፊኬት ለ) ዲፕሎማ ሐ) ዲገሪ መ)ሌላ.....

1.5 የአገልግሎት ዘመን ሀ) ከ1-5 ዓመት ለ) ከ6-10 ዓመት ሐ) ከ11 - 20ዓመት መ) ከ20 ዓመት በላይ

1.6 የወር ደሞዝዎ ሀ) ከ500 ብር በታች ለ) ከ500- 1000 ሐ) ከ1000-1500

መ) ከ1500-2000 ሰ) ከ2000 ብር በላይ

2. ትምህርት ቤትዎ የሚሰጠው አገልግሎት አጥጋቢ ነው ብለው ያምናሉን?

ሀ) አዎን አጥጋቢ ነው ለ) አጥጋቢ አይደለም

3. መምህራን ለተማሪዎቻቸው አስቸኳይና ወቅቱን የጠበቀ ምላሽ ይሰጣሉን?

ሀ) አዎን ይሰጣሉ ለ) አይሰጡም

4. የትምህርት ቤትዎ ስራተኞች ለደንበኞቻችሁ አገልግሎት ስትሰጡ ደንበኞቻችሁን በማክበር ነውን?

ሀ) አዎን ለ) አይደለም

5. ትምህርት ቤትዎ ወቅቱን የጠበቀ ሙሉና ትክክለኛ መረጃ ለተማሪዎች ይሰጣልን?

ሀ) አዎን ይሰጣል ለ) አይሰጥም

6. የሚያስተምሩበት ትምህርት ቤት ሃላፊነትዎን ለመወጣት ያመችዎታልን?

ሀ) አዎን ለ) አይመችም

7. የሚያስተምሩበት ትምህርት ቤት ለደንበኞቹ አገልግሎት ሲሰጥ ለአገልግሎት ተጠቃሚዎች ማሟላት ያለባቸውን በግልጽ እንዲያሟሉ ያሳውቃልን?

ሀ) አዎን ለ) አያሳውቅም

8. ትምህርት ቤትዎ ለሁሉም ተገልጋይ አስተማማኝ የሆነ አገልግሎት ይሰጣልን?

ሀ) አዎን ለ) አይሰጥም

9. ትምህርት ቤትዎ ለሁሉም ተማሪዎችና መምህራን ወጥነት ያለው አንድ አይነት አገልግሎት ይሰጣልን?

ሀ) አዎን ለ) አይሰጥም

10. መምህራን ትምህርት ቤታቸው ባስቀመጠው መሰፈርት መሰረት ለተማሪዎቻቸው አገልግሎት ይሰጣሉ ወይ?

ሀ) አዎን ይሰጣሉ ለ) አይሰጡም

11. መምህራን ትምህርት ቤት በወቅቱ ይደርሳሉ ወይ?

ሀ) አዎን ይደርሳሉ ለ) አይደረሱም



23. የማይከራከር ከሆነ ጥቅማ ጥቅሞቻችሁን እንዴት ታስከብራላችሁ?

ሀ).....

ለ).....

ሐ).....

24. ትምህርት ቤታችሁ የወላጅ መምህር ህብረት አለዉ ወይ?

ሀ) አለዉ

ለ) የለዉም

25. ትምህርት ቤታችሁ ስትራቴጂክ እቅድ አለዉን?

ሀ) አዎን አለዉ

ለ) የለዉም

26. ካለዉ ሁሉም ባለድርሻ አካላት እዝግጅቱ ላይ ተሳትፈዋል ወይ?

ሀ) አዎን ተሳትፈዋል

ለ) አልተሳተፉም

27. የትምህርት ቤትዎን ራዲዮና ተልእኮዎችን በቃል ያውቁአቸዋልን?

ሀ) አዎን አውቃቸዋለሁ

ለ) አላውቃቸዉም

28. ትምህርት ቤትዎ ለተማሪዎች የማጠናከሪያ ትምህርት ይሰጣልን?

ሀ) አዎን ይሰጣል

ለ) አይሰጥም

29. የማጠናከሪያ ትምህርት የሚሰጥ ከሆነ እንዴት ነዉ የሚሰጠዉ?

ሀ) በነጻ ነዉ

ለ) በገንዘብ ነዉ

30. ትምህርት ቤትዎ የተጃጃመበት አላማ ለማሳካት ይረዳዉ ዘንድ አገልግሎት ለመስጠት የሚያገለግሉ ቁሳቁሶችና ማተሪያሎች ተሟልቶለታል ማለት ይቻላል ወይ?

ሀ) አዎን ይቻላል

ለ) አይቻልም

31. የቀበሌ የክፍለ ከተማና የክልል ባለሙያዎች የመማር ማስተማሩን ስራ ሱፐርቫይዝ ያደርጋሉ ወይ?

ሀ) አዎን ያደርጋሉ

ለ) አያደርጉም

32. ትምህርት ቤትዎና የክፍለ ከተማዉ ትምህረት ጽህፈት ቤት ጠንካራ መምህራንን ያበረታታሉ ወይ?

ሀ) አዎን ያደርጋሉ

ለ) አያደርጉም

33. መልሰዎ አዎን ከሆነ የማበረታቻዉ አይነት ምን ይመስላል?

ሀ) በገንዘብ ነዉ

ለ) የነጻ ትምህርት በመስጠት ነዉ

ሐ) እውቅና በመስጠት ነዉ

34. በትምህርት ቤታችሁ ለምትሰሩት ስራ ተጠያቂ ናችሁን?

ሀ) አዎን ተጠያቂ ነን

ለ) አደለንም

35. መልሰዎ አዎን ተጠያቂ ነን የሚሉ ከሆነ ጥፋት አጥፍተዉ ቢገኙ የሚወሰዱት ርምጃዎች ቢገልጻቸዉ

ሀ).....

ለ).....

ሐ).....

36. በአጠቃላይ ሲያዩት በትምህርት መዋቅሩ ተጠያቂነት አለ ማለት ይቻላል? ?

- ሀ) አዎን
- ለ) አይቻልም

37. ካለፈው ሃምሌ 2009 ጀምሮ ለመምህራን የቤት አሎዎንስ ብሎ ከ200-350 ብር ድረስ በየወሩ እየከፈለ ይገኛል። ይህ ማበራታቻ መምህራንን ለመማር ማስተማር ስራ አነቃቅቷል ማለት ይቻላል? ?

- ሀ) ይቻላል
- ለ) አይቻልም

38. አላነቃቃም የሚሉ ከሆነ ምክንያቶቹን ቢዘረዝሩአቸው.

- ሀ).....
- ለ).....
- ሐ).....

39. በትምህርት ቤት ውስጥ የሚሰጡትን አገልግሎቶች ለማሻሻል ይረዳሉ የሚሏቸው አስተያየቶች ካሉዎት

- ሀ).....
- ለ).....
- ሐ).....
- መ).....
- ሠ).....

**Addis Ababa University**  
**School of Graduate Studies**  
**Faculty of Business and Economics**  
**Department of Public Administration and Development Management**

This questionnaire is to be filled by the bureau, sub city and *kebele* education officials and experts.

**Objective of the questionnaire**

The main purpose of this questionnaire is to gather data and information on the current status of the service delivery performance in government and private primary schools. It is designed to identify the interventions that will help to improve the service delivery performance of government primary schools in particular and other primary schools in general.

Based on the above objective your cooperation makes the study complete and has its own contribution to the improvement of the service delivery performance of education in primary schools.

All your responses are the most significant potential to complete the study. Please feel confident that all your responses are only used for this study and are kept confidential.

Please do not write your first or full names.

Thank you for your cooperation in advance!!

Please circle your answer and give short answers in the space provided when necessary.

**1. General Information**

1.1 Name of the Organization.....

1.2 Sex a) Male b) Female

1.3 Qualification a) PhD b) MA/MSc c) BA/BSc d)Diploma

1.4 Position a) Head of the Office b) Process Owner c) Expert d) Others.....

1.5 Age a) 18-23 b) 24-29 c) 30-35 d) 36-41 e) Above 41

1.6 Work Experience a) Less than 5 years b) 5-10 Years c) 11-15 Years d) 16-20 Years  
e) Above 20 Years

2. Does your office have strategic plan?

a) Yes b) No

3. If your answer is Yes, do you know the vision and mission s of your office orally?

a)Yes b) No

4. Do all government and private primary schools found in the sub city have strategic plan?

a)Yes b) No

5. What type of leadership is seen in the education sector in general?

a) Democratic b) Dictatorship c) Laissez Faire

6. What type of leadership is seen in private primary schools?

a) Democratic b) Dictatorship c) Laissez Faire

7. What type of leadership is seen in government primary schools?

a) Democratic b)Dictatorship c)Laissez Faire

8. What are the features seen in the education sector seen to call the leadership as you mentioned in question number 5 i.e. democratic/dictatorship/ laissez faire?

- a).....
- b).....
- c).....
- d).....

9. Can you confidently say that your office is rendering services that satisfy schools and customers are satisfied?

a) Yes b) No

10. If your answer for question 9 is Yes, how do you know the degree of satisfaction?

- a).....
- b).....
- c).....
- d).....

11. Does your office deliver the required level of services with clearly stated terms and conditions to both the government and private primary schools?

- a) Yes
- b) No

12. If your answer to the above question is Yes, are the schools well acquainted with what they are supposed to do?

- a) Yes
- b) No

13. Does your office deliver equitable services both to government and private schools?

- a) Yes
- b) No

14. If No, why?

- a).....
- b).....
- c).....
- d).....

15. Do you conduct competition among the primary school /students/ found in the sub city?

- a) Yes
- b) No

16. If your answer is Yes, who wins most of the time?

- a) Government
- b) Private

17. Based on question No. 16 why do they win most of the time?

- a).....
- b).....
- c).....

18. Does your office have a plan to increase the efficiencies of the primary schools/ reduce dropout and repetition rates/?

- a) Yes
- b) No

19. If your answer is Yes, what are the strategies?

- a).....
- b).....
- c).....

20. The existing tiers in the education sector in Addis Ababa are region, *kifle ketema*, *kebele* and school from top to down. Do you think that these tiers are good to increase the effectiveness and efficiency of the services delivery in the education system?

- a) Yes
- b) No

21. If you say No, which tier(s) do you suggest to be reduced/

- a) Region
- b) *Kifle ketema*
- c) *Kebele*

22. If your answer to the above question is No, why?

- a).....
- b).....
- c).....

23. In Ethiopia power has devolved to the lower unit of administration according to the constitution. Do all the layers in the education sector practice their rights properly?

- a) Yes
- b) NO
- c) Difficult to say Yes or No

24. If your answer is No, why?

- a) Yes
- b) No

25. Do you think that your office has maintained accountability to all what it does?

- a) Yes
- b) No

26. Do the government and private primary schools respond timely in the hierarchy?

- a) Yes
- b) No

27. If No, who responds more quickly?

- a) Government Primary Schools
- b) Private Primary School

28. Does your office empower both government and private schools equally in order to increase their service delivery?

- a) Yes
- b) No

29. If No, whom do you favor?

- a) Government Primary Schools
- b) Private Primary School

30. Who has more competence in overall services delivery?  
 a) Government Schools                      b) Private Primary Schools
31. Do your customers express their complaints about the reliability of services delivered by your office?  
 a) Yes    b) No
32. What mechanisms do they use to express their complaints about the services you rendered to them?  
 a) Suggestion Box    b) Complaint Letter    c) Verbally    d) Meetings
33. In Addis Ababa City Administration, the primary school teachers get 200, 250 and 300 *Birr* based on their qualification as housing allowance starting from July 2009. Do you think that this incentive can increase the quality of the service delivered by the teachers?  
 a) Yes    b) No
34. If your answer is No, why?  
 a).....  
 b).....  
 c).....
35. Which primary school is better in service delivery performance?  
 a) Government Primary Schools                      b) Private Primary Schools
36. Referring to the above question, why do you say the above school is more efficient in service delivery than its counterpart?
37. a).....  
 b).....  
 c).....
38. If you have additional comments on how to improve the service delivery in government primary schools  
 a).....  
 b).....  
 c).....

Thank you very much!!

በአዲስ አበባ ዩኒቨርሲቲ  
የቢዝነስና ኢኮኖሚክስ ፋኩሊቲ  
የህዝብ አስተዳደርና ልማት ማንጅመንት የትምህርት ክፍል

III.I ይህ ማጠቃለያ የሚመለከተው በከተማ በክፍለ ከተማ እና በቀበሌ በሚገኙ የትምህርት ባለሙያዎች ብቻ የሚመለከት ነው፡፡

የማጠቃለያ ዓላማ

ይህ ማጠቃለያ የተዘጋጀው በመንግስት መጀመሪያና በግል የመጀመሪያ ትምህርት ቤቶች የሚሰጠውን አገልግሎት ለማጠናቀቅ የተዘጋጀ ነው፡፡ ለዚህም ጥናት ማሳካት ከትምህርት ባለሙያዎች የሚሰበሰበው መረጃ ከፍተኛ ጠቀሜታ አለው፡፡

ስለሆነም ተከባሪዎች የትምህርት ባለሙያዎች እናንት የምትሰጡት ትክክለኛ መረጃ ለጥናቱ መሳካት ወሳኝ ነው፡፡ ወርቃማ ጊዜያችሁን ወስዳችሁ ይህንን ማጠቃለያ ለመሙላት በመተባበራችሁ እያመሰገንንሁ የምትሰጡት ማዕከል የሚገለግለው ለጥናቱ ብቻ ነው፡፡

የመጀመሪያ ስም ወይም ሙሉ ስም መጻፍ አያስፈልግም፡፡

አመሰግናለሁ!!

ቀጥሎ ለቀረበት ጥያቄዎች ትክክለኛውን መልስ በመስጠት ይተባበሩ

1. ጠቅላላ መረጃ

1.1 የሚከተሉት መስሪያቤት-----

1.2 ያታ ሀ) ወንድ ለ) ሴት

1.3 የትምህርት ደረጃ ሀ) ዶ/ር ለ) ማስተርስ ሐ) ቤኤ/ቤኤሰሲ መ) ዲፕሎማ

1.4 ዕድሜ ሀ) 18-23 ለ) 24-29 ሐ) 30-35 መ) 36-41  
ሠ) ከ41 ዓመት በላይ

1.5 ሃላፊነት ሀ) የጽህፈት ቤት ሃላፊ ለ) የሥራ ሂደት ባለቤት ሐ) ባለሙያ መ) ሌላ--  
-----

1.6 የሥራ ልምድ ሀ) 1-5 ለ) 5-10 ሐ) 16-20 መ) ከ20  
ዓመት በላይ

2. ቢሮዎ ስትራቴጂክ እቅድ አለው?

ሀ) አዎን ለ) የለውም

3. መልስዎ አዎን ከሆነ ራእዩንና ተለእኮዎን በቃልዎ ያወቃቸዋል?

ሀ) አወቃቸዋለሁ ለ) አላወቃቸዋል

4. በከተማዎ/ በክፍለ ከተማዎ ወስጥ ያሉት የመንግስትና የግል ትምህርት ቤቶች ስትራቴጂክ ዕቅድ አላቸው?

ሀ) አላቸው ለ) የላቸውም

5. በትምህርት መዋቅር ወስጥ ያለው አመራር በአጠቃላይ ምን ይመስላል?

ሀ) ዲሞክራሲ ለ) አምባገነን ሐ) ግድየለሽ

6. በእርስዎ እይታ በግል የመጀመሪያ ደረጃ ትምህርት ቤቶች ያለው አመራር ምን ይመስላል?

ሀ) ዲሞክራሲ ለ) አምባገነን ሐ) ግድየለሽ

7. በእርስዎ እይታ በመንግስት የመጀመሪያ ደረጃ ትምህርት ቤቶች ያለው አመራር ምን ይመስላል?

ሀ) ዲሞክራሲ ለ) አምባገነን ሐ) ግድየለሽ

8. አመራሩ በመስሪያ ቤትዎ ዲሞክራሲክ/ አምባገነን/ ግድየለሽ ነዉ ለማለት ያስቻለዎትን ምክንያቶች ቢዘረዝሩአቸው

ሀ) \_\_\_\_\_

ለ) \_\_\_\_\_

ሐ) \_\_\_\_\_

9. መስሪያ ቤትዎ የሚጠጠው አገልግሎት የተጠቃሚዎችን ማለትም የትምህርት ቤቶችንና የተማሪዎችን ፍላጎት የሚሟላ ሁኔታ ደረጃውን የጠበቀ ነዉ ብለዉ ያምናሉ?

ሀ) አዎን

ለ) አይደለም

10. መልስዎ አዎን ከሆነ የደንበኞችን እርካታ በምን ታወቃላችሁ?

ሀ) \_\_\_\_\_

ለ) \_\_\_\_\_

ሐ) \_\_\_\_\_

11. ቢሮዎ ደረጃዎን የጠበቀ አገልግሎት ለመስጠት ያስችለዉ ዘንድ ማሟላት ያለባቸውን ሁኔታዎች በግልጽ አስቀምጧልን?

ሀ) አዎን

ለ) አላስቀመጠም

12. ከላይ ለተጠቁቀዉ ጥያቄ መልስዎ አዎን ከሆነ ተጠቃሚዎች ያወቁታልን?

ሀ) አዎን

ለ) አያወቁትም

ሐ) እርግጠኛ አይደለሁም

13. ቢሮዎ ለመንግስትና ለግል የመጀመሪያ ደረጃ ትምህርት ቤቶች እኩል አገልግሎት ይሰጣልን?

ሀ) አዎን

ለ) አይሰጥም

14. መልስዎ አይሰጥም ከሆነ ምክንያቶቹ ምን ይመስላል?

ሀ) \_\_\_\_\_

ለ) \_\_\_\_\_

ሐ) \_\_\_\_\_

15. መልስዎ አይሰጥም ከሆነ ለማን ቅድሚያ ትሰጣላችሁ?

ሀ) ለመንግስት

ለ) ለግል

16. ቢሮዎ በክፈለ ከተማዉ/ በቀበሌ/ በክልሉ በመካኒ ትምህርት ቤቶችና ተሜዎች መካከል ወድድር ያካሂዳልን?

ሀ) አዎን

ለ) አያካሂድም

17. የሚካሄዱ ከሆነ ብዙ ጊዜ ማን ነዉ አሸናፊዉ?

ሀ) የመንግስት

ለ) የግል

18. ከላይ የሰጠችን መልስ መሰረት በማድረግ ለምን የሚሸነፍ ይመስለዎታል?

ሀ) \_\_\_\_\_

ለ) \_\_\_\_\_

ሐ) \_\_\_\_\_

ቢሮዎ የትምህርት ቤቶችን የስራ አፈጻጸም ለመጨመር /ወዳቂንና ደጋሚ ተሜዎችን ቁጥር ለመቀነስ/ ያቀደዉ እቅድ አለዉን?

ሀ) አዎን

ለ) የለዉም

ለ) እርግጠኛ አይደለሁም



28. ቢሮዎ የመንግስትንም ሆነ የግል የመጀመሪያ ደረጃ ትምህርት ቤቶችን እኩል ያበቃልን? ሀ) ያበቃል ለ) አያበቃም
29. መልስዎ አያበቃም ከሆነ ለማን ቅድመዎ ይሰጣል? ሀ) ለመንግስት ለ) ለግል
30. በአጠቃላይ አገልግሎት ለተጠቃሚዎች በመስጠት የትኛው ትምህርት ቤት የተሻለ ነው ብለው ይላሉ? ሀ) የመንግስት ለ) የግል
31. የመሰሪያ ቤትዎ አገልግሎት ተጠቃሚዎች በመተሰጠት አገልግሎት ላይ ቅሬታ ቢኖራቸው ቅሬታቸውን የሚያደግቡት አሰራር ተዘርግቷል? ሀ) ተዘርግቷል ለ) አልተዘረጋም
32. መልስዎ ተዘርግቷል ከሆነ ከሚከተሉት አማራጮች የትኛውን ይጠቀሙ?  
 ሀ) የሃሳብ መስጫ ሳጥን ለ) በጽሁፍ ሐ) በቃል መ) በስብሰባ ላይ
33. ለመንግስት ትምህርት ቤቶች መምህራን የተሰጠው የቤት አበል የመምህራንን ተነሳሽነት ጨምሮ ማለት ይቻላል? ሀ) ይቻላል ለ) አይቻልም ሐ) መልስ ለመስጠት እቸገራለሁ
34. አይቻልም የሚሉ ከሆነ ምክንያቶቹ በዘረዘሩ አቸው  
 ሀ) \_\_\_\_\_  
 ለ) \_\_\_\_\_  
 ሐ) \_\_\_\_\_
35. የመንግስት የመጀመሪያ ትምህርት ቤቶች አሁን ያሉበትን የአገልግሎት አሰጣጥ ለተጠቃሚዎቻቸው ለያሻሽሉ ያስችላሉ የሚሉ አቸው ተጨምሮ አስተያየት ካሉዎት  
 ሀ) \_\_\_\_\_  
 ለ) \_\_\_\_\_  
 ሐ) \_\_\_\_\_

በጣም አመሰግናለሁ !!

## **Appendix IV**

**Addis Ababa University**  
**Faculty of Business and Economics**  
**Department of Public Administration and Development Management**

### **Interview Guide for the Bosses of the Education Office and Sub City process owners**

1. Do you think that the improvement of service delivery in the schools has great impact on the teaching-learning outcomes? Why?
2. What are the main elements which are missed in government primary schools when we compare with the private primary schools?
3. How does the education sector exercise handling of complaints?
4. What measures should be taken to improve the service delivery performance in the primary schools?
5. Have you planned to improve the service delivery in government primary schools at regional or sub city level? Can you show me your plan?

Appendix 4

በአዲስ አበባ ዩኒቨርሲቲ  
የቢዝነስና ኢኮኖሚክስ ፋኩሊቲ  
የህዝብ አስተዳደርና ልማት ማንጅመንት የትምህርት ክፍል

ይህ ቃለ መጠይቅ የሚሞላው በመንግስት ከፍተኛ ባለስልጣናት ነው።

የቃለ መጠይቁ ዓላማ

ይህ ቃለ መጠይቅ የተዘጋጀው በመንግስት መጀመሪያና በግል የመጀመሪያ ትምህርት ቤቶች የሚሰጠውን አገልግሎት ለማጠናት የተዘጋጀ ነው ። ለዚህም ጥናት ከባለስልጣናት የሚሰበሰበው መረጃ ከፍተኛ ጠቀሜታ አለው ።

የተከበራችሁ ሃላፊዎች የአገልግሎት አሰጣጥ በምንለበት ወቅት መማር ማስተማሩንና ከመማር ማስተማር ውጪ ያሉትን አገልግሎቶች ሁሉ ሆኖ ትምህርት ቤቶች ለተማሪዎች ለመምህራንና ለአስተዳደር ሰራተኞች የሚሰጡትን አገልግሎቶች ያጠቃልላል።

ወርቃማ ጊዜያችሁን ወስዳችሁ ይህንን መጠይቅ ለመሙላት በመተባበራችሁ እያመሰገንሁ የምትሰጡት መልስ የሚያገለግለው ለጥናቱ ብቻ ነው።

የመጀመሪያ ስም ወይም ሙሉ ስም መሙላት አያስፈልግም።

አመሰግናለሁ!!

1. በመጀመሪያ ደረጃ ትምህርት ቤቶች የሚሰጡት አገልግሎቶች ለማሻሻል ከመማር ማስተማር የሚጠበቀውን ዉጤት ያሻሽላል ማለት ይቻላል? ለምን ?
2. . በአገልግሎት አሰጣጥ ዙሪያ የግል ትምህርት ቤቶች ዙሪያ ያሉ ነገር ግን መንግስት ትምህርት ቤቶች የሌሉ የሚሉት ጉዳዮችን ቢነግሩኝ
3. የትምህርት ሴክተሩ የባለጉዳዮችን ቅሬታ እነዴት ያስተናግዳታል?
4. በትምህርት ቤት የሚሰጡትን አገልግሎቶች ለማሻሻል ምን መደረግ አለበት?
5. አገልግሎት አሰጣጡን ለማሻሻል ቢሮዎ እቅድ አለዉን? እቅዱን ቢያሳዩኝ ይችላሉን?

አመሰግናለሁ!!

## Appendix V

**Addis Ababa University**  
**Faculty of Business and Economics**  
**Department of Public Administration and Development Management**

### School and Office Observation Checklist

No	Facilities/ Activities Observed	Yes	No
1	The presence of a library		
2	The presence of laboratory		
3	The presence of a) football field b)volleyball field c)Basketball Field		
4	Complaints handling mechanisms a) Suggestion Box b) Open Book c) Complaints Handling Office		
5	Posting Prior Information to the Customers/Notice Board		
6	The Size of the Compound a) Small b) Big c) Moderate		

### Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been acknowledged.

#### Declared by

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Date: 25/10/02

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Date: 2 June 22, 2010

**Place and Date of Submission:** Addis Ababa University, Faculty of Business and Economics,  
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