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**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND LEADERSHIP**

**OUT OF SCHOOL FACTORS AFFECTING QUALITY OF
EDUCATION IN GENERAL SECONDARY EDUCATION: THE CASE
OF KIMBIBIT WOREDA IN OROMIA REGIONAL STATE**

BY

GIRMA EJARA GEMECHU

ADVISOR: MULU NEGA (PhD)

NOVEMBER, 2019

ADDIS ABABA

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**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
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**NOVEMBER, 2019
ADDIS ABABA**

DECLARATION

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

Name: Girma Ejara

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as university advisor

Name: Dr. Mulu Nega

Signature: _____

Date: _____

Addis Ababa University School of Graduate Studies

This is to certify that the thesis prepared by Girma Ejara, entitled: Out of school factors affecting quality of education in general secondary education: the case of Kimbibit Woreda; in Oromia regional state that is submitted in partial fulfillment of the requirements for the degree of Master of Arts in Educational Leadership and Management complied with the regulations of the University and met the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

Internal Examiner Dr. Yekunoamlak Alemu Signature _____ Date _____

External Examiner Dr. Teshome Tolla Signature _____ Date _____

Advisor Dr. Mulu Nega Signature _____ Date _____

Chair of Graduate Program Coordinator

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LIST OF ACRONYMS

COC	Certificate of competence
CPD	Continuous Professional Development
EGSECE	Ethiopian General Secondary Education Certificate Examination
EFA	Education For All
ETP	Education and Training Policy
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Package
ICT	Information Communication Technology
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
NGO	Non-government organization
NDPCSD	National Dropout Prevention Center for Student with Disabilities
OECD	Organization for Economic Cooperation and Development
PTA	Parent Teacher Association
TVET	Technical and Vocational Education and Training
UNESCO	United Nation Education, Scientific, and Cultural Organization

ABSTRACT

The purpose of this study was to assess out of school factors affecting quality education in general secondary education: the case of Kimbibit Woreda in Oromia regional state. A descriptive survey design was employed to carry out the study which enabled the researcher to describe the present status of the problem under study. All the three general secondary schools of Kimbibit Woreda were included in this study. 330 students and 76 teachers were selected by stratified simple random sampling while three school principals, One Vice principal, one supervisor and three Woreda education office experts were selected using purposive sampling technique. The instruments employed to collect data from respondents were questionnaire, interview and document analysis. The quantitative data gathered from respondents were analyzed using percentage, mean, weighted mean, one sample t-test and the qualitative data was analyzed through narration. The results of the study revealed that students' related factors such as students lack of interest for education, failure to study hard, peer influence and absenteeism socio economic related factors; low economic status of parents, lack of educational materials support and parents education level socio-cultural factors like parental divorce, parents low perception towards education and community related factors like attitude of the society towards school, lack of parents education support, lack of parents follow up of their children as well as out of school factors such as, low community involvement in school affairs and lack of parents visit the learning activities of their children's were among major variables that influenced quality of education in general secondary education of Kimbibit Woreda in Oromia regional state. The Woreda education bureau was found to be establishing efficient school leadership, making the family and the community to build positive perception towards education and improving the capacity of the school in terms of quality indicators. Thus, it is recommended that the secondary schools should ensure the participation of parents, students, teachers and community members to enhance the academic achievement of students as well as school performance.

CHAPTER ONE

INTRODUCTION

This section deals with the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitation of the study and related issues. Besides, operational definitions of terms and organizations of the study are also presented.

1.1 Background of the Study

Different research studies indicated that education is critical to the development of human capital which is a key for rapid economic development and eradication of poverty. Education occupies a unique position in the total life of a nation. Education is a fundamental human right, which every citizen of any country ought to possess. In relation to this, UNESCO (2004) confirmed that education is a vital tool to empower people of any country to eradicate poverty and take control of their lives. Progress in education is also taken to be essential for sustainable development, environmental protection, improvement in maternal and child health and participation in democratic, social and political processes. For education to play these roles, it needs to meet minimum quality standards. This is because quality education contributes to higher lifetime earnings and more strong national economic growth as well as it helps individuals to make more choices of living and other matters important for their welfare (Rayner, 2006).

Similarly, MoE (2007) indicated that the socio-economic development of any society or nation is strongly associated with the availability of educated, skilled and competent man power that is directly determined by provision of quality education. This in turn is a prerequisite for the economic, democratic and social progress of a given country. Miretab (2008) also pointed out that it is through quality education countries can create strong and competitive citizens who can effectively cope with the challenges of development and which can also easily adapt to the changing market and technological conditions in their region and global economy. In addition, MoE (2008) discussed that the main important sector-wide goals of Ethiopian education that require due attention these days are quality, access, equity and efficiency. This is because the economic competitiveness of our country depends on the

skills of its work force. The skills and competencies of the work force, in turn, are dependent upon the quality of the country's education and training systems.

MoE has developed and employed the General Education Quality Improvement Package (GEQIP) for the quality improvement of general education. GEQIP is composed of a number of components and sub components that contribute a considerable role to the school effectiveness, namely the development of teachers and leaders; improvement of curriculum, textbooks and assessment; planning of school improvement and of resource use by schools; the use of Information and Communication Technology (ICT); the improvement of school infrastructure and facilities, with special attention to the most remote regions, and Management and Administration Program (MoE, 2010). On the other hand, MoFED (2010) and MoE (2010) revealed that our country has reached at progressive level of development in terms of access. However, as the access is not accompanied by quality that much, the level of student achievement still remains the most serious challenge and school difficulty that require more efforts and commitment. A study by Borland (2005) revealed that implementing a comprehensive program will result in educational benefits including increased student ability, skill achievement and attainment of educational objectives as well.

Moreover, an education system is said to be efficient if it is able to keep all students who are enrolled in a given year. MoE (2010) confirmed that repeating a grade means utilizing more resources than allocated to a student and quitting a school before completing a particular level of education is wastage of resources. Recent years reports and documents of MoE (2010) have shown that, although repetition rate is improving in secondary schools, they failed to achieve internal efficiency due to high dropout rate. Planners of education have always expressed concern about educational wastage caused by repetition and dropouts. Such wastage is one of the difficulties in fulfilling the social demand for formal education (Hussien, 2006). Improving educational quality also requires reducing dropout and repetition rates and as a result increasing survival and completion rate. Reducing repetition also frees the school places for new entrant students (MoE, 2005).

Moreover, general secondary schools have a key role and responsibility since they are expected to prepare students for higher education and serve as a foundation of further

education and training. Besides, according to MoE (2005), the first cycle of secondary education is the source for trainable person who would either join training for a middle-level labor force or university preparation program. Additionally, improving quality education is not only confined with employing a variety of programs and the schools operation, but also due consideration has to be given for out of school variables, such as socio- economic status of parents and families, parents structure, peer influence, and the student's personal variables have a significant impact on quality education (Borland, 2005).

The quality of education is affected by a multitude of in-school and out of school factors. The in-school factors include inadequate commitment and engagement of teachers, absence of students' readiness, motivation and engagement in learning, lack of leadership and management capacities in schools and inadequate school infrastructure and facilities. The out of school factors are inadequate participation of parent and local community in school affairs, absence of transparent system in assigning school leadership, inappropriate teacher recruitment policy and eroding social status for the teaching profession (Berhanu , Daniel ,Girma ,Mulu and Wossenu; 2016).

According to the Kimbibt Woreda annual report of 2017/18, grade 10 EGSECE student achievement average score of 2015/16- 2017/18 consecutive years was 25.54%, 26.43% and 21.98% respectively, and therefore, only 24.65% of students scored the required result on average and joined preparatory classes in the last three years (Kimbibt Woreda education office 2017/18).

Accordingly, unless the real factors affecting quality education of secondary schools are handled or minimized in any way possible, they may become more serious, require more resources, commitment and make the current intent more difficult. Improving quality must be high on the daily agenda of educators if it is imagined to enhance the development of the people by and large (Yoseph, 2006). Thus, the issue is serious and critical; therefore, assessing the major challenges and finding the possible solutions that hinder the provision of quality education in the general secondary schools is very important. This study, specifically intends to identify out of school factors that hinder the provision of quality education and recommending the possible solutions.

1.2. Statement of the Problem

Now a days, the shift from access to academic achievement /quality education/ has got great attention in many countries of the world to enable their citizen cultivate and develop their full potential. Miretab (2008) stated that most countries including Ethiopia are now talking about quality, a concept that covers everything from the physical conditions of schools to better teacher training, from the availability of text books to more parents' involvement. In Ethiopia, quality improvement program has become an integral part of the Education sector Development Programs (ESDP). For instance, the major focus of ESDP V is to improve teaching and learning; the relevance of curriculum content and instructional methods including the use of ICT; the supervisory skills of school leaders and their management of resources at their disposal and the quality of the school environment in which staff must lead and teach and in which students must learn. Particular attention is paid to children with special educational needs and for early grade acquisition of foundation skills in mother-tongue languages. Emphasis is given to science, mathematics and technology and to civic and ethical education and the link to peace building, tolerance and improved social cohesion as well as to maintaining the strong integration of environmental protection at all levels.

According to MoE (2015) the low quality of outcomes and persistent high dropout and repetition rates identified reflects low quality of educational inputs, i.e. skilled teachers, relevant teaching and learning materials etc. For every 1,000 children who begin school, around one-half will pass uninterrupted to Grade 5 and only one-fifth to completion of Grade 8. The failure of the education system to ensure student learning and acquisition of basic skills such as literacy and numeracy contributes to observed poor attainment and achievement. This indicates that there was high dropout and repetition, the problem of students of basic skills at language and mathematics. Thus, it is possible to assume that the quality of education was negatively affected at national level (MoE, 2008; OREB, 2008/09), Access has been considerably improved and issues of equity have been fairly addressed. Similar to the national level, the provision of quality education remains daunting at Oromia regional state.

Numerous studies have shown that the home environment has a powerful effect on what student learn, not only in school but outside of the school as well. Environment socio-economic status is considerably more powerful than the parents' income and education in influencing what student learns in the first nine years of life in secondary school education (Henderson and Berla, 1994). Alemu (2014) state that lack of student motivation, student misbehaviour, lack of parent awareness and support their students and low socio-economic back ground were other important factors identified as barriers to delivery of quality education in general secondary schools in north Shoa zone of Oromia regional state.

From the explanation, it is possible to understand that the community participation, poor family's support to their children to study at home and to attend their lesson regularly, lack of students motivation, students' weak education background from lower grades (primary) and low socio-economic status were variables that influenced quality of education in general secondary schools of North Shoa Zone of Oromia Regional state.

According to the Kimbibit Woreda annual report of 2017/18, grade 10 EGSECE student achievement average score of 2015/16- 2017/18 consecutive years was 25.54%, 26.43% and 21.98% respectively, and therefore, only 24.65% of students scored the required result on average and joined preparatory classes in the last three years (Kimbibt Woreda education office 2017/18).

Here, the researcher's concern varies from the fore mentioned studies narrowing its span to the out of school factors; in treating internal efficiency indicators dropout and repetition. It is, therefore, on the basis of this notion that the researcher is inspired to investigate; Out of school factors affecting quality of education general secondary education: the case of Kimbibit Woreda in Oromia Regional State.

Thus, on the basis of these understanding the study attempted to answer the following basic questions:

1. What are the major out of school factors affecting qualities of education in general secondary education in Kimbibit Woreda?
2. To what extent do the out of school factors influence quality of education in general secondary education in Kimbibit Woreda ?

3. What roles do parents and community play to overcome the out of school factors affecting quality of education in general secondary education in Kimbibit Woreda ?
4. What are the strategies that may help the schools to overcome the out of school factors affecting quality education in general secondary education in Kimbibit Woreda ?

1.3. Objectives of the Study

The general objective of the study was to assess out of school factors affecting quality education in general secondary education in Kimbibit Woreda. More specifically, the study intends to:

1. Assess out of school factors affecting the quality of education in general secondary education in Kimbibit Woreda.
2. Examine the extent to which the discovered factors influence the quality of education in general secondary education in Kimbibit Woreda.
3. Assess how the parents and community respond to the out of school factors.
4. Acquire knowledge that could help to manage the out of school factors that affect the quality of education in general secondary education in Kimbibit Woreda.

1.4. Significance of the Study

The findings of this study could help policy makers, planners and implementers for decision making in improving educational strategies. Therefore, the researcher hopes that the findings have the following theoretical and practical importance:

1. On the basis of the research findings, the study provides some possible recommendation to solve the existing out of school factors that affect the quality education in general secondary schools.
2. The study may possibly serve to the schools to prepare their operational plan that could address the challenges of out of school factors that affect the quality education in general secondary schools.
3. It contributes to improve the provision of quality education, minimize educational wastages of the general secondary schools.
4. It could be helpful as a reference to future investigation for those who have intention to conduct further Study in the area.

1.5. Delimitation of the Study

The Education quality could be affected at any level of education by different factors. This study is delimited to out of school factors affecting quality education in general secondary schools of Kimbibit Woreda. It would have been good if the study covers a wide area in depth so as to arrive credible generalization.

1.6. Limitation of the study

Throughout the process of carrying out the study the student researcher faced with various difficulties. There was lack of excess updated related literatures in the area. In spite of these shortcomings, however, it was attempted to make the study as complete as possible.

1.7. Operational Definition of Key Terms

General Secondary School: The two years of general secondary education or the first cycle of secondary education (grade 9-10), (MoE, 2005).

Out of School Factors: Factors or aspects that generate and associated with the events outside of the school and have negative impact on schools effectiveness, such as factors related to student health, pre-school education, parents educational level, Economic status of the family and child rearing patterns are constitute of the quality indicators.

Internal efficiency: used to measure the efficiency of the education system in producing graduates of a particular education cycle or level.

Dropout: The students leaving schools before completion (graduation) of a certain cycle or grade level.

Repetition: Students who have remained in the same grade for two or more consecutive years by returning for a second or third time.

Quality Education: Quality Education is a set of elements that constitute the inputs, processes and outputs of the education system; and usually measured in terms of quality indicators, such as the outcome of the national learning assessment, (MoE, 2010).

1.8. Organization of the Study

The study is organized in to five chapters. The first chapter deals with an introduction in which the background of the study, Statement of the problems, Objectives of the study, Significance of the study, Delimitation and limitation of the study, Operational definition of key terms as well as organization of the study were discussed in detail.

Chapter two comprised the review of related literature in which the study related issues were discussed. Chapter three comprised the research design and methodology (i.e the research method, sample and techniques, instrument and procedure of data collection, and method of data analysis) were described in detail. The analysis and interpretation of the collected and organized data are given in chapter four. Finally, the summary, conclusions and recommendations was given in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this study was to assess out of school factors affecting quality education in general secondary education in Kimbibit Woreda .This chapter deals with the views of different scholars on the quality education, the causes of low achievement, factors associated with quality of education, and major Strategies to improve the problems in quality of education.

2.1. General Secondary Education: The Rationale

One of the current formal education programs in Ethiopia following the 1996 educational reform at secondary education level is the general secondary education (9-10) program. For example MoE (2005)stated that Secondary education is divided in to two cycles, each having different goals. The first cycle is two years general secondary education (grade 9-10). After, completing the first cycle of general secondary education, students are streamlined in to preparatory (grade 11 and12) or TVET based on their academic merit and performance.

The organizational structure of the current Ethiopian education system has some similarities with some other countries. In connection to this, UNESCO (2004) stated the trends of OECD countries education structure, even if they do have a number of differences, practically all countries divide basic education in to three stages: primary education, lower secondary education and upper secondary education. In Ethiopia, general secondary education aims to enable students identify their interest for further education, specific training interests and various work fields (MoE, 1994). The provision of quality general secondary education in shaping and producing competent citizens should be the responsibility of general secondary schools. In this regard, UNESCO (2004) pointed out three objectives to enhance learning: providing basic and general education for further learning; preparing young people for various tasks and continuing inculcating cultural and ethical values to enhance active participation in a democratic society for meaningful life. Thus, the youth at General Secondary School require basic and fundamental knowledge that could help them throughout their life. In light of this, UNESCO (2004) indicated that secondary education is a crucial stage in the education system where students take in basis for their higher education.

2.2. Quality of Education: Concept and Indicators

It is noted that during the 1970s and 1980s most policy makers were concerned with education in developing countries and limited their attention to school access or enrolments. Over the years however, it became clear that access to school was not sufficient to ensure a straight level of basic learning. In relation to this, it was perceived that ensuring education quality is a necessary complement to educational access and hence quantity and quality had to go hand in hand, (Sawamura, 2010).

The literature on the definition of education quality is quite massive and holds different and contradictory positions, (Sawamura, 2010). Different educational researchers tend to define quality education in different ways. Some define it in terms of outcomes of knowledge, skill and attitude student acquire for the life after school; and some put the concept of quality with resource utilization and cost effectiveness; others emphasize with regard to the value and attitude of responsible citizens in fostering creative and expensive development. In line with this, UNESCO (2005) confirmed that quality education is a set of elements that constitute the inputs, process and output of the education system.

The notion of quality is therefore relative. Various educational researchers argue that it changes over time and differs geographically due to variations of aims, functions and the means they rely on. In this regard, quality of education is linked to people and how to perceive education. Various studies documented that measuring the desired output of the education system is not easy due to some difficulties in measuring its outputs. Jeilu (2008) argues that the difficulty to specify the units of output in exact quantitative term and its nature that education does not sell its output at the market like most industries makes its productivity measurement difficult.

However, educational planners and researchers commonly analyzed and expressed quality education in relation to students' achievements, completion and promotion rates, as well as in terms of quality indicators. It is usually measured in terms of quality indicators, such as the existence of qualified teachers, pupil-teacher ratios, pupil-classroom ratios, student- textbook ratios and the outcome of the national learning assessment (MoE, 2005). As noted by Samoff

(2007) when students perform well on national examinations, then it is reasonable to conclude that they have had quality education.

In general, internal efficiency in the education system in any educational level is assumed to be the number of students who successfully completed the final grade level compared to the educational inputs spent. In addition, as cited in various studies it is rational to state that quality education is measured in relation to the key outcome of the learning assessment achievement scores at any level as well as completion rate. The present education system of Ethiopia intends to ensure education and desires to make education and training responsive to the country's development strategy. MoE (2005) confirm that efforts made to improve the quality of education are offset by the greater push given to increase enrollment.

There are various approaches to the definition of quality in education. Hence, the definition of quality may differ according to who gives it and the specific circumstances in which it is defined. Regarding to the definition of quality in education Yared, (2012) state that quality of education is fitness for purpose: - meeting expectations of stakeholders; value for money: - return on investment and perfection: - flawless outcomes. Fitness for purpose is a widely accepted approach of defining quality in education. Contextualizing quality in terms of its various components is the best approach as it gives meaningful insights into this complex and hard to define concept. According to the preceding illustration fitness for purpose approach definition of quality education is may be more acceptable.

In line with this: Ethiopian Academy of Sciences (2013:16-22) Stated that three approaches to define quality include the learner-centered/fitness for purpose-approach; input-process-output approach and the multi-dimensional social interaction approach, as well as they indicate that, quality of education seems to be viewed in terms of fitness for purpose in the Ethiopian context.

From the preceding explanation, the learner-centered/ fitness for purpose approach to quality considers the learner at the center in Conceptualizing quality of education, the input-process-output approach to quality is inspired by the human capital or educational production perspective which is primarily concerned with the measurement of quality performance of

education systems and the multi-dimensional social interaction approach considers the perspectives and dynamics of interactions of different stakeholders in conceptualizing quality of education (UNESCO, 2010).

Johanna and Kolawole (2005); the question of the quality of education is explored using teachers' pedagogical training, student and teacher ratios, educational expenditure and student achievement as the indicators. Efficiency is examined through students' dropout rates and repetition of classes. As clearly indicated in the annual statistical abstracts of the Ministry of Education, percentage of teachers with first degree, second degree holders' qualification, student/text book ratio, student/teacher ratio, student/section ratio and grade 10EGSECE result are considered as quality indicators of secondary education.

For the purpose of this study, the learner-centered/ fitness for purpose approach is considered as a basis to conceptualize quality of secondary education. Accordingly, quality in secondary education is conceptualized in terms of the learner academic achievement with basic knowledge and competencies of general secondary education level. In line with this, academic achievement is one of the indicators of school quality because it is easily measurable with the use of standardized tests while other outcomes may be more complex and less tangible.

Ethiopian MOE prepared the national Education and Training Policy (ETP) in 1994 and within the framework of the ETP launched the first five years Education Sector Development Program (ESDP) in 1997 as part of a twenty-year education sector plan. The ESDP is program of twenty-year education sector indicative plan, which has been translated into a series of national programs ESDP I-IVs. ESDPs aimed at improving the handover educational problems: poor quality, irrelevance, inefficiency, inequity and low access to education.

For instance, the major focuses of ESDPs I and II were to increase access, coverage and equity 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 universal primary education by 2015; under ESDP III, Ethiopia made significant progress in education

access at all levels of the education system increased at a rapid rate, in line with, this increase in the number of teachers, schools and institutions. There were important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system.

Within the framework of the ESDP III, the MoE has developed a General Education Quality Improvement Package (GEQIP) such as school improvement program (SIP), teacher development program (TDP), school management and school leadership, civics and ethical education program, curriculum improvement program, and information communication technology (ICT) program.

Whereas ESDP IV, the overall goals for General Education are to generalize access to quality basic education in order to make sure that all children, youngsters and adults acquire the competencies, skills, values and attitudes enabling them to participate fully in social, economic and political development of Ethiopia and to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle level and higher level human resources Federal Ministry of Education 2015, (ESDP V).

The application of science, technology and innovation as the major instruments to create wealth has now taken its place as the foundation for achieving the long-term vision of transforming Ethiopia into a middle-income country. Achieving this vision will also require further expansion of access to high-quality basic education and special efforts to improve the overall literacy and numeracy level of the learner. Six priority programs have been selected for ESDP V. Quality of general education/ to improve the quality of general education in order to motivate children to complete primary and secondary school and provide them with the knowledge, skills and values to become productive and responsible citizens/, Capacity development for improved management, General education/ access, equity and internal efficiency/, Adult and non-formal education, Technical and Vocational Education and Training and Higher education.

Even though there are remarkable achievements in access, the quality of education in Ethiopia has encountered serious problems. As clearly indicated in the annual statistical

abstracts of the Ministry of Education the provision of the quality problems of education are the results of national learning assessment of primary and secondary learning examination; the students achievements for most subjects was below average.

2.3. Efficiency in the Educational Context

Different educationalist also tends to define the term educational efficiency in different ways. Jeilu (2008) define educational efficiency as a comparison of inputs and their related outputs. Besides, Miretab (2008) defined as an ability to achieve a result without wasted energy, resources, efforts, time or money. UNESCO (2010) confirmed that efficiency in education is an optimal output achieved for a minimum input. Moreover, promotion, repetition and drop-out rates are the three paths of student flow from grade to grade and characterize the efficiency of the education system in producing graduates (UNESCO, 2010).

In short, educational efficiency can be expressed in relation to students' achievement, completion, and retention and promotion rates. In spite of the various causes of repetition and dropout, studies show that they significantly challenge the education system and the national economy. UNESCO (2006) argues that schooling is efficient if every student moves a grade every year. Moreover, according to Miretab (2008) these failures are more common among students from low socio-economic backgrounds. On the other hand, according to Jeilu (2008) the maximization of output with the provided educational resources is referred as internal efficiency. UNESCO (2010) stated that internal efficiency indicates the measurement of performance in the system.

2.3.1. Dropout

The dropout is not a new phenomenon, each year thousands of students leave school informally and most of them do not return, (NDPCSD, 2008). UNESCO (2010) defined dropout as pupils who leave the education system before completing a given grade in a given school year. It is the earlier withdrawal of a student from an institution before finishing the cycle at which he/she is studying, (Hussien, 2006).

Out of school factors related to parents, families, communities and the students themselves in general make considerable contribution to the children's school performance and lead them

to withdraw. Miretab (2008), verified that the concept of efficiency relates the outcomes of a process to its inputs; and the high levels of drop-out are to a large extent is an expression of the poor quality and unattractiveness of schools (MOE, 2010).

2.3.2. Repetition

Academic failure is highly associated with student's withdrawal. Various researchers stated that grade repetition affects the quality of education by increasing class size. Hussien (2006) also verified this describing repetition as wasteful because repeaters stay in school longer than regular duration reducing the intake capacity and increasing the amount of expenditure per student. Students in small class size participate more, have fewer discipline problems, more opportunity to work with others and to get support from teachers and perform more. In connection, UNESCO (2006) confirmed that grade repetition brings extra costs and long term negative academic and social consequence. Reducing high rates of repetition implies improvement in the learning achievements of pupils and a more efficient use of scarce resources, which would be waste. Any repetition reduces the efficiency of the education system (MoE, 2010).

Hence, even if the causes of repetition and drop out are assumed various and complex, the studies shows that how these two key variables are serious and challenging the efforts made to ensure quality education. Repetition and dropout rates are commonly used to judge the efficiency of the education system, (MoE, 2010).

2.4. Challenges of Attaining Quality Education

It is evident that quality education often influence on what students learn, how well they learn and what benefits they draw from their education. Several studies have been conducted on in school and out school related challenges facing the quality education. In school factors related to curriculum, teachers, instructional practice, learning environment and effective leadership; as well as out of school factors, such economic, social and cultural issues are among the prominent variables challenging quality education (MoE, 2008). Besides, student's characteristics as well as home and community support have also a great influence

on the quality of education (Yoseph, 2006). However, dealing with out of school factors affecting quality education of General Secondary Schools and out of school factors related issues challenging quality of education were discussed as follows.

2.5 Out of School Factors

Educational participation of learners can be affected by a number of out of school factors. These could be factors related to students, socio- economic, socio-cultural, and home and communities. Learning is influenced by out of school variables, such as educational level of parents, socio-economic status of parents, nutrition, health care, child learning patterns, and pre-school education, (Miretab, 2008).

2.5.1 Student's Related Factors

Students themselves are the most important input to the teaching learning process. Educational researchers stated that students' academic success and their overall development depends on the way they behave in school, feel about themselves, interact with peers, and react to education and the use of their mind. Miretab (2008) pointed out that important aspects of learners that influence learning outcome are students' talent, interest, ambition, family position in the social class structure and their mental and physical health.

Students' personal variables, such as academic failure, disliking education, health problem, conflict with school community, peer influence, instructional language difficulty, involvement in income generating activities, absence and repetition are some influential factors associated directly with students schooling. The time spent for doing home works and other class room related activities, as well as the efforts exerted by the student toward learning have great influence on his/her academic performance in school.

Yoseph (2006) on his part stated that the quality of learning depends on the way the students behave more than on anything else. To this end, it is significant to comprehend how some of these factors integrated with the students' attendance, achievement and quality education in general. Unsatisfactory grades minimize expectations of future success, which may be followed by disliking schooling and filled with hopelessness.

Peer influence is also another factor that plays greater role on a students' schooling. Peer pressure has a strong influence on students that tends to behave in the peers way. Similarly, Yoseph, (2006) student activity is influenced by the peer group to which a student belongs and by the ideal of that peer group. Moreover, research revealed that students' engagement in income generating activities can affect students' performance. Thus, the above studies pointed out that the close relationship of the students' academic achievement and the manner they act in school using their potential.

2.5.2 Socio-Economic Related Factors

Students' education, health, ability to perform well at school and success are largely dependent on the socio- economic status of the family. Children and families living in poverty are at greater risk of hunger, homelessness, sickness, physical and mental disabilities, violence, family stress and educational failure. In the same token, students from low income parents are more likely to get poor grades and repeat classes due to the inability of parents to provide learning materials, reference books and school relates needs. Besides, students in low income families are more likely to be engaged in income generating activities which may push to have lower grade. Miretab (2008) argued that economic profile of drop outs and repeaters show that these failures are common among students from low socio- economic back grounds.

Children's schooling attendance is affected by economic capacity of the family and socio cultural development of the community (UNESCO, 2005). Inability to provide sufficient educational materials, food, cloth, reference books, dictionaries and other schooling fees are the impact of poverty and leads students to repeat grades or drop out. Repetition due to low achievement is usually associated with poverty. UNESCO (2006) agreed that students from poorest families are more at risk for repetition. Similarly, Dorn (1996) agreed that families in more secure economic situation are still better able to afford to send their children to secondary school. Dighton (1971) argued that lower income level parents are slow to act in school concerns in general. Different studies indicated that in most cases in countries like Ethiopia students from low socioeconomic families are subjected to miss more school days

and make less preparation. In developing countries, especially in rural areas, many children miss many days of school because of more series of health or nutrition problems or their families require them to assume child care or work responsibilities, (UNESCO, 2006). Rowan, Correnti, and Miller (2002) as cited in Jeilu (2011) argued that differences in family grounds are more strongly associated to initial stages of students' success than their year to year benefits. Therefore, all studies show that socio-economic factor directly influence students achievement.

2.5.3 Socio-Cultural Related Factors

In rural Ethiopia, where the majority of the people are illiterate, students' academic performance is highly dependent up on the socio cultural practices and beliefs of the society. Various surveys also argued that students' school attendance, academic success and failure are often correlated with the socio-cultural backgrounds of their parents and families.

Dorn (1996) also indicated that parents' educational background has influenced educational achievements of children to graduate from high school. Similarly, researchers also asserted that parents educational level, attitude and aspiration towards schooling, occupational status, and family size and structure are significant indicators of student attendance and academic performance. Rumberger (1983) as cited in Roderick (1993) found that parent's education contributed a considerable role on the child's performance.

Furthermore, the attitude of parents towards girls and boys education is not the same. According to Yoseph (2006), from school age children in the world who are not in the school 55 percent of them are girls. Parents' perception towards girls' education particularly in rural Ethiopian context is low due to the belief that boys are more successful in education than girls. As several findings show, girls are the major sources of labor in the household. Even if girls get the opportunity to attend school, the time she spends on household tasks before and after school makes them tired during lessons. In connection, in rural area where the majority of the people are illiterate, girl's school enrollment, drop out and academic performance depend on the socio-cultural practices and beliefs of the society (Odaga and Heneveld, 1995). The family size also highly contributes to the success or failure of children schooling. Dorn (1996) found that living in a large household has been observed a continuing disadvantage in

education. In the Ethiopian context, particularly, parents who are at low - educational level or illiterate and more of rural parents tend to have many children in demand of child labor.

Yoseph (2006) noted that many more millions of children are involved in domestic labor, sometimes at great cost to their educational participation or success. Much large proportion of these children is girls. The low concern and encouragement they receive, the improper treatment and absence from school in demand of their labor by their parents, as well as large family size influence and lead most girls to the lack of enough time to do homework, assignment and study time and finally forced them to dropout or repeat grades. Various studies also stated that educating girls promote sustainable development. What is more, girls are often subjected to pregnancy by school boys or any other individuals and either forced to dropout or influenced by social norms and judged to get married by parents.

On the other hand, students from single- parent and step- parent families often have lower grades and are more likely to repeat grades and withdraw from school. In most cases, single parent families characterize by low economic status, low control and less concern to their child education. Besides, step parent mostly resulted from parents' divorce put students at risk on their academic success. Step father and mother often have strict and serious behavior that affects students' education.

Studies also revealed that repetition and drop out is common in a rural community where diverse in various factors is found like Ethiopia. In relation to this, UNESCO (2006) argued that studies conducted by different authors on repetition indicated that in countries as diverse as Brazil, Lebanon and Pakistan repetition has found most frequently in rural areas. Moreover, Miretab (2008) stated that important socio cultural related factors that influence learning outcome are students' families' position, educational level, occupation, and cultural back ground and the like. In general, various studies proved the impact of socio cultural factors on students, school attendance. Factors like excessive involvement of learners in domestic work, parents opposition towards education and the educational level of parents have a direct impact on the schooling of learners and their performance in school, (Hussien, 2006).

2.5.4 Community Related Factors

Today community participation has got due attention in every aspect of development activity. As far as education is concerned, community participation has been recognized as one of the strategies to improve quality, access and equity. Community involvement in educational affairs is a crucial factor in promoting school improvement, change and quality education. Dunkana and Berhanu (2005) clarifies community Participation as involvement of people through the simple use of a service , such as enrolling children in school and contribution of money, materials, labor, consultation, and participation in decision making. The partnership of school with the community has become one of the topical issues in the system to benefit the young. As there are resources such as human, financial, knowledge and experience in the community, parents are essential resources to their children's education.

Community involvement in school increase students' academic achievement, improve their behavior and motivation, reduces absenteeism and dropping out and foster a positive attitude towards their education, (UNESCO, 2010). Besides, educational researchers confirmed that parents' bring a valuable quality to the educational experience of their children because they may better understand their own children and can influence significantly students' behavior, such as time management and study habits. Borland (2005) stated that parents' participation or involvement is widely considered as the most important factor in any school improvement actions nowadays. Above all, in addition to quality, access and equity, involvement of the local community will help in solving the scarcity of resources required in education sector.

2.6 Strategies to improve the problems in Quality of Education

This section has intended to provide useful ways of improving quality of education in the general secondary schools based on different scholar dimensions. In every school students wish to reach at a higher level of academic achievements and schools also have strong desires for all students to succeed. However, to reach this common goal with the existing diverse students in terms of numerous factors ,such as economic, socio-cultural, ability, modes of learning, interest, language etc. the education system requires to develop and implement a variety of inclusive programs and strategies to address these realities. Different strategies may be used to improve quality of education. The strategies actually vary

depending on the local context: the socio-cultural and economic capability of the community. One of the major factors to insure sustainability of programs is the availability of funds whether from government, private institutions, or donor organizations.

2.7 Treatment of Out of school Factors

2.7.1. Working with the Family and Community

The primary purpose of the school is to provide education to children in a way that meets the expectations of the family, the local community and the nation at large. To accomplish this responsibility effectively, the school, the family and the community require forming a strong partnership. The school is one of the few institution in which we all have a stake, in which all of us invest tax money and to which nearly all of us send our children (Zenebe, 2006).

The family and the community play a fundamental role in the education of the child. In relation, (Zenebe, 2006) stated that the roles and responsibilities of family, like the school, have increased as the demands of education increased with the development of science and technology. Family and the community in general make considerable contribution to their children achievement from early child hood through secondary school. Schools consider the family and the community as its partner in dealing with students learning, discipline, and overall socialization. Borland (2005) stated that parents' participation or involvement in the children's education is widely considered as the most important factor in any school improvement actions nowadays. Similarly, the close cooperation between the parent who is the first teacher and the teacher who is the second parent is the very foundation on which rests the reliability of teaching imparted in schools. It is, therefore, Important for the child growth that a harmonious relationship established between the school and the home, are the two component factors that largely determined the characters of the child, (Zenebe 2006). Students spend only one-fourth or one-fifth of the day in school. The rest of their time is passed on direct and indirect contact with home, neighborhood, peers and community.

It is really the whole community not only the school that educate. The family or home is an essential agency of education and has been exercising an everlasting and immediate influence on the behavior, character, conduct and personality of its members (Zenebe 2006). Besides, the school is primarily established to educate, train and socialize children and youth

according to the needs of family and community. In turn, families and communities can supply the financial, moral, material and other practical supports that schools rely on to fulfill their mission. It is this reciprocity- giving and taking modes that necessitate them to form a strong partnership (Zenebe 2006).

In general, all studies to the researcher of this study has referred to reveal that the establishment of active relations between parents, community and the school staff is fundamental, to promote child wellbeing in home, school and community. Therefore, public relation program is an important means for creating closer relationship with the community and the family and favored the child and the education system as well.

2.7.2 Collaborating with NGOs and Social Agencies

Integrating schools with voluntary organizations and social agencies particularly in the economic related factors of school children may guarantee initiatives undertaken by schools towards the improvement of students' achievement. MoE (2005) stressed that the contribution of the private sector and Non-government organizations in the provision of education is encouraging, but it is hoped that this will expand in the future.

A number of international and local NGOs have been involving in Ethiopian education system with the intention of backing the government efforts. To this end, in the Ethiopian school context, NGOs and social agencies engaged in social services can be source of funds to address the economically disadvantaged groups meaningfully. Thompson, (1990) stated that NGOs are organizations established by people who have common goals and cooperate on voluntary bases to achieve their common interest and are not directly at the service of government or other agencies but can assist programs stated by government. In general, various research results illustrate that the partnership of NGOs and social agencies in schooling make the efforts of the schools more efficient and sustainable.

2.7.3 Dealing with Influential People and Groups

Among the different factors which make difficult the suitable development of children's,

parental attitudes towards their children's education is the one. Various educational researchers stated that difference in family attitudes, action and support system results in variations as to how children's adjust to or cope with their education. The strategies to foster quality of education may include providing specific channels through influential people and groups or association such as Idir, Maheber and Debo . Influential people and groups are those who can influence and easily call the attention of their community members. Zenebe (2006) stated that: research suggests that an individual community member's decision to support or not support any particular community issue is more often based on the influence of friend and neighbors rather than on the presence of any outside objective data.

Studies also documented that voluntary associations can perform an important role in all aspects of education from generating resources to managing schools. The participation usually involves direct contact with the individuals or groups giving opportunity to discuss school issues. In connection, regarding the role of individuals, Dunkana and Berhanu (2005) asserted that individuals may participate in professional and material resources assistance, consultation with the school to give constructive suggestions in the school affairs and the pressure group is a traditional way of involving target people and local leaders as well as religious, social, economic and professional groups for certain activities.

2.7.4 Establishing Efficient Leadership

Educational researchers confirmed that the role of school leaders in encouraging community involvement is as important as heading the school. Support for family and community involvement begins with school principals and administrators Zenebe (2006). The degree of participation is particularly low in socially and economically subsidiary regions. Dunkana and Berhanu (2005) stated that such regions lack appreciation of the overall objectives of education, the belief that education essentially the task of the state, mismatch between what parents expect and what the school offered practically. Leadership is a process that is ultimately concerned with fostering change. A lot of people and educational researchers suggest that it is not enough to put children in to school; they also have acquired something relevant and stay (Miretab, 2008). Efficient school leadership and management should be established in schools in order to enhance the quality of instruction and there by improve

learning achievements (MoE, 2005).

On the other hand, school principals require identifying factors affecting the development of schools and share it with parents for any action promoting participatory leadership behavior. Similarly, Jeilu(2008) noted that educational managers may improve efficiency by changing the amount of quality and proportion of inputs or by using present inputs more intensively and designing a new teaching-learning system that differs radically from the conventional one. To this end, establishing efficient school leadership able to address economic, socio-cultural, community and related constraints and in turn improve students' attendance and academic achievement could be a possible instrument.

2.7.5 The Role of Parent Teachers Association (PTA)

Research tells us that parental involvement is one of the most significant factors contributing to a child's success in school. When parents are involved in their children's education, the level of student achievement increases; students attend school more regularly, complete more homework in consistent manner, and demonstrate more positive attitudes towards school. They also are more likely to complete secondary school. Parental involvement helps a child succeed in school and later in life. To ensure parents are informed about and involved in their children's education, schools must foster partnerships with parents. Because parental involvement is one of the most significant factors in a child's success, it is crucial that all schools set a goal in their improvement plan for increasing it (Tirusew, 2001). PTA becomes the building blocks of a child's overall development. It promotes organized monitoring of the child's activities at school and at home. Out of school factors affect quality of general secondary education and Strategies to be applied to achieve quality of education (minimize the out of school factors affecting quality education).

2.8. Summary of the Literature Review

The review has tried to assess international and national views of scholars' and researchers on the quality of education. Consequently, the review has shown that general secondary education is aimed to enable students to identify their interest for further education or trainings. Besides, general secondary school students need to have basic and fundamental

knowledge and skills that could determine their future life. The reviewed literatures show that there is a gap in understanding the concept of quality education in the same way among the stakeholders of education in Ethiopia and other countries. This in turn leads the stakeholders to look quality differently so that what is quality for one may not be for the other. However, educational planners and researchers commonly analyzed and expressed quality education in relation to students' achievements, completion and promotion rates, as well as in terms of quality indicators.

The review indicate that Ethiopia MOE prepared the national Education and Training Policy (ETP) in 1994 and within the framework of the ETP launched the ESDP in 1997 as a part of sector indicative plan of twenty-year education, which has been translated into a series of national programs ESDPs I-V were aimed at improving the handover educational problems: poor quality, irrelevance, inefficiency, inequity , low access to education (with special emphasis on primary education in rural and underserved areas as well as the promotion of education for girls) ,capacity development for improved management, Technical and Vocational Education and Training and Higher education.

On the other hand, the factors affecting students' performance out of school system were identified. Some of these factors are family education and occupation, family income, family-size and community participation.

Besides, parents' low economic background, illiteracy and perception towards education, lack of community involvement in school affairs and students dropout are variables identified as challenges of quality attainment in Ethiopia and other countries. To fill these gaps, the strategies suggested in the literature are working with the family and community so as to get their full support in school affairs. Researches indicate that; parents' bring a valuable quality to the educational experience of their children because they may better understand their own children and can influence significantly their behavior such as time management and study habit. Furthermore, dealing and collaborating with NGOs so as to get funds that could help the low- income students to overcome their economic problems. Finally, establishing efficient leadership at all levels of management is found as vital strategy for attainment of quality education.

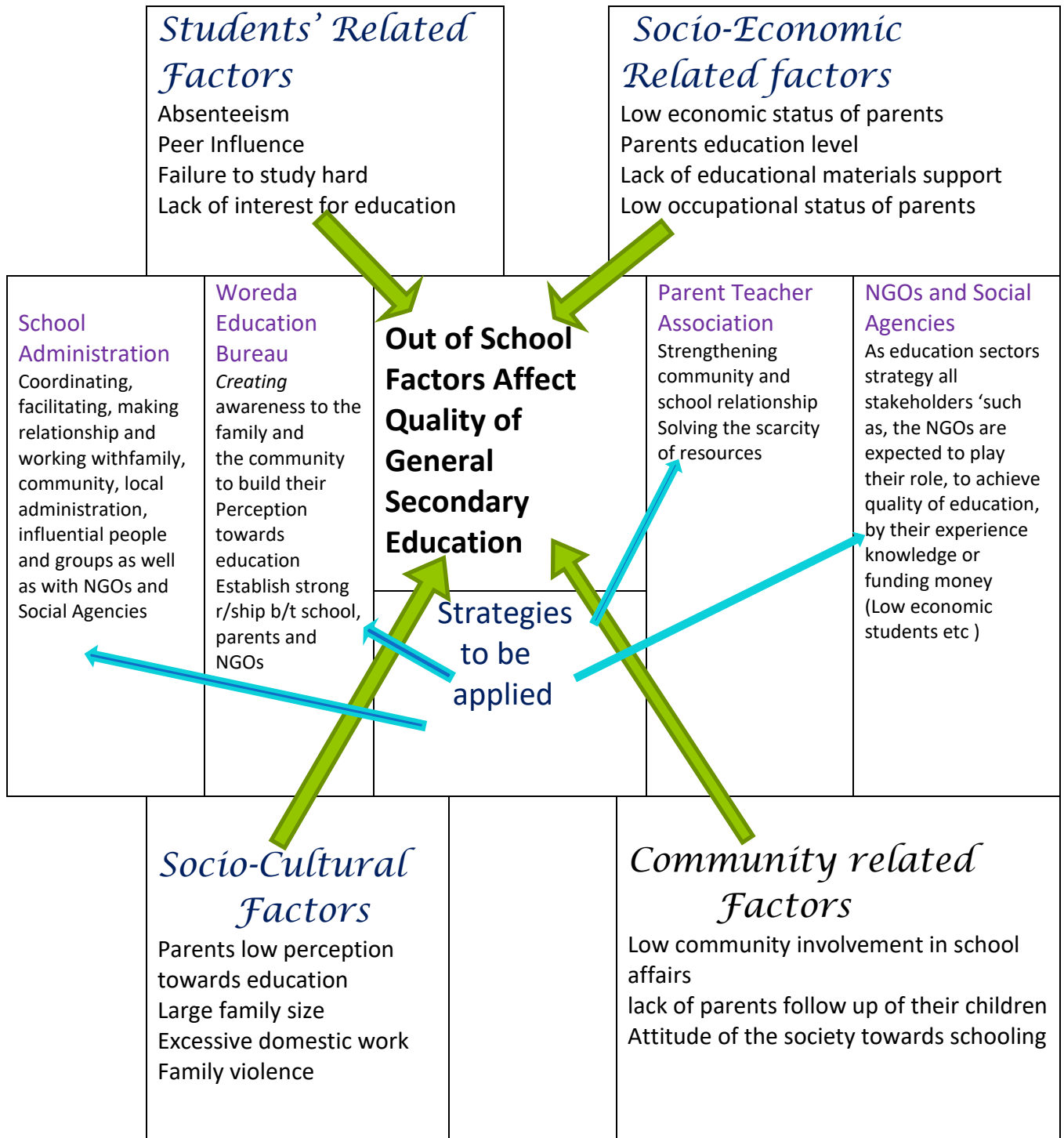


Figure 1: Conceptual Model of Study

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This part presents the research methodology, the setting of the study, sample population and sampling techniques, instruments and procedures of data collection and administrations as well as methods of data analysis are presented.

3.1. The Research Approach

In this study, both quantitative and qualitative (mixed) method approach was employed. Of the quantitative approach descriptive survey design was employed and the data collected by qualitative method was triangulated with the quantitative data. This method helps to gather various kinds of data in relatively minimum resources, to obtain information about the current status of the phenomena and also to know the existing out of school factors that affecting quality education in general secondary education.

3.2. Research Design

The main purpose of this study was to assess out of school factors influencing the quality of education, identify the significant cause for out of school factors and the status of current educational quality level of general secondary education in the study site. Therefore, descriptive survey research design was employed to carry out the study as it enables to show detailed pictures of the existing problems and to obtain and describe the opinions of school principals, teachers and students. Moreover, it allows obtaining quantitative and qualitative data.

3.3. Source of Data

3.3.1 Primary source of data

The primary data were collected through questionnaire and interview from students, teachers, principals, vice-principals and Woreda educational expert.

3.3.2 Secondary source of data

The secondary source of data is data which have already been collected by someone else and passed through statistical process. The secondary data required for the research were

collected from Woreda education Office, such as, annual report of the student's dropout, result and grade 10 EGSECE result report.

3.4. Population, Sample size and Sampling Techniques

The researcher selected Kimbibit Woreda North Shoa Zone in Oromia regional state as the study area because it is a regular work place of the researcher and manageable to conduct the study. Moreover, on such topic (The out of school factors affecting quality education in general secondary education) in the Woreda has not been researched so far. The target population were the Kimbibit woreda's General Secondary Schools; principals, vice principals, teachers, Students, Schools' Supervisor and Educational Office expert of 2018/19 academic year were involved in the study as a source of information. All the three General Secondary Schools of the woreda were chosen using availability sampling techniques. As a result, Sheno, Maset and Asso General Secondary Schools were included in the study.

Out of 1881 students, there are (932 males and 949 females) and (975 grade 9th and 906 grade 10th) students in 2017/18 academic year in these schools. A total of 330 (171 grade 9th and 159 grade 10th) (17.5%) which are 163 males and 167 females were selected by using stratified simple random sampling technique after getting their list and stratifying them by sex and grade.

Out of 94 of teachers; there are (66 males and 25 females) teachers in 2017/18 academic year in these schools, 76 (56 males and 20 females) (80.9%) were selected by using stratified simple random sampling technique after getting their list and stratifying them by sex. In addition, all the three principals, one vice principals, one general secondary Schools' Supervisor and three Educational Office experts were included by using purposive sampling technique. The sample sizes were calculated from population of Kimbibit Woreda general secondary schools in 2018/19 academic year by using Yamane's formula (Yamane, 1967).

Yamane's formula

$$n = \frac{N}{1+N(e)^2}$$

Where N= is total/target population for the study

n=sample size and

e=margin of error (e=0.05)

Since surveying the whole population is difficult; the study selects representative sample size to determine the required sample from total population.

Therefore, Students' Sample size

$$N=1881$$

$$n = \frac{1881}{1+1881(e)^2}$$

$$n = \frac{1881}{1+1881(0.05)^2}$$

$$n = 1881$$

$$n = \frac{1881}{1+4.7025}$$

$$n = \frac{1881}{5.7025}$$

$$n = 329.855$$

$$n = 330$$

Teachers' Sample size

$$N=94$$

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{94}{1+94(0.05)^2}$$

$$n = \frac{94}{1+94(0.0025)}$$

$$n = \frac{94}{1+0.235}$$

$$n = \frac{94}{1.235}$$

$$n=76.11$$

$$n=76$$

Table 1: Size of population and samples of students and teachers by schools

No	Name of General Secondary Schools	Population						Sample					
		Teacher			Student			Teacher			Student		
		M	F	T	M	F	T	M	F	T	M	F	T
1	Sheno	53	17	70	852	894	1746	43	14	57	194	157	306
2	Maset	10	2	12	58	40	98	8	2	10	10	7	17
3	Asso	6	6	12	22	15	37	5	4	9	4	3	7
Total		69	25	94	932	949	1,881	56	20	76	163	167	330

Source: Kimbibt Woreda Educational Office in 2018/19 academic year.

3.5. Data Collection Instruments

Questionnaires, interview and document analysis were employed since the study relies on descriptive survey method which allows the investigation of Out of School Factors Affecting Quality Education in General Secondary Education. Employing multiple data collection instruments increases the validity of the research findings and minimizes the risks of erroneous conclusions.

3.5.1. Questionnaire

Questionnaire as a data collection instruments was chosen to produce quick result, offer greater assurance of ambiguity and gives considered and objective view of issue (Sarantakos, 2005). Basically, the questionnaire was preferred for this study because it is the most appropriate means to collect adequate information from the respondent within the limited time given. The questionnaires were intended to include many questions, various items, involve large sample population 330 students and 76 teachers that could enhance the possibility of gathering enough data that meet the requirements of the analysis, interpretation and conclusions based on the responses given by the respondents. The questionnaires were designed to include both close-ended questions, suitable for short responses that allow responding precisely, and the open- ended question, aimed to let respondents express their ideas freely in details and respond in their own words and self-expressions. Then, a pilot test was conducted at Sheno General Secondary School on 15 male 15 female students and 10 male and 5 female teachers. The assessment helped the researcher to identify ambiguity and misunderstanding as well as to identify the extent of the validity of the questionnaire.

3.5.2 Interview

The researcher employed structured interview to support the data collected through the questionnaires and to obtain more information in great depth. The interview was conducted with the school principals, vice-principals, Supervisor and the woreda Education Office experts. The interviews have permitted to describe the nature of the existing conditions and acquire respondent's beliefs and opinions based on their background and experiences. Moreover, unstructured interview with extended questions was also employed based on the clues the researcher obtained from the verbal face-to-face interactions with the interviewees.

The interview helped that the researcher to realize the problem of study and triangulate the ideas with others respondents.

3.5.3. Document Analysis

The other instrument the researcher applied was the analysis of the available documents. Accordingly, at the Woreda level the three consecutive years (2015/2016 - 2017/18) documents were analyzed to strengthen the verbal and written evidences. In addition, students' attendances were seen to identify absentees and dropouts per a class in the sample schools.

3.6. Data Collection Procedures

The data collection procedure was done based on the work plan of the researcher. Before collecting data from the field, the draft of the questionnaire was examined by advisors. Then, at the beginning, contact was made and the objective of the study was explained to the selected secondary school principals through phone to get their permission and cooperation. Next, the students' questionnaire was translated in to Afan Oromo and Amharic languages to minimize misunderstanding during the administration of the questionnaire. Subsequently, the participants were informed in advance about the objective of the study to ensure their willingness and get the questionnaires back. Besides, the researcher along with his assistant gave orientation, distribute the questionnaires, administer and collect them within the given range of time from the selected respondents: students and teachers. The interview conducted with principals, vice-principals, Supervisor and woreda Education Office experts. Finally, the document analysis has carried out.

3.7. Techniques of Data Analysis

The collected raw data were organized, tabulated, interpreted, and analyzed using Nominal and Likert scale, Mean and Ratio. Besides, out of school factors exert influence over the quality of education was treated by grouping in categories: those related to students themselves, socio-economy, socio-cultural and community related factors. Both students and teachers were asked to indicate the extent of influence of each factor. Each items was constructed in five alternatives scale employing likert scale ,the value of rating scales: very

low=1, low=2 , moderate=3 , high= 4 ,very high=5 Bluma (2012). For the sake of the analysis, the obtained mean values were interpreted as: mean value:

≤1= very low, 1.1—2=low, 2.1—3= moderate, 3.1—4= high, 4.1—5=very high. The mean value score is judged with the median line scale (3.0) as a median line, and variables whose mean value is below 3.0 is assumed as having less factor, while above 3.0 is considered as significant factor for the problem under discussion.

Furthermore, information obtained through qualitative data gathering tools through interview from school principals, vice principals, secondary school supervisors and woreda education office were combined and triangulated with quantitative data and was analyzed together for each research question. Besides, the information gathered from document analysis was used to evidence for the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of the study deals with the presentation, analysis and interpretation of the data collected from the sample students and teachers as well as vice principals, principals, supervisor and woreda education experts through questionnaires and interviews. Out of 406 questionnaire papers distributed to students and teachers 406(100%) were returned with complete responses and used for the analysis. In addition, the interviews with two school vice principals, three principals, one supervisor and three woreda education experts were conducted successfully. To begin with the analysis, the characteristics of respondents were discussed here under.

4.1 Background Characteristics of the respondents

4.1.1. Characteristics of teachers

Table 2: Background Characteristics of Teachers (n=76)

No	Characteristics		No	%
1	Sex	Male	56	74
		Female	20	26
		Total	76	100
2	Age Range	21-25	5	7
		26-30	38	50
		31-35	19	25
		36-40	6	8
		Above 40	8	10
		Total	76	100
3	Educational level	Diploma	0	0
		Level IV	1	1
		Degree	73	96
		MA	2	3
		Total	76	100
4	Years of teaching experience	1-5 years	21	28
		6-10 years	27	35
		11-15 years	16	21
		16-20 years	5	7
		Above 20 years	7	9
		Total	76	76

Table 2 indicates teacher's characteristics. The majority of the participant teachers 56 (74%) were males and 55(72%) had served for six years and above, and 73(96%) of them are first degree holders and two of them are second degree holders. This shows that the teachers are conscious about the factors challenging students' educational achievement as well as the education system and majority of them found in the general secondary schools in the study area are qualified to the level compared to the requirements set by MoE.

4.1.2 Characteristics of Principals, Vice principals, Supervisor and education office experts

Table 3: Background Characteristics of Principals (3), Vice principals (1), Supervisor (1) and Woreda educational Experts (3).

No	Characteristics		Principal	Vice principal	Supervisor	education office experts	Total	%
1	Sex	Male	3	1	1	3	8	100
		Female	-	-	-	-	-	-
2	Age Range	26-30	1	-	-	-	1	12.5
		31-35	2	-	-	2	4	50
		36-40	-	1	1	1	3	37.5
		Above 40	-	-	-	-	-	-
3	Education level	Degree	2	1	1	3	7	87.5
		MA	1	-	-	-	1	12.5
4	Field of study	Educational Administration	1	-	-	1	2	25
		Area of study teaching	2	1	1	2	6	75
		Others	-	-	-	-	-	-
5	Total experience	1-5 years	-	-	-	-	-	-
		6-10 years	1	-	-	1	2	25
		11-15 years	2	1	-	2	5	62.5
		Above 15years	-	-	1	-	1	12.5
6	Experience in this position	Below 3years	2	1	1	1	5	62.5
		3-6years	-	-	-	1	1	12.5
		7-10years	1	-	-	-	1	12.5
		Above10years	-	-	-	-	-	-

The results in Table 3 above shows all of the school principals; vice principals, Supervisor and education office experts appointed at managerial position level and involved in the study are males. This indicates that there is not equal numbers of female participation with male at managerial position in the study area. Concerning the respondents' educational level and field of study, almost all are first degree holders in teaching and their field of study is not Educational Administration. Since the general secondary Schools need Educational Administration (school leadership) in second degree holders. It is possible to imply that, almost the qualification of the school principals, Vice Principals do not fulfill the standard of general secondary schools at this Kimbibit Woreda. Furthermore, the table verifies that even if the majority of the respondents have experiences as much as possible in teaching, they are found to have little experience in the current position.

4.1.3. Characteristics of students

Table 4: Background Characteristics of Students (n=330)

N o	Characteristics		Students' Number									Perce ntage
			Grade 9			Grade 10			Grade 9 and 10			
1	Students' Grade level		Grade 9			Grade 10			Grade 9 and 10			
2	Sex		M	F	T	M	F	T	M	F	T	
3	Age Range	below 16	29	31	60	5	4	9	34	35	69	21
		16-18	51	47	98	55	58	113	106	105	211	64
		19-20	6	7	13	16	19	35	22	26	48	14
		Above 20	-	-	-	2	-	2	2	-	2	1
		Total	86	85	171	78	81	159	164	166	330	100
4	Student Parents' Structure	Single parent	9	17	26	5	9	14	14	26	40	12
		Two Parent	50	45	95	56	53	109	106	98	204	62
		Step parents	26	23	49	17	19	36	43	42	85	26
		Orphan	1	-	1	-	-	-	1	-	1	0
		Total	86	85	171	78	81	159	164	166	330	100
5	Parents Occupation	Farmer	53	49	102	48	50	98	101	99	200	61
		Government worker	9	13	22	10	8	18	19	21	40	12
		Business Man	11	14	25	9	13	22	20	27	47	14
		Daily Laborer	13	9	22	11	10	21	24	19	43	13
		NGO employee	-	-	-	-	-	-	-	-	-	0
		Total	86	85	171	78	81	159	164	166	330	100
6	Educational level of parents'	No education	41	33	74	47	53	100	88	86	174	53
		Below grade6	16	24	40	12	6	18	28	30	59	18
		Grade 8 th complete	12	10	22	8	9	17	20	19	37	11
		Grade 10/12 complete	9	13	22	4	8	12	13	21	35	10
		Diploma	3	3	6	5	2	7	8	5	13	4
		Degree	5	2	7	2	3	5	7	5	12	4
		Master	-	-	-	-	-	-	-	-	-	-
		Total	86	85	171	78	75	159	164	166	330	100
7	Family Size	1 or 2	11	9	20	10	7	17	21	16	37	11
		3	9	9	18	9	5	14	18	14	32	10
		4-6	44	51	95	44	46	90	88	97	185	56
		7-9	18	15	33	13	22	35	31	37	68	21
		10 and above	4	1	5	2	1	3	6	2	8	2
		Total	86	85	171	78	81	159	164	166	330	100

From the results in Table 4 above majority of the participant students, (85 %) are below the age of 19 and (62%) of them are living with two of their parents. From the table, 40 (12%) of them live with single parent, 85 (26%) of the live with step parents and one of them are orphans.

As indicate in the above table; the majority of these respondents parents, 200 (61%) are farmers, 174 (53%) of them had no formal education, 96 (29%) of them attended primary education, and the parents average family size is four up to six 185 (56%) and the majority of these respondents parents are characterized by extended family.

4.2. Factors Related to Quality Education

4.2.1. Students' Related Factors that Influence Student Academic Achievements

Table 5: Respondents rating on the degree of the Students' Related Factors that affect quality of education

No	The extent to which the Students' Related Factors affect quality of education	Rating		
		Teachers N= 76	Students N=330	Weighted Mean
		Mean	Mean	
1	Absenteeism	3.66	3.70	3.69
2	Peer Influence	3.64	3.65	3.65
3	Failure to study hard	3.8	3.64	3.67
4	Nutritional problems	2.57	2.98	2.90
5	Poor Health problem	2.63	2.88	2.83
6	Lack of interest for education	3.84	3.74	3.76
7	Lack of psychological well-being	2.38	2.88	2.79
Average Mean				3.33

From the results in the table 5 above, students' related factors that contributed to the low level of quality education include lack of interest for education with weighted mean of 3.76, absenteeism with weighted mean of 3.69, failure to study hard with weighted mean of 3.67 and peers influence with weighted mean of 3.65. Such factors found as having an effect on quality education.

Depending on the above students' related factors, lack of students' interest for education, failure to study hard, peer influence and absenteeism is the major out of school factors affecting qualities of education in general secondary education. The influence of nutritional problems, Poor health problem and lack of psychological well-being on quality of education is rated as moderate by both teachers and students in the study area.

The respondents' responses to the open ended questions and interview discussion were summarized as follows; most teachers of the secondary schools pointed that:

The major out of school factor that contribute to the low quality education are negative attitudes like discouraging students to learn; lack of sense of competition among students in terms of education and achievement; absenteeism and late arrival to classes has become a major problem in school. The main reasons for the current low quality education are students' related factors like absenteeism, lack of interest for education and Peer influence, distorted attitude of community to ward education, unemployment of graduation and drug addiction (abuse). As a possible solution indicated that; the school (education) policy has to be fundamentally changed, School level policy has to be strengthened, rules and regulation has to be strengthened.

Hence, students themselves are the most important inputs to the educational process as well as the time they spent for doing homework and activities, the effort exerted, motivation and interest towards learning have a power to influence students' academic performance. Besides, missing many school days, being hopeless on future success and peer pressure are also found more important factors behind the general secondary schools quality education. This is similar with Yoseph (2006) study that the quality of education depends on the way the learner act other than anything.

4.2.2. Socio Economic Related factors that Influence Student Academic Achievements

Table 6: Respondents rating on the degree of the Socio Economic Related factors that affect quality of education

No	The extent to which the Socio Economic Related factors affect quality of education	Rating		
		Teachers N= 76	Students N=330	Weighted Mean
		Mean	Mean	
1	Low economic status of parents (Limited resources i.e. to feed their child , to supplies school materials)	3.93	3.85	3.86
2	Parental demand for the child’s labor	2.50	2.68	2.65
3	Lack of educational materials supplies and other support	4.07	3.92	3.95
4	Involvement of students on income generating activities.	3.62	3.35	3.40
5	Parents education level	3.53	3.44	3.46
6	Low occupational status of parents	4.8	3.55	3.78
Average Mean				3.52

The results in Table 6 above shows that; lack of educational materials supplies (W.t Mean, 3.95), Low economic status of parents (W.t Mean, 3.86) and low occupational status of parents (W.t Mean, 3.78) are the socio economic related factors that contributing to low quality education in the study area.

The result indicated that the effect of low economic status of parents, lack of educational materials supplies and other support, involvement of students on income generating activities, Parents education level and low occupational status of parents are the major factors that affect the quality of education. The parental demand for the child’s labor is identified as moderate factors affecting quality education in the general secondary education in the study area. Furthermore, the interview conducted with Kimbibit Woreda Educational Office experts verified that, *“among the out school factors income level of parents, educational aspiration, extended family and domestic work are the major obstacles exert influence on quality education in the general secondary education.”*

In line with this, low achievement and participation of students in classroom is partially the cause of the economic problems faced by many students (Fennema and Leder, 1990). Basically, parents' income determines the amount of resources devoted to their children's educational requirements. As Craft and Raynor (1967) stated that: A child capacity to prosper academically depends, to a considerable extent, on the amount of parental support he receives and the quality of home he is lucky or unlucky enough to inherit. From the above explanation, it is possible to understand that the development of a child academically affected positively or negatively by the amount of support earned from the families'.

4.2.3. Socio-Cultural Factors that Influence Student Academic Achievements

Table 7: Respondents rating on the degree of the Socio-Cultural Factors that affect quality of education

No	The extent to which the Socio-Cultural Factors affect quality of education	Rating		
		Teachers (N= 76)	Students (N=330)	Weighted
		Mean	Mean	Mean
1	Parental divorce	3.29	3.57	3.52
2	Parents low perception towards education and its benefits	4.03	3.90	3.92
3	Large family size	3.54	3.68	3.65
4	Excessive domestic work	3.43	3.12	3.18
5	Family violence	3.61	3.43	3.46
6	Parents illness or death	2.49	3.01	2.91
7	The low value given to education	4.20	3.74	3.83
Average Mean				3.50

The results in Table 7 above shows the socio-cultural related variables that contributed to low quality education in the general secondary education. Among those factors, Parents low perception towards education and its benefits (w.t mean 3.92), and the low value given to education (w.t mean 3.83) are the most known prominent factors. Thus, it is possible to state that, the negative perception of the family towards the value of education and large family size is the major out of school factors affecting qualities of education in general secondary education. Similarly, family violence, parental divorce and excessive domestic work are also rated as major contribution factors for the decline of quality of education. The influence of Parents illness or death is rated as moderate influence quality of education in the study area.

The results of the interviews conducted revealed that:

The parents and community do not create positive perception towards education and its benefits and do not provide counseling services to students on study habits support and follow up children's learning /education. The community considers school as if owned and run exclusive by the Government. PTA members are not active enough; they lack commitment to mobilize and ensure community participation to school and overcoming problem of quality education in this study area.

Various findings also suggested that parents who have high aspirations may provide a strong influence that enables children to overcome other difficulties. Similarly, Brint (1998) noted that parents' strong expectations and demands concerning their children School performance have positive influence on academic achievement.

4.2.4. Community Related Factors that Influence Student Academic Achievements

Table 8: Respondents rating on the degree of the Community Related Factors that affect quality of education

No	The extent to which the Community Related Factors affect quality of education	Rating		
		Teachers (N= 76)	Students (N=330)	Weighted Mean
		Mean	Mean	
1	Attitude of the society towards schooling and its benefits	3.61	3.50	3.52
2	Lack of parents education support , concerning issues such as doing homework and creates the habits of every day routine of action to the learning process of their students	3.84	3.64	3.68
3	Lack of parents follow up their children out of school i.e. after school and weekend	3.57	3.56	3.56
4	Low community involvement in school affairs	3.80	3.61	3.65
5	Lack of parents visit the learning activities of their students	3.74	3.68	3.69
Average Mean				3.62

The results in Table 8 above show the community related factors influencing quality education in the general secondary education. From those factors; lack of parents visit the learning activities of their students (w.t mean 3.69), lack of parents education support (w.t mean 3.68), low community involvement in school affairs (w.t mean 3.65), lack of parents follow up their children out of school i.e. after school and weekend (w.t mean 3.56) and attitude of the society towards schooling and its benefits (w.t mean 3.52) are the major factors in the study area.

As the result in Table 8 above indicated, lack of parents visit the learning activities of their students, lack of parents education support and low community involvement in school affairs is the major out of school factors affecting qualities of education in general secondary education. Similarly, lack of parents follow up their children out of school i.e. after school and weekend and attitude of the society towards schooling and its benefits are also rated as major contribution factors for the decline of quality of education in the study area.

However, analysis of the data obtained through interviews with principals, supervisors and Woreda education office experts summarized as follows.

Most of the parents do not follow up and support their children's learning progress and do not come to consult teachers about their children and uneducated parents perceive that simply going to school is enough. They even force children to work at home after school. Most of the time parents think their involvement is the contributions of money but not only that; came to the school and discussion is less. Aspects of home-school relationships include communicating with teachers and school personnel, attending school events, volunteering at school and participating in parent- teacher association and leadership groups.

In general, the finding agrees with a study conducted by Getachew (2002): the effect of student's performance achievement is a result of the home situation of the student and the value given to education by the community to participate and give support.

In addition, the average mean of weighted mean of students', socio economic ,socio culture and community related factors rated values are; 3.33 , 3.52 ,3.50 and 3.62 respectively. This implies that, the community related factors are the major out of school factors that influence students' academic achievement of general secondary education in the area of study.

4.3. Statistical Analysis on factors affecting quality education using one sample t test

This study would like to plan strategies later on to minimize the influence of out of school factors affecting quality of education in general secondary schools of Kimbibit woreda. However, before the study proceeds it wants to characterize mean value for the influence of out of school factors affecting quality education to the secondary schools. It is obvious according to Bluma (2012) mean value score is judged with the median line scale (3.0) as a median line, and variables whose mean value is below 3.0 is assumed as having less factor, while above 3.0 is considered as significant factor for the problem under discussion. And the study tests the general secondary schools on a particular mean value 3.0, where the schools with a mean value of 3.0 is deemed to have moderate level in respect of the influence of out of school factors in affecting their education quality.

Typical confidence level this study so far applied was 95%. It is obvious so far schools' mean (μ) and variance (σ) values, in respect of rating on the degree of out of school factors affecting quality of education, are unknown. Actually, this population mean is not always known, but is sometimes hypothesized. So, typical t-test this study implemented was one sample t-test, by assuming that the population mean and standard deviation are equal to the sample mean and standard deviation. Basically, the one-sample t-test is used to determine whether a sample comes from a population with a specific mean. And it was performed on random samples drawn from population of Kimbibit Woreda general secondary schools in 2018/19 academic year. In addition the study selected two-sided, the lower and upper limits of μ are reported, giving a confidence interval of the form (lower limit, upper limit). In this study lower values indicate having less factor and higher values indicate the significant factor in reference to the mean value 3. The researcher recruited 330 students and 76 teachers to

take part in the study. He wants to know whether his sample is representative of the normal population (i.e., do the schools achieve statistically significantly differently from 3.0).

4.3.1. Students and socio economic related factors affecting quality education

This study tests the general secondary schools on a particular mean value 3.0 where the schools with a mean value of 3.0 is deemed to have moderate level in respect of the influence of students and socio economic related factors in affecting their education quality. To do this one-sample t-test was implemented. And in case of students and socio economic related factors one-sample statistics and one-sample t-test are presented below.

Table 9: One-Sample Statistics - students and socio economic related factors

One-Sample Statistics (in case of students)				
	N	Mean	Std.Deviation	Std.Error Mean
The extent to which the students' related factors affect quality of education	330	3.352	0.41	0.112
One-Sample Statistics (in case of teachers)				
	N	Mean	Std.Deviation	Std.Error Mean
The extent to which the students' related factors affect quality of education	76	3.217	0.65	0.121
One-Sample Statistics (in case of students)				
	N	Mean	Std. Deviation	Std. Error Mean
The extent to which the socio economic related factors affect quality of education	330	3.465	0.445	0.113
One-Sample statistics (in case of teachers)				
	N	Mean	Std. Deviation	Std. Error Mean
The extent to which the socio economic related factors affect quality of education	76	3.74	0.756	0.131

Table 10: One-Sample Test- students and socio economic related factors

One-Sample Test (in case of students)						
Test Value = 3						
	T	Df	sig.(2 tailed)	Mean Difference	95% confidence interval of the difference	
					Lower	Upper
The extent to which the students' related factors affect quality of education	1.532	329	0.03	0.352	-0.472	0.388
One-Sample Test (in case of teachers)						
Test Value = 3						
	T	Df	sig.(2 tailed)	Mean Difference	95% confidence interval of the difference	
					Lower	Upper
The extent to which the students' related factors affect quality of education	1.238	75	0.035	0.217	-0.427	0.543
One-Sample Test (in case of students)						
Test Value = 3						
	T	Df	sig.(2 tailed)	Mean Difference	95% confidence interval of the difference	
					Lower	Upper
The extent to which the socio economic related factors affect quality of education	1.645	329	0.026	0.465	-0.785	0.455
One-Sample Test (in case of teachers)						
Test Value = 3						
	T	Df	sig.(2 tailed)	Mean Difference	95% confidence interval of the difference	
					Lower	Upper
The extent to which the socio economic related factors affect quality of education	1.823	75	0.02	0.74	-1.24	1.06

From student and teacher samples taken average mean values, to the extent to which the students' related factors in affecting quality of education are 3.352 and 3.217 respectively

(table 10). In addition average mean values, to the extent to which socio economic related factors affect quality of education, are 3.465 and 3.74 respectively. For the first the standard deviation are 0.41 & 0.65 respectively. For the later the standard deviation are 0.445 and 0.756 respectively. Based on Bluma (2012) mean values 3.352 and 3.217 are located in category of 3.1-4 which are high.

Moreover one-sample test presents mean differences, t and p values. From student and teacher samples taken mean differences, to the extent to which the students' related factors in affecting quality of education are 0.352 and 0.217 respectively. At the same time p values are 0.03 and 0.035 respectively. Mean differences, to the extent to which socio economic related factors affect quality of education, are 0.465 and 0.74 respectively. At the same time p values are 0.026 and 0.02 respectively. It means students and socio economic related factors are significant factors, because p values are < 0.05 . It means mean difference between the sample-estimated population mean and the comparison populations are statistically significantly different.

4.3.2. Socio cultural and community related factors affecting quality education

This study tests the general secondary schools on a particular mean value 3.0 where the schools with a mean value of 3.0 is deemed to have moderate level in respect of the influence of socio cultural and community related factors in affecting their education quality. To do this one-sample t-test was implemented. And in case of socio cultural and community related factors one-sample statistics and one-sample t-test are presented below.

Table 11: One-Sample Statistics - socio cultural and community related factors

One-Sample Statistics (in case of students)				
	N	Mean	Std.Deviation	Std.Error Mean
The extent to which the socio - cultural factors affect quality of education	330	3.492	0.327	0.111
One-Sample Statistics (in case of teachers)				
	N	Mean	Std.Deviation	Std.Error Mean
The extent to which the socio - cultural factors affect quality of education	76	3.512	0.555	0.12
One-Sample Statistics (in case of students)				
	N	Mean	Std.Deviation	Std.Error Mean
The extent to which the community related factors affect quality of education	330	3.598	0.07	0.1
One-Sample Statistics (in case of teachers)				
	N	Mean	Std.Deviation	Std.Error Mean
The extent to which the community related factors affect quality of education	76	3.712	0.117	0.11

Table 13: One-Sample Test- socio cultural and community related factors

One-Sample Test (in case of students)						
Test Value = 3						
	T	Df	sig.(2 tailed)	Mean Difference	95% confidence interval of the difference	
					Lower	Upper
The extent to which the socio - cultural factors affect quality of education	1.723	329	0.024	0.492	-0.482	0.408
One-Sample Test (in case of teachers)						
Test Value = 3						
	T	Df	sig.(2 tailed)	Mean Difference	95% confidence interval of the difference	
					Lower	Upper
The extent to which the socio - cultural factors affect quality of education	1.234	75	0.03	0.512	-1.022	0.688
One-Sample Test (in case of students)						
Test Value = 3						
	T	Df	sig.(2 tailed)	Mean Difference	95% confidence interval of the difference	
					Lower	Upper
The extent to which the community related factors affect quality of education	2.823	329	0.02	0.598	-0.098	0.082
One-Sample Test (in case of students)						
Test Value = 3						
	T	Df	sig.(2 tailed)	Mean Difference	95% confidence interval of the difference	
					Lower	Upper
The extent to which the community related factors affect quality of education	1.634	75	0.024	0.712	-0.142	0.088

From student and teacher samples taken average mean values, to the extent to which the socio cultural related factors in affecting quality of education are 3.492 and 3.512 respectively (table 13). In addition average mean values, to the extent to which community

related factors affect quality of education, are 3.598 and 3.712 respectively. For the first the standard deviation are 0.327 and 0.555 respectively. For the later the standard deviation are 0.07 and 0.117 respectively. Based on Bluma (2012) mean values - 3.352 and 3.217 are located in category of 3.1-4 which are high.

Moreover one-sample test presents mean differences, t and p values. From student and teacher samples taken mean differences, to the extent to which socio cultural related factors in affecting quality of education are 0.492 and 0.512 respectively. At the same time p values are 0.024 and 0.03 respectively.

Mean differences, to the extent to which community factors affect quality of education, are 0.598 and 0.712 respectively. At the same time p values are 0.02 and 0.024 respectively. It means socio cultural and community related factors are significant factors, because p values are < 0.05 . It means mean difference between the sample-estimated population mean and the comparison populations are statistically significantly different

4.4 Document Analysis

Table 13: Grade 10 National Examination Academic Achievement by Years

Academic Years	Total Sat For Exam			Promoted to Preparatory			% Promoted		
	M	F	T	M	F	T	M	F	T
2015/16	316	330	646	108	57	165	34.17	17.27	25.54
2016/17	487	512	999	157	107	264	32.23	20.90	26.43
2017/18	475	485	960	123	88	211	25.89	18.14	21.98

Source: Kimbibt Woreda Educational Office in 2018/19 academic year.

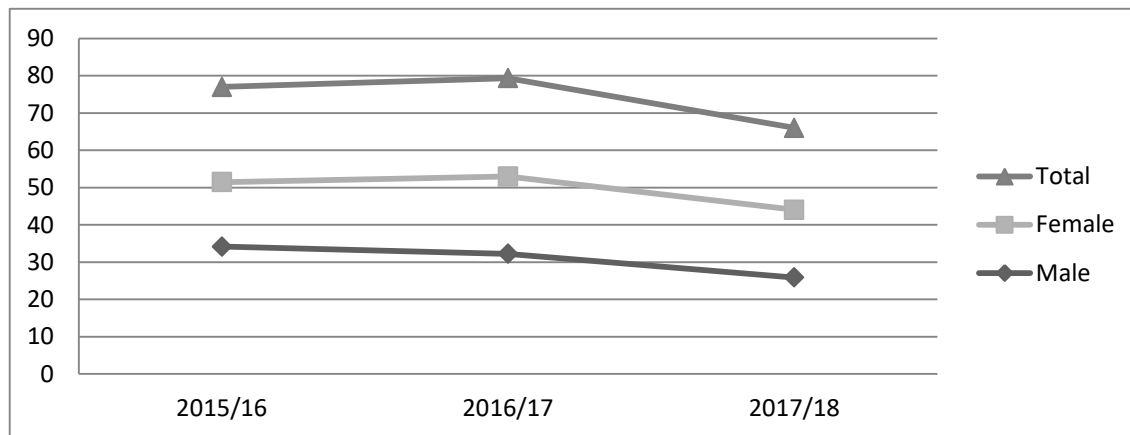


Figure 2 grade 10 national examination achievement of general secondary schools

The results in Table 13 and Figure 2 above shows that; the grade 10 national examination achievement of Kimbibit Woreda general secondary education in three consecutive years (2015/16- 2017/18) was 24.65% . The number of students scored the required result and joined preparatory classes were very low and its percentage was again declined from 2015/16 to 2017/18. In line with this, the low grade 10 national examination achievement showed that there were the gaps of quality education in general secondary education: the case of Kimbibit woreda in Oromia regional state.

4.5. The Strategies to Improve Quality of Education

4.4.1 Strategies to be applied by Woreda Education Bureau to minimize the influence of out of school factors affecting quality education in the general secondary education.

Table.14.The extent to which the Woreda Education Bureau support students’ academic achievement

No	The extent to which the Woreda Education Bureau support Students’ academic achievement	Rating		
		Teachers (N= 76)	Students (N=330)	Weighted Mean
		Mean	Mean	
1	Establishing efficient school leadership	2.39	2.87	2.78
2	Employing follow up strategies	2.63	2.17	2.26
3	Making the family and the community to build their perception towards education and its benefits	2.68	2.10	2.21
4	Improving the capacity of the school in terms of quality indicators	2.28	2.30	2.30
Average Mean				2.39

The results in Table 14 above indicate that the strategies to be applied by the school administration to reduce the out of school factors affecting the quality education of the general secondary schools. Accordingly, the major leading strategies to be applied by Woreda Education Office are establishing efficient school leadership (w.t mean 2.78 %) employing follow up strategies (w.t mean 2.26 %), awaking the family and the community to build their perception towards education and its benefits (w.t mean 2.21%) and improving the capacity of the school in terms of quality indicators (w.t mean 2.30%) were responded.

There is the major limitation of Woreda Education Bureau in establishing efficient school leadership, employing follow up strategies, in making awareness creation to the family and the community to build their perception towards education. From the data obtained through interviews with vice principals, supervisors and Woreda education office experts summarized as follows:

To overcome the influence of out of school factors affecting quality of education the Woreda education office experts should be form strong relationship between the school and parents to contribute their skill, ideas, experience and create awareness about out of school factors affecting students’ academic achievement.

In relation, Manas (2014) stated that a leader is viewed as a person in the group who is capable of influencing group activities with regard to goal formation and goal accomplishment. This implies how Woreda Education Bureau possess qualities, such as skill, technical and expertise knowledge as well as influence group activities and foster change is require.

4.4.2. Strategies to be applied by School Administration to minimize the influence of out of school factors affecting quality education in the general secondary education.

Table.15.The extent to which the School Administration support students’ academic achievement

No	The extent to which the School Administration support students’ academic achievement	Rating		
		Teachers N= 76	Students N=330	Weighted Mean
		Mean	Mean	
1	Establishing strong relation between the family, community and the school	2.74	2.23	2.33
2	Dealing with influential people and groups	2.58	2.28	2.34
3	Providing counseling services to students on study habits	3.67	3.52	3.55
4	Establishing partnership with NGOs and Social Agencies	2.57	2.10	2.19
Average Mean				2.60

The results in Table 15 above show that the view of the respondents with regard to School Administration; establishing partnership with NGOs and Social Agencies (2.19), establishing strong relation between the family, community and the school (2.33) dealing with influential people and groups (w.t mean 2.34), and providing counseling services to students on study habits (w.t mean 3.55) were responded. There is the major limitation of School Administration in Establishing partnership with NGOs and Social Agencies, establishing

strong relation between the family, community and the school and dealing with influential people and groups.

Hence, the extent of school Administration Providing counseling services to students on study habits is above the weight mean score 3.0. Therefore, it indicated the school Administration provided counseling services to students on study habits and to improve their academic achievement. From the data obtained through interviews with principals, supervisors and Woreda education office experts summarized as follows.

Parental supports of children are the importance one to increase their academic achievement. But now a day's most of our school parents do not that much supports their children. When we say this most of parents not communicates with their teachers to discuss about his/her academic achievement; set time and place for study; not bought additional reference and not that much follows what he/she do at home and at school.

Therefore, the school administration should be established the strong relationship with parents to create them active communicates with schools and support their children in overcoming the influence of out of school factors affecting quality of education in general secondary education.

Regarding to the role and function of school Administration Landers and Myers (1977) state that; the function of the secondary school principal include; scheduling, budgeting, leadership and supervision of instruction, physical plant maintenance and supervision custodial services, records and office management ,administration of pupil personal service ,work with community groups. From this, it is possible to understand that the function of school Administration influencing, coordinating, facilitating, making relationship and working with family, community, local administration, influential people and groups as well as with NGOs and Social Agencies was less.

4.4.3. Strategies to be applied by PTA to minimize the influence of out of school factors affecting quality education in the general secondary education.

Table.16.The extent to which the Parent Teacher Association/ PTA/ support students' academic achievement

No	The extent to which the Parent Teacher Association/ PTA/ support students' academic achievement	Rating		
		Teachers N= 76	Students N=330	Weighted Mean
		Mean	Mean	
1	Strengthening community and school relationship	2.61	2.34	2.39
2	Strengthening community and school relationship	2.59	2.4	2.44
3	Solving the scarcity of resources required in education (finance, material, etc.)	2.72	2.57	2.60
Average Mean				2.48

The results in Table 16 above show that the view of the respondents with regard to the Parent Teacher

Association/ PTA/ support students' academic achievement; Providing counseling service to students (w.t mean 2.39), Strengthening community and school relationship (w.t mean 2.44)and solving the scarcity of resources required in education /finance, material etc / (w.t mean 2.60)

Therefore, the result show that the PTA members are failed to provide strengthening community and school relationship, providing counseling service to students and solving the scarcity of resources required in education /finance, material, etc/

Finally, the respondents' responses to the open ended questions and interview discussion were summarized as follows;

Few parents came to school and discuss about their children in the academic achievement, the disciplinary case and their classroom activity. In this case some parents do not aware about the academic achievement. PTA should be Conducting discussions with parent, community and school leadership to aware parent come to school and discuss about their children in the academic achievement.

Parental involvement is one of the most significant factors in a child's success, it is crucial that all schools set a goal in their improvement plan for increasing it (Tirusew, 2001). In addition, MoE (2013) stated that when parents are involved in their children education the level of student achievement increases and students demonstrate more positive attitudes towards school.

In general, if communities participate in provision, administration, task performance activity of the school, then the school condition could be improved and students' achievements in learning school subject also become effective. The extent to which parents attend and volunteer at school functions, for example, has a consistent positive impact on adolescent academic achievement (Jeynes, 2005). Parents may also lack the understanding of how to interact with the educational system effectively (Graham-Clay, 2005).

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

This research was concerned with out of school factors affecting quality of education in general secondary education: the case of Kimbibit Woreda; in Oromia regional state. Its objectives was to assess out of school factors affecting the quality of education, examine the extent to which the discovered factors influence the quality of education, assess how the parents and community respond to the out of school factors and acquire knowledge that could help to manage the out of school factors that affect the quality education .

The descriptive survey design was employed to carry out the study. The data collection instruments include questionnaires for students and teachers were developed, interviews with school principals, school supervisor, Woreda education office experts and document analysis of grade 10th national examination achievement document of students in woreda education office.

Regarding the sample population, 330 grade 9th and 10th students of the academic year 2017/18, 76 secondary schools teachers, three principals, one vice principal, one secondary supervisor and three woreda education office experts were selected using stratified and purposive sampling techniques.

Finally, documents of three consecutive years (2015/16- 2017/18) grade 10th national examination achievement document of woreda education office were analyzed and interpreted using quantitative and qualitative methods. For the analysis of quantitative items, statistical tools such as percentage, frequency, mean and weighted mean were used and narration method was employed for qualitative part. Accordingly, based on the analysis and interpretations made so far, the following findings were found out.

I. The major out of school factors affecting the quality of education of the general secondary schools' were students, socio-economic, socio-cultural and community related factors. In this regard, the finding indicated that:

- Among the students' related factors such as lack of students' interest for education, failure to study hard, peer influence and absenteeism are the major out of school factors affecting

qualities of education. The influences of nutritional problems, Poor health problem and lack of psychological well-being on quality of education are found as moderate factors affecting qualities of education in general secondary education.

- Among the socio-economic variables, the effect of low economic status of parents, lack of educational materials supplies and other support, involvement of students on income generating activities, Parents education level and low occupational status of parents are the major factors that affect the quality of education. The parental demand for the child's labor is identified as moderate factors affecting quality education in the general secondary education.
- Socio-cultural related factors such as the negative perception of the family towards the value of education and large family size is the major out of school factors affecting qualities of education in general secondary education. Similarly, family violence, parental divorce and excessive domestic work are also found as major contribution factors for the decline of quality of education. The influence of Parents illness or death was found as moderate influence quality of education in general secondary education in the study area.
- Among the Community related factor such as lack of parents visit the learning activities of their students, lack of parents education support and low community involvement in school affairs is the major out of school factors affecting qualities of education in general secondary education. Similarly, lack of parents follow up their children out of school i.e. after school and weekend and attitude of the society towards schooling and its benefits were found barriers affecting the quality education of the general secondary schools and make the students' schooling more difficult.
- The findings of the study revealed that, the community related factors are the major out of school factors affecting qualities of education in general secondary education in the area of study.

II. The role of parents and community in overcoming the influence of out of school factors affecting quality of education in general secondary education are:

- Create positive perception towards education and its benefits for their children
- Providing counseling services to students on study habits, support and follow up their children's learning /education
- Support educational materials supplies and other support to their children

- provide a strong influence that enables children to overcome difficulties
- Participate in seeking solution to school problems in such as students' absenteeism, dropouts and disciplinary problems.
- Establishing strong partnership with school, NGOs and Social Agencies to overcoming problem of out of school factors affecting quality of education in general secondary education in the study area.

III. The strategies to overcome the influence of out of school factors affecting quality of education are:

- Woreda education bureau related solutions such as establishing efficient school leadership, employing follow up strategies, making the family and the community to build their perception towards education and its benefits and improving the capacity of the school in terms of quality indicators were found to have great value to handle the out of school challenges influencing quality education in the general secondary schools.
- School administration related solutions, such as providing counseling services to students on study habits, establishing strong relation between the family, community and the school and dealing with influential people and groups were identified as potential strategies to the out of school factors .
- The Parent Teacher Association/ PTA/ related strategies such as providing counseling service to students, strengthening community and school relationship and maximizing the limited resources (financial, material) in education were found to be significant strategies to improve the influence of out of school factors that affect the quality education of the general secondary schools.

5.2 Conclusion

On the basis of the major findings of the study, the following conclusions were drawn. The major out of school factors affecting quality of education in general secondary education: the cases of Kimbibit Woreda in Oromia regional state are:

The students' related factors such as students lack of interest for education, failure to study hard, peer influence and absenteeism socio economic related factors; low economic status of parents, lack of educational materials support and parents education level socio-cultural factors like parental divorce, parents low perception towards education and community related factors like attitude of the society towards schooling, lack of parents education support, lack of parents follow up of their children as well as out of school factors such as, low community involvement in school affairs and lack of parents visit the learning activities of their children's were among major factors that influenced quality of education in general secondary education in study area.

Finally, the strategies suggested to overcoming the influence of out of school factors affecting quality of education in general secondary education: the case of Kimbibit Woreda in Oromia regional state area include. The Woreda education bureau was found to be establishing efficient school leadership, making the family and the community to build positive perception towards education and improving the capacity of the school in terms of quality indicators as well as school administration found to providing counseling services to students , establishing strong relation between the family, community and the school and dealing with influential people and the Parent Teacher Association/ PTA/ were found to be strengthening community and school relationship.

5.3. Recommendations

Based on the finding obtained and conclusions drawn from this study regard to the out of school factors affecting quality of education in general secondary education, the following recommendations are proposed in view of the above findings as possible solutions.

Since the majority of the parents are less educated and non-educated to fulfill the provision of educational support to children's then they need the greater support from teachers, principals and educational experts to be aware of values of education to their children's life, processes of education and challenges of education so that they could help their children to attend their education without absence and dropout as well as to study at home. Therefore, the school administrators and Woreda Education office expert should be created conducive situation at woreda level so as to have regular meeting with parents.

The parents should be Create positive perception towards education and its benefits, Providing counseling services on study habits, support educational materials supplies for their children and participate in seeking solution to school problems in such as students' absenteeism, dropouts and disciplinary problems and establishing strong partnership with schools, NGOs and social agencies.

The Woreda Education Bureau and school should be collaborating with NGOs, social agencies and community so as to get funds that could help the low- income students to overcome their economic problems.

Furthermore, the Woreda education bureau should be established efficient school leadership, build positive perception towards education on community and improving the capacity of the school in terms of quality indicators and school administration should be provided counseling services to students , create strong partnership with family and community.

Moreover, the Parent Teacher Association/ PTA/ should be applied strategies such as providing counseling service to students, strengthening community and school relationship and maximizing the limited resources (financial, materials) in education and improve the influence out of school factors affecting the quality of general secondary education .

In general, all stakeholders; the school principal, teacher, supervisor, PTA and the Woreda education bureau should be formed active partnership with the family and community and play their role to overcoming the influence of out of school factors affecting quality of education in general secondary education: the case of Kimbibit Woreda in Oromia regional state

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APPENDIX-A

**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL
SCIENCES**

Department of Educational Planning and Management

Questionnaire to be filled by General Secondary School Teachers

Purpose

The purpose of this questionnaire is to gather information for the study out of school factors that affect quality of education in general secondary education in Kimbibit Woreda of Oromia Regional State. For the successful completion of the study, your kind response to the items is of paramount importance. You are kindly requested to take time and carefully complete the questionnaire. You may use “√” mark to indicate your responses for items with alternative responses. Please provide brief answers for open ended questions. Give only a single answer to each item. Please do not write your names

Part – I : General Information of Respondent

1. Name of the School _____

2. Sex: Male Female

3. Age: _____

4. Educational status: Diploma Level IV Degree
Master Others

5. Teaching Experience: 1 – 5 years 6 – 10 years 11 – 15 years
16 – 20 years 21 & above years

Part – II : Factors Related to Quality Education

The following questions deals with the Students’ Related Factors that affect quality of education: Please indicate your responses by making a (✓) mark in the space provided (Please use the scale: 1 = Very low, 2 =Low, 3 = Moderate, 4 =High, 5 =Very high)

No	To what extent is the following factors affect quality of education at your school?	Rate				
		1	2	3	4	5
1	Absenteeism					
2	Peer Influence					
3	Failure to study hard					
4	Nutritional problems					
5	Poor Health problem					
6	Lack of interest for education					
7	Lack of psychological well-being					

The following questions deals with Socio Economic Related factors that affect quality of education: Please indicate your responses by making a (✓) mark in the space provided (Please use the scale: 1 = Very low, 2 =Low, 3 = Moderate, 4 =High, 5 =Very high)

No	To what extent is the following factors affect quality of education at your school?	Rate				
		1	2	3	4	5
1	Low economic status of parents (Limited resources i.e. to feed their child , to supplies school materials)					
2	Parental demand for the child’s labor					
3	Lack of educational materials supplies and other support					
4	Involvement of students on income generating activities.					
5	Parents education level					
6	Low occupational status of parents					

The following questions are related to Socio-Cultural Factors that affect quality of education: Please indicate your responses by making a (✓) mark in the space provided (Please use the scale: 1 = Very low, 2 =Low, 3 = Moderate, 4 =High, 5 =Very high)

No	To what extent is the following factors affect quality of education at your school?	Rate				
		1	2	3	4	5
1	Parental divorce					
2	Parents low perception towards education and its benefits					
3	Large family size					
4	Excessive domestic work					
5	Family violence					
6	Parents illness or death					
7	The low value given to education					

The following questions are concerning Community Related Factors that affect quality of education. Please indicate your responses by making a (✓) mark in the space provided (Please use the scale: 1 = Very low, 2 =Low, 3 = Moderate, 4 =High, 5 =Very high)

No	To what extent is the following factors affect quality of education at your school?	Rate				
		1	2	3	4	5
1	Attitude of the society towards schooling and its benefits					
2	Lack of parents education support , concerning issues such as doing homework and creates the habits of every day routine of action to the learning process of their students					
3	Lack of parents follow up their children out of school i.e. after school and weekend					
4	Low community involvement in school affairs					
5	Lack of parents visit the learning activities of their students					

Part -III : Strategies to Improve Quality of Education

The following are some of the strategies that applied to attain quality of education. Then, please judge the extent to which each strategy can be employed by Woreda Education Bureau, the school administration and PTA to attain quality of education in the General Secondary schools. Indicate your responses by making a (✓) in the spaces provided. (Use the scale: 1 = Very low, 2= Low, 3= Moderate, 4= High 5= Very high)

No	The strategies that applied to attain quality of education	Rate				
		1	2	3	4	5
<u>1. By Woreda Education Bureau</u>						
1.1	Establishing efficient school leadership					
1.2	Employing follow up strategies					
1.3	Making the family and the community to build their perception towards education and its benefits					
1.4	Improving the capacity of the school in terms of quality indicators					
<u>2. By the School Administration</u>						
2.1	Establishing strong relation between the family, community and the school					
2.2	Dealing with influential people and groups					
3.3	Providing counseling services to students on study habits					
4.4	Establishing partnership with NGOs and Social Agencies					
<u>3. By Parent Teacher Association/ PTA/</u>						
3.1	Providing counseling service to students					
3.2	Strengthening community and school relationship					
3.3	Solving the scarcity of resources required in education (finance, material, etc.)					

IV. For the above problems out of School Factors Affecting Quality of Education, please write the possible solutions that you think in the space provided below.

1. What are the out of school factors that might contribute to the low quality education in general and students' performance in particular?

a) _____

b) _____

c) _____

d) _____

2. List the possible solutions of to improve quality of education in your School.

a) _____

b) _____

c) _____

d) _____

Thanks you for your kindly cooperation

Appendix-B

**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL
SCIENCE**

Department of Educational Planning and Management

Questionnaire to be filled by General Secondary School Students

Purpose

The purpose of this questionnaire is to gather information for the study out of school factors that affect quality of education in general secondary education in Kimbibit Woreda of Oromia Regional State. For the successful completion of the study, your kind response to the items is of paramount importance. You are kindly requested to take time and carefully complete the questionnaire. You may use “√” mark to indicate your responses for items with alternative responses. Please provide brief answers for open ended questions. Give only a single answer to each item. Please do not write your names.

Part-I A. General Information of Respondent

1. Name of the School _____
2. Grade Level: Grade 9 Grade 10
3. Sex: Male Female
4. Age range: 15 and below 16 – 18
19-20 Above 20
5. Parents Structure: Single parent Two Parent
Orphan / whose parents are dead/ Step Parent/stepmother or stepfather/

B. Family Background Information

1. Family Occupation: Farmer Government Employee Business Man
Non-Government Employee Daily Laborer Non- Government Employee
2. Family Educational Level: No education (illiterate) Below Grade
8th grade complete 10/12th Grade complete Diploma
Degree Master Others
3. Family Size: 1 or 2 3 4-6 7- 9 10 and above

Part - II: Factors Related to Quality Education

The following questions deals with the Students’ Related Factors that affect quality of education: Please indicate your responses by making a (√) mark in the space provided

(Please use the scale: 1 = Very low, 2 =Low, 3 = Moderate, 4 =High, 5 =Very high)

No	To what extent do the following factors affect quality of your education?	Rate				
		1	2	3	4	5
1	Absenteeism					
2	Peer Influence					
3	Failure to study hard					
4	Nutritional problems					
5	Poor Health problem					
6	Lack of interest for education					
7	Lack of psychological well-being					

The following questions deals with Socio Economic Related factors that affect quality of education: Please indicate your responses by making a (√) mark in the space provided

(Please use the scale: 1 = Very low, 2 =Low, 3 = Moderate, 4 =High, 5 =Very high)

No	To what extent do the following factors affect quality of your education?	Rate				
		1	2	3	4	5
1	Low economic status of parents (Limited resources i.e. to feed their child , to supplies school materials)					
2	Parental demand for the child’s labor					
3	Lack of educational materials supplies and other support					
4	Involvement of students on income generating activities.					
5	Parents education level					
6	Low occupational status of parents					

The following questions are related to Socio-Cultural Factors that affect quality of education: Please indicate your responses by making a (√) mark in the space provided (Please use the scale: 1 = Very low, 2 =Low, 3 = Moderate, 4 =High, 5 =Very high)

No	To what extent do the following factors affect quality of your education?	Rate				
		1	2	3	4	5
1	Parental divorce					
2	Parents low perception towards education and its benefits					
3	Large family size					
4	Excessive domestic work					
5	Family violence					
6	Parents illness or death					
7	The low value given to education					

The following questions are concerning Community Related Factors that affect quality of education. Please indicate your responses by making a (√) mark in the space provided (Please use the scale: 1 = Very low, 2 =Low, 3 = Moderate, 4 =High, 5 =Very high)

No	To what extent do the following factors affect quality of your education?	Rate				
		1	2	3	4	5
1	Attitude of the society towards schooling and its benefits					
2	Lack of parents education support , concerning issues such as doing homework and creates the habits of every day routine of action to the learning process of their students					
3	Lack of parents follow up their children out of school i.e. after school and weekend					
4	Low community involvement in school affairs					
5	Lack of parents visit the learning activities of their students					

Part -III :Strategies to Improve Quality of Education

The following are some of the strategies that applied to attain quality of education. Then, please judge the extent to which each strategy can be employed by Woreda Education Bureau, the school administration and PTA to attain quality of education in the General Secondary schools. Indicate your responses by making a (✓) in the spaces provided. (Use the scale: 1 = Very low, 2= Low,3= Moderate ,4= High 5= Very high)

No	The strategies that applied to attain quality of education	Rate				
		1	2	3	4	5
<u>1.ByWoreda Education Bureau</u>		1	2	3	4	5
1.1	Establishing efficient school leadership					
1.2	Employing follow up strategies					
1.3	Awaking the family and the community to build their perception towards education and its benefits					
1.4	Improving the capacity of the school in terms of quality indicators					
<u>2. By the School Administration</u>		1	2	3	4	5
2.1	Establishing strong relation between the family, community and the school					
2.2	Dealing with influential people and groups					
3.3	Providing counseling services to students on study habits					
4.4	Establishing partnership with NGOs and Social Agencies					
<u>3. By Parent Teacher Association/ PTA/</u>		1	2	3	4	5
3.1	Providing counseling service to students					
3.2	Strengthening community and school relationship					
3.3	Solving the scarcity of resources required in education (finance, material, etc.)					

Part –IV: For the above problems Out of School Factors Affecting Quality of Education, please write the possible solutions that you think in the space provided below.

1. What are the out of school factors that might contribute to the low quality education in general and students' performance in particular?

a) _____

b) _____

c) _____

d) _____

e) _____

2. List the possible solutions of to improve quality of education in your School.

a) _____

b) _____

c) _____

d) _____

e) _____

Thanks you for your kindly cooperation!

Appendix-C

**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL
SCIENCE**

Department of Educational Planning and Management

Gaafannoo Barattoota Manneen Barnoota Walii gala Sadarkaa 2^{ffaa} tiin Guutamu

Kaayyoo

Kaayyoon Gaafannoo Gaaffii kanaa Manneen Barnoota Sadarka 2^{ffaa} Naannoo Oromiyaa Godina Shawaa Kaabaa Aanaa Qimbibiit irratti dhiibbawaan mana barumsatiin alaa kanneen qulqullina barnootaa gufachiisan irratti odeeffannoo sassaabbachuun Qorannoo adeemsisuuf dha. Kanaafuu Odeeffannoo sirraa argamu qulqullina qorannoo kanaaf murteessa ta'uu hubachuun gaaffilee filannoo qabaniif mallattoo “√” fayyadamuun fi gaaffilee gaaffii yaada keessan akka ibsitaan gaafatuuf immoo gabaabbinaan iddoo kennametti guutuun akka deebiistaan ni ibsina. Maqaa barressuun hin barbaachisu.

Kutaa – I: A. Ragaalee Dhuunfaa

1. Maqaa mana barumsa : _____
2. Sadarkaa baruumsaa : Kutaa 9 Kutaa 10
3. Korniyaa : Dhiira Dubra
4. Umurii : 15 fi gadi 16-18 19-20 20 ol
5. Haala maatii : Tokko qofa Lamaanuu jiru
Maatii dhabeessa Haadha /Abbaa Buddeenaa Guddistoota

B. Ragaa Maatii/ Guddiftootaa

1. Hojii : Qonnaan bulaa Hojjetaa/ttuu mootummaa Daldalaa/ttuu
Dafqaan bulaa Hojjetaa/ttuu Dhaabbata Mit-Mootummaa
2. Sadarkaa Barumsaa maatii: kan hinbaranee kutaa 6 gadi Kutaa 8 kan xummuran
Kutaa 10/12 kan xummuran Dippilooma Digrii Kan Biroo
3. Baay'inaa maatii : 1 ykn 2 3 – 6 9 i ol

Kutaa -II: - Gaafilee Dhiibbawwan Mana barumsaatin ala Qulqullina Barumsarratti

Midhaan Gessisan kan Ilaallatan

Dhiibbawwan armaan gaditti ibsaman dhiibbawwan mana barumsaatin alatti argamaani kan qulqullina barumsaa fi frii barattoota miidhan kanneen rakkoolee Barattootan walqabatan dha. Rakkoolee kun sadarkaa hammamiin akka qulqullina barumsaa miidhuu danda’an sadarkaalee: 1= Daraan Gadi- Aanaa , 2 = Gad- Aanaa , 3= Gidu galeessa , 4= Olaanaa , 5= Daran Olaanaa tti fayyadamuun guuta.

T.L	Sadarkaa hammamiin akka rakkooleen armaan gadiitti barreffamaan kun ququllina barumsaa kee miidhuu danda’an sadarkeessi ?	Sadarkaa				
		1	2	3	4	5
1	Mana Barumsaa tii hafuu					
2	Dhiibbaa hiriyyaa					
3	Cimani qayyabachuu dhiisuu					
4	Rakkina nyaata					
5	Rakkina Fayyaa					
6	Kaayyoo gara fuulduraa dhabuu					
7	Fedhii barnootaa dhabuu					

Dhiibbawwan armaan gaditti ibsaman dhiibbawwan mana barumsaatin alatti argamaani kan qulqullina barumsaa fi frii barattoota miidhan kanneen rakkinoota diinagdeen walqabatan dha. Rakkoolee kun sadarkaa hammamiin akka qulqullina barumsaa miidhuu danda'an sadarkaalee: 1= Daraan Gadi- Aanaa , 2 = Gad- Aanaa , 3= Gidu galeessa , 4= Olaanaa , 5= Daran Olaanaa tti fayyadamuun guuta.

T.L	Sadarkaa hammamiin akka rakkooleen armaan gadiitti barreffamaan kunququllina barumsaa kee miidhuu danda'an sadarkeessi ?	Sadarkaa				
		1	2	3	4	5
1	Maatin harka qal'eeyyii ta'uu isaanii fkn:hanqinoota leecollee, nyaata fi meeshalee barnoota barbaachisuu daa'ima isaanif guutuu dhabuu.					
2	Maatiin hojii galii argamsiisurratti barataa isaani bobba'uu					
3	Hanqina deegarsa meeshaalee barnootaa fi kannee biro					
4	Hojii galii argamsiisu irratti bobba'uu.					
5	Sadarkaa barumsaa maatiin qaban xiqqaa ta'uu					
6	Hojii maatiin irratti galii xiqqoo kan argamsiisu ta'uu.					

Dhiibbawwan armaan gaditti ibsaman dhiibbawwan mana barumsaatin alatti argamaani kan qulqullina barumsaa fi frii barattoota miidhan kanneen dhiibbaalee aadadhan walqabatan dha. Rakkoolee kun sadarkaa hammamiin akka qulqullina barumsaa miidhuu danda'an sadarkaalee: 1= Daraan Gadi- Aanaa , 2 = Gad- Aanaa , 3= Gidu galeessa , 4= Alaanaa , 5= Daran Olaanaa tti fayyadamuun guuta.

T.L	Sadarkaa hammamiin akka rakkooleen armaan gadiitti barreffamaan kun ququllina barumsaa kee miidhuu danda'an sadarkeessi ?	Sadarkaa				
		1	2	3	4	5
1	Wal hiikuu maatii					
2	Ilaalchi maatin barnoota fi bu'aa barnootaaf qabu gadi aanaa ta'uu.					
3	Bal'ina maatii /iloollee/					
4	Baay'ina hojii mana keessaa					
5	Walii galuu dhabuu maatii					
6	Dhukkubsachuu / du'a maatii					
7	Maatiin barumsaaf iddoo xiqqaa kennuuf					

Dhiibbawwan armaan gaditti ibsaman dhiibbawwan mana barumsaatin alatti argamaani kan qulqullina barumsaa fi frii barattoota miidhan kanneen dhiibbawwan hawaasummaan walqabatan dha. Rakkoolee kun sadarkaa hammamiin akka qulqullina barumsaa miidhuu danda'an sadarkaalee: 1= Daraan Gadi- Aanaa , 2 = Gad- Aanaa , 3= Gidu galeessa , 4=Olaanaa , 5= Daran Olaanaa tti fayyadamuun guuta.

T.L	Sadarkaa hammamiin akka rakkooleen armaan gadiitti barreffamaan kunququllina barumsaa kee miidhuu danda'an sadarkeessi ?	Sadarkaa				
		1	2	3	4	5
1	Ilaalcha Haawasni manneen barumsatiif qaban					
2	Hordoffii maatiin barumsaa ijoollee isaanif taasisuu dhabuu. Fkn. Hojii mana fi waantota barachuu ijoollee waliin wal qabataan fi adeemsaa barachuu barattotaa guyyaa guyyaan godhamu horidofuu dhiisuu.					
3	Lack of parents follow up their children out of school i.e. after school and weekend Hordoffii maatiin ijoollee isaanitiif yeroo mana barumsaatiin alatti godhu dhabuu, fkn. Yeroo barnoota alaa fi guyyoota sanbataa lameen.					
4	Hirmaannaa Uummanni dhimmaa mana barumsaa irratti godhan xiqqaachuu.					
5	Maatiin hojii barachuu ijoollee isaanii daawwaachu dhabuu					

Kutaa III: - Tooftaalee Qulqullina Barnootaa Fooyyeessuuf Hojiirra Ooluu Qaban.

Kanneen armaan gadiitti tarreeffaamaan tooftalee qulqullina barnoota mirkaaneessuuf hojiirra olaanii fi rakkoolee jiran furuuf gargaaranii dha. Kanaafu tooftaaleen kan Waajjirri Barnoota Aanaa , Bulchinsa Mana Barumsatiin fi Gamtaa Maatii Barsiisootaa(GMB)tiin qulqullinaa barnoota mirkaneessuf hojjetaamaanif hubannoo keetirraa ka'uudhan sadarkeessi.Hojiiwwan kun kun sadarkaa hammamiin akka hiikkame sadarkaalee: 1= Daraan Gadi- Aanaa , 2 = Gad- Aanaa , 3= Gidu galeessa , 4= Olaanaa , 5= Daran Olaanaa tti fayyadamuun guuta.

T.L	Tooftaalee Hojiirra Ooluu Qaban	Sadarkaa				
		1	2	3	4	5
<u>1. Waajjira Barnoota Aanatiin</u>		1	2	3	4	5
1.1	Bulchinsa gaarii mana barumsa keessatti akka diriiruu godhaniiru.					
1.2	Tooftaalee hordoffii adeemsa baruu barsiisuu diriirsanii jiru.					
1.3	Maatiif hawaasin bu'aa barnootaa akka hubatu kakaasii taasisaniiru					
1.4	Ga'umsa keesso mana barumsaa fooyyeessaan jiru					
<u>2. Bulchinsa Mana Barumsattin</u>		1	2	3	4	5
2.1	Walitti dhufeenya Mana barumsaafi hawaasaafi maatii gidduu jiru cimsaniiru.					
2.2	Namoota hawaasa keessatti fudhatama qaban waliin hariiroo uumaniiru					
2.3	Barattootin tajaajila gorsaa akka argatan godhaniiru					
2.4	Walitti dhufeenya Mana barumsaa fi Dhaabbilee mit-mootummaa fi hawaasummaa gidduu jiru cimsaniiru					
<u>3. Gamtaa Maatii Barsiisootaa(GMB)</u>		1	2	3	4	5
3.1	Yeroo yeroon barattotaan wal quunnamuun gorsaa fi deeggarsa godhaniiru					
3.2	Walitti dhufeenya Mana barumsaa fi hawaasaaf maatii gidduu akka cimuu taasisaniiru					
3.3	Rakkina Meeshaalee barnootaa (Maallaqa, Meeshaalee ,kkf) hiikuuf socha'uun milka'aniiru					

Kutaa- IV: Gaafannoo Yaada Walii Galaa

1. Dhiibbawwan mana barumsatiin ala kanneen qulqullina barumsa fi firii barattoota miidhan jette yaaddu barressi?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

2. Tooftaalee qulqullina barnootaa fi firii barattoota fooyyeessuuf hojiirra ooluu qaban jechuun yaaddu barressii?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

Deeggarasa keetiif Galatoomi

Appendix-D

በአዲስአበባ ዩኒቨርሲቲ በትምህርት ና ስነ-ባህሪ ኮሌጅ

የትምህርት ዕቅድ ና አስተዳደር ዲፓርትመንት

በ አጠቃላይ ሁለተኛ ደረጃ ትምህርት ቤቶች ውስጥ በሚማሩ ተማሪዎች የሚሞላ መጠይቅ፤
ዋና አላማ

የዚህ መጠይቅ ዋና አላማ በኦሮሚያ ክልላዊ መንግስት ሰሜን ሸዋ ዞን ቅምብቢት ወረዳ በሚገኙ ሁለተኛ ደረጃ ትምህርት ቤቶች ውስጥ የትምህርትን ጥራት ሊጎዱ የሚችሉ ከትምህርት ቤት ውጭ ያሉ ምክንያቶች ለመጥናት የሚያስችሉ መረጃዎችን ለማሰባሰብ ነው። ስለሆነ መጠይቁን ከ ተሰጡ አማራጮች ጎን በተቀመጠው ሳጥን ውስጥ የሚጠቀሙ ምልክትን በማስቀመጥ እና አስተያየት የሚያስፈልጋቸውን በተሰጡት ባዶ ቦታዎች ላይ አጠር በማድረግ ሐሳባቸውን እንድትገልጹ እጠይቃለሁ። ሥም መጻፍ አያስፈልግም።

ክፍል አንድ

ሀ. ግላዊ መረጃን የሚመለከቱ መጠይቆች

1. የትምህርት ቤቱ ስም፤ _____

2. የትምህርት ደረጃ፤ ክፍል 9 ክፍል 10

3. ያታ፤ ወንድ ሴት

4. የእድሜ ክልል፤ 15 ዓመት ከ 16—18 ከ 19—20 ከ 20 በላይ

5. የቤተሠብ ሁኔታ/ የወላጅ ሁኔታ፤ ባለአንድ ወላጅ ባለ ሁለት ወላጅ

ወላጅ አልባ የእንጀራ እናት/አባት አሳዳጊ/ጉዲፈቻ

ለ. የቤተሠብ ሁኔታ የሚመለከቱ መጠይቆች፤

1. ስራ፤ ግብርና የመንግሥት ሠራተኛ ንግድ የቀን/ የጉልበት ሥራ

መንግስታዊ ባል ሆነ ድርጅት ውስጥ ሠራተኛ ሌላ

2. የትምህርት ደረጃ፤ ያልተማረ ከ 6ኛ ክፍል በታች

8ኛ ክፍል ያጠናቀቀ 10ኛ/12ኛ ክፍል ያጠናቀቀ

ዲፕሎማ ዲግሪ ሁለተኛ ዲግሪ ሌላ

3.የቤተሠብ ብዛት፤

ከ 1 - 2 3 ከ 4 — 6 ከ 7 - 9 10 እና በላይ
ክፍልሁለት

ከትምህርት ጥራት ጋር ተዛማጅነት ያላቸው ምክንያቶች

ከዚህ በታች የቀረቡት መጠይቆች ከተማሪዎች ጋር ተዛማጅነት ያላቸው የትምህርት ጥራትን ሊጎዱ የሚችሉ

ምክንያቶች ናቸው። የነዚህን ምክንያቶች ጥልቀት በመመልከት የ(√) ምልክትን በተቀመጡ መስፈርቶች ማለትም፤

1= በጣምዝቅተኛ 2=ዝቅተኛ 3=መሐከለኛ ነው 4 = ከፍተኛ 5 = በጣም ከፍተኛ መሠረት ያስቀምጡ።

ተ.ቁ	በአንተ/በአንቺ እይታ ከታች የተዘረዘሩት በአንተ/ በአንቺ ትምህርት ጥራት ላይ ተፅዕኖ ያደረጉት በምን ያህል ነው?	መስፈርቶች				
		1	2	3	4	5
1	ከትምህርት ቤት መቅረት					
2	የጓደኛ ተፅዕኖ					
3	ጠንክሮ አለማጥናት					
4	የምግብ ችግር					
5	የጤና ችግር					
6	ለትምህርት ፍላጎት ማጣት					
7	የወደ ፊት ተስፋ አጨልሞ ማየት					

ከዚህ በታች የቀረቡት መጠይቆች ከማህበራዊ ና ኢኮኖሚያዊ ሁኔታዎች ጋር ተዛማጅነት ያላቸው የትምህርት ጥራትን ሊጎዱ የሚችሉ ምክንያቶች ናቸው። የነዚህን ምክንያቶች ጥልቀት በመመልከት የ(✓) ምልክትን በተቀመጡ መስፈርቶች ማለትም ፤

1 = በጣም ዝቅተኛ 2 = ዝቅተኛ 3 = መሐከለኛነው 4 = ከፍተኛ 5 = በጣም ከፍተኛ መሠረት ያስቀምጡ።

ተ.ቁ	በአንተ/በአንቺ እይታ ከታች የተዘረዘሩት በአንተ/በአንቺ ትምህርት ጥራት ላይ ተፅዕኖ ያደረጉት በምን ያህል ነው?	መስፈርቶች				
		1	2	3	4	5
1	የወላጆች/የቤተሠብ ገቢ ማነስ (የገንዘብ ንብረት ወስንነት)					
2	ወላጆች የልጆቻቸውን ጉልበት ለሥራ መሻት					
3	የትምህርት መርጃ መሣሪያዎች እና አጋዥ ነገሮች እጥረት					
4	ልጆችን ገቢ በሚያስገኝ ሥራ ላይ ማስማራት					
5	የወላጆች የትምህርት ደረጃ ዝቅተኝነት					
6	የወላጆች ገቢ የሚያስገኝ ሥራ ዝቅተኝነት					

ከዚህ በታች የቀረቡት መጠይቆች ከማህበራዊ ና ሳህላዊ ሁኔታዎች ጋር ተዛማጅነት ያላቸው የትምህርት ጥራትን ሊጎዱ የሚችሉ ምክንያቶች ናቸው። የነዚህን ምክንያቶች ጥልቀት በመመልከት (✓) ምልክትን በተቀመጡ መስፈርቶች ማለትም ፤

1 = በጣም ዝቅተኛ 2 = ዝቅተኛ 3 = መሐከለኛነው 4 = ከፍተኛ 5 = በጣም ከፍተኛ መሠረት ያስቀምጡ።

ተ.ቁ	በአንተ/በአንቺ እይታ ከታች የተዘረዘሩት በአንተ/በአንቺ ትምህርት ጥራት ላይ ተፅዕኖ ያደረጉት በምን ያህል ነው?	መስፈርቶች				
		1	2	3	4	5
1	የወላጆች በፍቺ መለያየት					
2	ወላጆች ለትምህርት ያላቸው አመለካከት ዝቅተኛ መሆን					
3	የቤተሠብ አባላት በዛት					
4	የቤት ወስጥ ሥራ ጫና					
5	የወላጆች ብጥ-ብጥ/ሁከት					
6	የወላጆች ህመም ና ሞት					
7	ወላጆች ለትምህርት የሚሰጡ ዋጋ ማነስ ሁኔታ					

ከዚህ በታች የቀረቡት መጠይቆች ከማህበረሠቡ ጋር ተዛማጅነት ያላቸው የትምህርት ጥራትን ሊጎዱ የሚችሉ ምክንያቶች ናቸው።

የነዚህን ምክንያቶች ጥልቀት በመመልከት (✓) ምልክትን በተቀመጡ መስፈርቶች ማለትም ፤ 1 = በጣም ዝቅተኛ 2 = ዝቅተኛ 3 = መሐከለኛነው 4 = ከፍተኛ 5 = በጣም ከፍተኛ መሠረት ያስቀምጡ።

ተ.ቁ	በአንተ/በአንቺ እይታ ከታች የተዘረዘሩት በአንተ/በአንቺ ትምህርት ጥራት ላይ ተፅዕኖ ያደረጉት በምን ያህል ነው?	መስፈርቶች				
		1	2	3	4	5
1	ማህበረሠቡ ለትምህርት ያለው አመለካከት					
2	ወላጆች የልጆቻቸውን ትምህርት አለመደገፍ ፤ ለምሳሌ የቤት ሥራና ተያያዥ ጉዳዮችን መሥራታቸውን እና ሌሎች የመማር ህይወት ጋር የተያያዙ የዕለት ዕለት ተግባር አለመመልከት					
3	የወላጆች የልጆቻቸውን ከትምህርት ቤት ወጪ መቆጣጠር ማነስ ሁኔታ					
4	ማህበረሠቡ በትምህርት ቤት ጉዳይ ላይ ያለው ተማትፎ አናሳነት					
5	ወላጆች የልጆቻቸውን የመማር ተግባር አለመመልከት					

ክፍል ሦስት

የትምህርትን ጥራት ሊያረጋግጡ የሚያስችሉ ዘዴዎች

ከዚህ በታች ተጠቀሱት የትምህርት ጥራትን ሊያረጋግጡ የሚያስችሉ ዘዴዎች ና ተግባራት ን ለማከናወን

የሚያግዙ እና ችግሮችን ለመቅረፍ የሚረዱናቸዋል። የነዚህን ምክንያቶች የ(✓) ምልክትን በማስቀመጥ በሁለተኛ ደረጃ ትምህርት ቤቶች የትምህርት ጥራትን በማስጠበቁ ረገድ በወረዳ ትምህርት ጽ/ቤት፣ በትምህርት ቤቶች

አስተዳደር እንዲሁም በወላጅ መምህራን ህብረት (ወመህ) በመተግበር ላይ ያለውን ተግባር ይግለጹ። ከዚህ በታች በተቀመጠው መግለጫ መሠረት ለመስፈርቶቹ ምላሽ ይስጡ። (1 = በጣም ዝቅተኛ 2 = ዝቅተኛ 3 = መሀከለኛነው 4 = ከፍተኛ 5 = በጣም ከፍተኛ)

ተ.ቁ	የሚተገበሩ ዘዴዎች	መስፈርቶች				
		1	2	3	4	5
1. በወረዳ ትምህርት ጽ/ቤት		1	2	3	4	5
1.1	በትምህርት ቤቱ ወስጥ ብቃት ያላቸው አመራሮች ተደራጅተዋል					
1.2	የትምህርት ክንውኖችን የመከታተያ ዘዴ/ስልት ተዘርግቷል					
1.3	የተማሪው ቤተሠብ ብሎም ማህበረሰቡ ስለ ትምህርት ጥራት ጥሩ አመለካከት እንዲኖረው አድርገዋል					
1.4	በትምህርት ጥራት ማረጋገጫ መስፈርቶች በመጠቀም የትምህርት ቤቱን ደረጃ አሳድገዋል					
2. በትምህርት ቤት አስተዳደር / አመራር		1	2	3	4	5
2.1	በትምህርት ቤቱ እና በወላጆች እንዲሁም ማህበረሰቡ መሀከል ጥሩ ግንኙነት እንዲኖር ማድረግ					
2.2	በህብረተሠቡ መሀከል ተቀባይነት ና ተሰሚነት ያላቸውን አካላት የመጠቀም ብቃት					
2.3	ለተማሪዎች ስለ ትምህርት አጠናን ስልት የምክር አገልግሎት መስጠት					
2.4	ከትምህርት ባለ ድርሻ አካላት ጋር ግንኙነት መፍጠር					
3. በወላጅ መምህራን ህብረት (ወመህ)		1	2	3	4	5
3.1	ከተማሪዎች ጋር በየ ጊዜው በመገናኘት ምክርና ድጋፍ መስጠት					
3.2	በትምህርት ቤቱ እና ማህበረሰቡ መሀከል ያለውን ግንኙነት እንዲጠናከር በማድረግ					
3.3	የትምህርት መገልገያ መሣሪያዎችን እጥረት (በገንዘብ ና በአይነት) በመደገፍ የመፍታት ብቃት					

ክፍል አራት

የአጠቃላይ አስተያየት ጥያቄዎች

1. ለትምህርት ጥራትን መጓደል እና ለተማሪዎች አቅም ማነስ ምክንያት ሊሆኑ የሚችሉ ከ ትምህርት ቤት ወጪ የሚገኙ ምክንያቶች ካሉ በአጭሩ ይዘርዝሩ፤

- ሀ. _____
- ለ. _____
- ሐ. _____
- መ. _____
- ሠ. _____
- ረ. _____

2. የትምህርት ጥራትን ለማረጋገጥ እና የተማሪዎችን ወጤት ለማሳደግ ከትምህርት ቤት ወጪ የምገኙ ችግሮችን ለመፍታት አንፃር ሊተገበሩ የገባቸዋል የሚሉትን ሀሳቦች ዘርዝሩ፤

- ሀ. _____
- ለ. _____
- ሐ. _____
- መ. _____
- ሠ. _____
- ረ. _____

ስለ መልካም ትብብርህ/ሽ በጣም አመሰግናለሁ!

Appendix-E

**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL
SCIENCE**

Department of Educational Planning and Management

An interview questions for principals and vice principals

Name of the School _____ Sex _____ Education level _____
Field of study _____

Your Position _____

Your total experience _____ Experience in this position _____

1. To what extent do you think that Students' Related Factors (Absenteeism, Peer Influence, Failure to study hard, lack of interest for education etc...) affect quality of education in your school?

Very low Low Moderate High Very high

2. To what extent do you think that Socio Economic Related factors (Low economic status of parents, lack of educational materials supplies, Parents education level etc...) affect quality of education in your school?

Very low Low Moderate High Very high

3. To what extent do you think that Socio-Cultural Factors (Parental divorce, large family size, the low value given to education etc ...) affect quality of education in your school?

Very low Low Moderate High Very high

4. To what extent do you think that Community Related Factors (attitude of the society towards schooling and its benefits, low community involvement in school affairs, lack of parents visit the learning activities of their students etc ...) affect quality of education in your school?

Very low Low Moderate High Very high

5. Do you think that out of School factors affect quality of education in your school?

Yes No

6. If your answer is yes/no, could you justify it please?

7. If your answer is yes, what are the out of school factors that contribute to the low quality of education in general and students' performance in particular?

8. List the possible solutions of to improve quality of education in your School.

Thank you very much for your genuine cooperation

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

Department of Educational Planning and Management

Interview questions for supervisor and Woreda education office expertise

Name of the School _____ Sex _____ Education level _____
_____ Field of study _____
_____ Your Position _____

Your total experience _____ Experience in this position _____

1. To what extent do you think that Students' Related Factors (Absenteeism, Peer Influence, Failure to study hard, lack of interest for education etc...) affect quality of education in your school? Very low Low Moderate High Very high

2. To what extent do you think that Socio Economic Related factors (Low economic status of parents, lack of educational materials supplies, Parents education level etc...) affect quality of education in your school?

Very low Low Moderate High Very high

3. To what extent do you think that Socio-Cultural Factors (Parental divorce, large family size, the low value given to education etc ...) affect quality of education in your school?

Very low Low Moderate High Very high

4. To what extent do you think that Community Related Factors (attitude of the society towards schooling and its benefits, low community involvement in school affairs, lack of parents visit the learning activities of their students etc ...) affect quality of education in your school?

Very low Low Moderate High Very high

5. Do you think that out of School factors affect quality of education in your school?

Yes No

6. If your answer is yes/no, could you justify it please?

7. If your answer is yes, what are the out of school factors that contribute to the low quality of education in general and students' performance in particular?

8. List the possible solutions of to improve quality of education in your School.

Thank you very much for your genuine cooperation