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Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

**School improvement program (SIP) implementation and
challenges in Secondary Schools: the case of selected government
secondary schools of Addis Ababa City Administration**

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June, 2022 G.C

Addis Ababa, Ethiopia

School improvement program (SIP) implementation and challenges in
Secondary Schools: the case of selected government secondary schools of
Addis Ababa City Administration

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A Thesis Submitted to Addis Ababa University; College of Education and
Behavioral Studies; The Department of Educational Planning and Management
Presented In The Partial Fulfilled of the Requirements For the Degree of
Masters of Arts in Educational Planning and Management.

June, 2022 G.C

Addis Ababa, Ethiopia

Approved by Board of Examiners

As members of thesis of Board of Examiner we certify that we have read the thesis prepared by Workneh Jiru Debele, entitled School improvement program (SIP) implementation and challenges in Secondary Schools: the case of selected government secondary schools of Addis Ababa City Administration and submitted in partial fulfillment of the requirements for the degree of Master of Arts in in Educational Planning and Management complies with regulation of the university and meets the accepted standards with to originality and quality.

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Acknowledgments

My sincere gratitude goes to my advisor Demoze Degefa (PhD) for his valuable professional and technical assistance as well as his support and constructive comment. He also gave me all assistances through my work, thus making the writing of this research a real success.

I would like to thank the secondary school principals, supervisors, teachers, students, PSTA members, and SIP committee members. I also extend my thanks to Mr. Wondmenhe Belete and my wife Hana Getachew for their concern and devotion of time in advising me and carefully going through my draft manuscript of the research.

I am deeply grateful to my Daughter Yaneti Workneh and some of staff teachers“ for their enormous financial and moral support.

Finally, my appreciation also goes to my wife father Getachew Bishaw and my wife mother Tuwabech Gizaw for their kind support throughout my education and this research work.

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Acronyms and Abbreviations

GEQIP	General Education Quality Improvement Package
MoE	Ministry of Education
SIP	School Improvement Program
SHN	school health and nutrition
ICT	Information Communication Technology
ESDP	Education Sector Development Programs
PSTA	Parent Students Teacher Association
SIC	School Improvement Committee
TDP	Teacher Development Program
CIP	Curriculum Improvement Program
MAP	Management and Administration Program
UNICEF	United Nations Educational Science and Cultural Organization
EDT	Education Development Trust
USA	United State of America
WMR	Western Metropolitan Region
DEECD	Department of Education and Early Childhood Development
GEQAP	General Education Quality Assurance package
SPSS	Statistical Package for Social Sciences
CPD	Continuous Professional Development
SD	Standard deviations

Abstract

Objective: The main objective of this study was assessing the implementation and challenges of school improvement program (SIP) in selected government secondary schools of Addis Ababa. **Methods:** Mixed method research design were employed. Three sub-cities were randomly selected and three schools were also randomly selected from each sub-city. The study employed questionnaire and interview as data collection tools. Quantitative data was collected from 120 teachers and 48 educational leaders (principals, in school supervisors and SIP committee members). Qualitative data was collected from 18 students, parents and sub-city level supervisors. Descriptive statistics and thematic analysis were used to analyze the collected data. **Results:** In the present study it was found that the overall SIP implementation was moderate where school leadership and community participation domains are poorly implemented. Moreover, inadequate coordination of SIP by the school principals and poor participation from stakeholders are the major challenges in the SIP implementation in schools at Addis Ababa city. **Conclusion:** School leadership and community participations domains are poorly implemented that resulted in moderate overall SIP implementation. **Recommendation:** MoE and other stakeholders need to provide refresher trainings for all SIP implementers.

CHAPTER ONE

INTRODUCTION

This chapter is an introduction to the study topic. The chapter discussed nine important topics, namely: back ground of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, definition of operational key terms, organization of the study.

1.1. Background of the Study

General education is the foundation for further education and training, and thus, contributes to the overall economic, social, and cultural development. It also promotes democratic thinking friendship tolerance and brotherhood (Berhane, 2010).

School improvement is commonly defined as the general efforts to make schools better places for pupils to learn in and the distinct approach for educational change that enhance student's outcome as well as managing change (Hopkins, et al, 1994).

School improvement is defined in International School Improvement Project, ISIP as a systematic, sustained effort aimed at change in learning conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively (Hopkins, 1989). According to Barnes (2004), the term school improvement also refers to the process of altering specific practices and policies in order to improve teaching and learning. According to Plan International (2004), school improvement means making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the

expectations of children and their parents. In this context, school improvement refers to a systematic approach that improves the quality of schools and hence the quality of education.

As per Hopkins (1989), SIP is a plan-initiated education program based on successful experience of improving the quality of education which has to follow an approach of collaborative responsibility and shared achievements.

School improvement plans encourage staff and parents to monitor student achievement levels and other factors, such as the school environment, that are known to influence student success. With up-to-date and reliable information about how well students are performing, schools are better able to respond to the needs of students, teachers, and parents.

School improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement. One of the first and crucial steps in developing an improvement plan involves teachers, school councils, parents, and other community members working together to gather and analyze information about the school and its students, so that they can determine what needs to be improved in their respective schools. As the plan is implemented, schools continue to gather this kind of data. by comparing the new data to the initial information on which the plan was based, they and the public can measure the success of their improvement strategies.

The School Improvement Program (SIP) is a national program, developed by the Ministry of Education of Ethiopia (MoE) in 1999, to improve student results in primary

and secondary schools. Since the launch of the SIP for all schools have developed and implemented three-year strategic plans to improve student results.

A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. School improvement plans are selective. They help principals, teachers, and school councils answer the questions “what will we focus on now? And what will we leave until later? They encourage staff and parents to monitor student achievement levels, and school environments that are known to influence student success” (EIC, 2000, p.6).

The aims of school improvement program are: to ensure support to every aspect of a school essential in creating the best learning environment for children, to promote the active participation of children and communities in school governance, and also to hold the individual school management accountable for children’s enrollment, attendance, learning and successful completion.

According to MoE of Ethiopia (2007), the objectives of this program are to: improve the capacity of schools to prioritize needs and develop the SIP; enhance community participation in resource utilization decisions and resource generation; and improve the learning environment by providing sufficient resources to schools. In Ethiopia, as indicated in the document of SIP, the MoE addressed four major domains to improve schools.

To bring efficient access to quality education, the General Education Quality Improvement Package (GEQIP) was introduced in 2007 in Ethiopia. The educational

package consists of sub-programs; namely; Curriculum Improvement Program; Teachers' Development Program; Education Leadership Performance and Organization Improvement Program; School Improvement Program; Civic and Ethical Education Program; and Information and Communication Technology Expansion Program (MoE, 2007).

Meanwhile, the Ethiopian Ministry of Education (MoE, 2007) under its program: General Education Quality Improvement Program (GEQIP), one of the first phase of the projects that MOE intended to implement is School Improvement Program (SIP). This is because it is believed that providing physical inputs such as teachers, textbooks, school health and nutrition (SHN), and also creating incentives for better instruction and learning are crucial for the improvement of quality of education.

For schools to be able to implement their strategic plans, most will need to receive some financial resources. The disbursement of school grants will be accompanied by a public information campaign about the purpose and use of school grants to be dedicated to education quality improvement activities like teaching aids, science & math laboratories, libraries established in line with the revised curriculum, and provision of Information Communication Technology, ICT, etc. Training will be organized for school staff and for staff in regional and woreda offices in some basic financial management and in the use of the school grant. Continuous assessment accompanied with action research, strengthening co-curricular activities and school-parent-community relations as well as scaling up best practices in SIP will also be strategies of maximizing student achievement (MoE, 2010).

The other way of assuring quality of education is implementing the four domains of school improvement program. Under the teaching and learning domain, teachers are expected to update and upgrade themselves through trainings, experience sharing, meetings, action research, mentoring and doing other similar activities. On-going continuous professional development undertaken by teachers will have a positive impact on student results (MoE, 2010).

According to MoE (2010), teachers should take out themselves from traditional teaching method of oral recitation where students sit quietly and listen to each other recite his or her lesson until everyone had been called upon. Rather, they are expected to use a range of active learning methods in the classroom where students are engaged in different learning activities.

The purpose of school improvement plan is to guide the school improvement problem-solving and planning process throughout the year and help identify and organize strategies and resources that will lead to increase student achievement at school (Kotter, 2007).

1.2. Statement of the Problem

Education indicators are tools for planning, monitoring and evaluating the development of the education system and they help to understand how well the sector performs. Quality is one such major indicator of an education system that requires improvement time and again. That is why it is proposed to assess the implementation of SIP introduced to enhance the quality of the general education sub sector (Berhanu, 2010).

A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills including awareness and prevention of diseases (*Vision on quality education, 2018*).

One way of bringing quality education is the implementation of school improvement program by making changes at both school level and within classrooms. Therefore, real improvement in a school requires the genuine cooperation and meaningful participation of children, communities, teachers and head teachers through the implementation of the following four domains: teaching and learning, learning environment, community participation and leadership and management.

Berhanu (2010) in his research stated that the Ethiopian Government's commitments and efforts to improve the access, quality, equity and efficiency of the Country's education system since the adoption of the policy in 1994, it was observed that the major achievement of the policy was in access, implying that much has to be done to improve the quality. Besides the need to increase access of education, the issue of improving quality of education became the focus of the Ethiopian government and the MoE in the field of education (Lemessa, 2016).

Therefore, assuring the quality of education in primary schools is basic to assure quality of education in secondary schools as well as in higher education. To move ahead with

school improvement plan, the school must formulate goals, strategies, and problem-solving approaches. When setting goals for school improvement, school leaders should ask themselves the question: ‘what do we want to achieve?’ The goals should focus on improving the educational level of the students because every school leader has a very clear vision of what the school wants to achieve. The first important thing is having a general goal followed by two or more attainable and measurable specific goals. Second, the district’s goals for the school are used as a guiding principle. The third best practice is to focus only on areas of improvement that are attainable (Yolanda, 2017).

For each goal a school includes in the improvement plan, it must also include the respective strategy or strategies that require leaders ask themselves the question: ‘How are we going to achieve this goal?’ (Yolanda, 2017).

Within the strategies, it is important that school leaders include a justification for the strategy. Justification uses data-driven reasoning to demonstrate the need for the goals and targets chosen by school leaders. Justifying goals and objectives not only provides a reasonable foundation for strategies but also ensures approval by others (Yolanda, 2017).

According to ESDP-II (cited in Dereje, 2012) lack of coordination of donor and government processes with respect to planning and implementation, weak program management and implementation capacity, lack of sufficient qualified teachers are some of the problems in realizing the goals of education. In Ethiopia, however, there are concerns on the success of the expected quality education because of various reasons. There are lack of adequate and skilled educational leadership, resource scarcity,

resistance of stake holders to implement the initiatives and other limitations in implementing the package (MoE, 2006).

Even though so many studies are considered to give insights on the implementation of SIP, the solutions recommended by different studies may not be feasible for all secondary schools of Addis Ababa, because solutions for the same problems lies in different cultural, political, social and economic forces. For example Dereje, (2012) identified some of the problems which were observed in secondary schools in Oromia region: inadequate participation of stakeholders, lack of experience and skills among school principals, low coordination of school community to implement the program and others. However, no study has been conducted among government schools in Addis Ababa city Administration, at least to the knowledge of the present researcher. And so, this study tried to fill this gap by assessing how the school improvement program is actually being implemented and identify factors that hindered school improvement activities in government secondary schools of Addis Ababa City Administration.

1.3 Research Questions

The study was designed to answer the following basic questions:

1. How is the teaching and learning domain of the SIP implemented in selected government secondary schools of Addis Ababa?
2. How is the creating favorable learning environment domain of the SIP implemented in selected government secondary schools of Addis Ababa?
3. How is the school leadership domain of the SIP implemented in selected government secondary schools of Addis Ababa?

4. How the community participation domain of the SIP is implemented in selected government secondary schools of Addis Ababa?
5. How is the overall SIP implementation in selected government secondary schools of Addis Ababa?
6. What are the challenges in SIP implementation in selected government secondary schools of Addis Ababa?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study was assessing the implementation and challenges school improvement program (SIP) in selected government secondary schools of Addis Ababa.

1.4.2. The specific objectives of the study will be:

- To identify the implementation of the teaching and learning domain of the SIP in selected government secondary schools of Addis Ababa
- To assess the implementation of favorable condition and environment for education domain of the SIP in selected government secondary schools of Addis Ababa
- To gauge the implementation of school leadership domain of the SIP in selected government secondary schools of Addis Ababa
- To determine the Community Participation Domain of the SIP in selected government secondary schools of Addis Ababa
- To assess the overall SIP implementation in selected government secondary schools of Addis Ababa
- To identify the challenges in SIP implementation in selected government secondary schools of Addis Ababa

1.5. Significance of the Study

Even though it has been about more than ten years since it has started implementing SIP in our country both in primary and secondary schools including preparatory schools, there are still challenges that hinder the implementation of these programs. Therefore, the selected schools would be able to see their current status and would help them to overcome the problems in order to attain objectives of SIP. It would also help the school leaders to fill the gaps they have. Not only the school leaders but also the sub city education offices and supervisors would get information to give adequate professional support for schools on the implementation of SIP. The study brought out the following useful information pertaining to the implementation of the program:

- It provides information for teachers, students, parents, and educational leaders at different levels on how SIP is implemented;
- It encourages school principals, supervisors, teachers, students, parents and educational experts to increase their participation and performance in the implementation of SIP.
- It encourages secondary schools to create conducive and better learning environment.

1.6. Delimitation of the Study

This study focused on assessing the implementation of school improvement program through the involvement of stakeholders: principals, teachers, SIP committee members and also PSTA members in planning and implementing the program, the degree of the stakeholders' awareness to the program, the extent to which SIP is implemented with regard to the four domains and identifying the factors that affected the implementation of SIP.

The study physically delimited to three sample sub-cities in Addis Ababa. Sample sub-cities were: Lideta, AkakiKaliti and Kirkos sub-cities. Of these sub-cities, three secondary schools were selected as samples. The selected schools included are: Afirca Hibret secondary schools (Lideta Sub-city), Abiyot Kiris secondary school (Kirkos Sub-city) and Bulbula secondary school (Akaki Kaliti Sub-city).

1.7. Limitation of the Study

The inconsistent responses and lack of willingness to fill in and return the questionnaire on specified time observed by some respondents and led the research output not conclusive.

1.8. Operational Definitions of Key words

The following terms will be defined in the context they will be used in the study.

Secondary School: high school which has grade 9-12.

School Improvement: A concept emphasizes on supporting schools in addressing the four domains by making student's achievement as the ultimate or final goal of the school.

School improvement program- is a plan-initiated education program designed to improve schools by focusing on improvement of student's academic achievement and their ethics.

Parent Students Teacher Association (PSTA): it is a committee that comprises parents, students and teachers and that is formed to strengthen the relationship of the school and the community as a mechanism of creating conducive school environment (MOE, 1999 E.C.).

School Improvement Committee (SIC): it is a committee that setup from the school community and parents to implement SIP in the Schools. The principal serves as the chairman of the SIC (MOE, 1999 E.C.).

1.9 Organization of the Study

The study is consisted of five chapters. The first chapter dealt with introductory part, which included the background, statement of the problem, objectives, and significance of the study, among other things. A comprehensive review of the literature are presented and discussed in Chapter two.

Chapter three focused on data collection methods, procedures, instrumentation and data analysis technique. Analyses of the results of the data collected are presented in Chapter four. Finally, chapter five e incorporated the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter embarks on reviewing theoretical and empirical literatures.

2.1. Meaning and Concept of School Improvement Program (SIP)

School improvement is about putting in place a set of well-tested processes for identifying and addressing the developmental needs of each school. Effective school improvement is about change that is driven by commitment to increase the learning outcomes of every student. It requires a supportive environment where relationships and trust are developed. While the critical role of quality teaching in the pursuit of school improvement is irrefutable, the capacity of the school leadership team to build a professional learning environment and lead the change process is equally important.

(Australian Capital Territory, 2009)

According to Jeilu (2010)

School improvement is an activity to improve the input and process in order to improve teaching learning and students result. In this context school improvement is not only about the outcome, but also the importance of input. School improvement is commonly defined as the general efforts to make schools better places for pupils to learn in and the distinct approach for educational change that enhance students' outcome as well as managing change (p.173).

The School Improvement Program (SIP) is a national program, developed by the Ministry of Education of Ethiopia (MoE) in 1999, to improve student results in primary

and secondary schools. Since the launch of the SIP all schools have developed and implemented three-year strategic plans to improve student results. The SIP was implemented using SIP materials which consisted of School Improvement Framework, School Improvement Program Implementation Manual and, School Improvement Guideline (MoE, 2010).

According to MoE of Ethiopia (2008),

School Improvement Program is designed to assist schools to: identify priority needs through a process of self-assessment; develop an effective and practical School Improvement Plan to address those needs; and then monitor and assess implementation (p.47).

Therefore, from the above definitions, it can be said that implementing school improvement program is highly integrated with student's achievement and school's effectiveness. And so, to create better schools for our students, all stakeholders need to be committed to bring the quality of education by focusing on both quality and excellence. According to Bert P.M (cited in Stoll, Creemers & Reezigt, 2005) to evaluate effective school improvement, effectiveness criterion is needed as well as an improvement criterion. The effectiveness criterion refers to student outcomes; this might be learning gain in the cognitive domain, but it might also be any other outcome that schools are supposed to have for students (p.2).

Furthermore, Bert P.M (cited in Stoll, Creemers, & Reezigt, 2005) stated that "the effectiveness criterion is met by the answer to the question, does the school achieve better student outcomes? The improvement criterion is met by the answer to the question; does the school manage change successfully?" (p.2).

Effective School Improvement (ESI) Framework Program was designed to investigate the relation between effectiveness and improvement in order to increase the possibility for schools to improve education. Hopkins, Ainscow and West (1994) (cited in Creemers, Stoll, Reezigt & the ESI team, 2005) stated:

The concept of effective school improvement was defined as: Effective school improvement refers to planned educational change that enhances student learning outcomes as well as the school's capacity for managing change. The addition of the term "managing" emphasizes the processes and activities have to be carried out in school in order to achieve change/management (p.2).

The school improvement framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives. It helps schools to: make best use of evidence-informed processes and tools to evaluate their performance, self-assess to identify school priorities, develop a four year school plan and an annual operating plan with a focus on improvement over time, establish accountability measures and targets that indicate their improvements and inform further planning, and report on their progress regularly (ACT, 2009).

Similarly stated by ACT, (2009), effective implementation of the school improvement framework will see schools developing a cyclic approach to achieving and sustaining school improvement. The progress will be evident across four domains of school improvement: learning and teaching; leading and managing; student environment and community involvement. Stoll, Creamers and Reezigt, (2005) explained effective school improvement in the following framework:

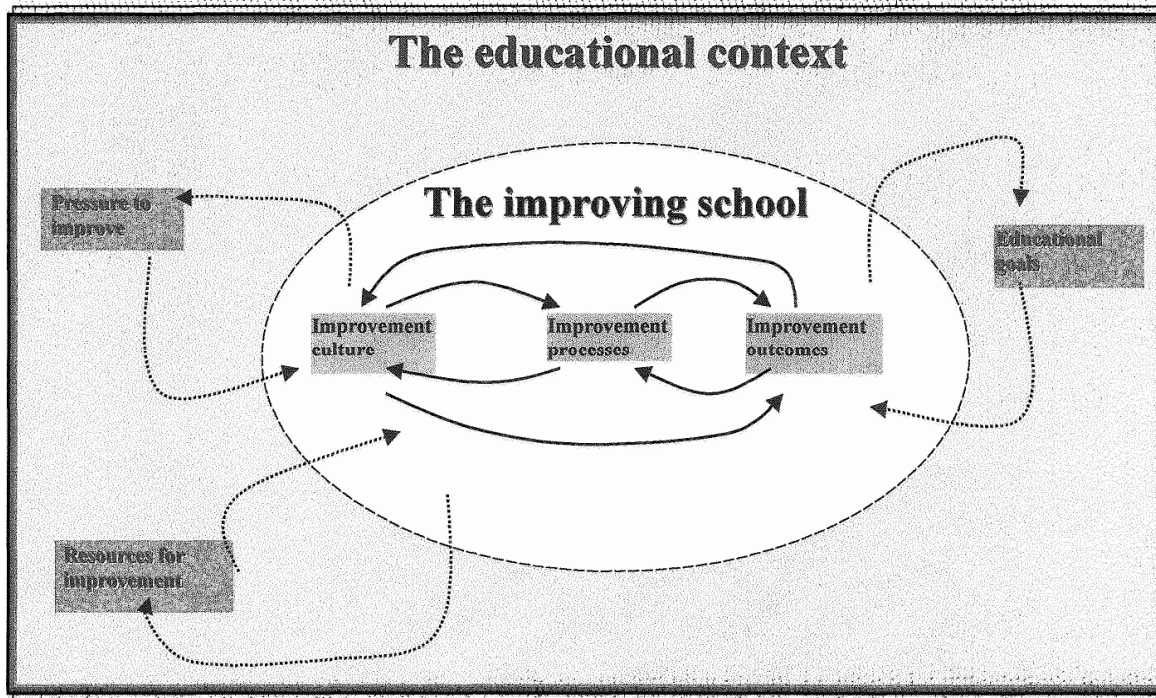


Figure 1. The Framework of Effective School Improvement

Source: - Effective School Improvement - Ingredients for Success: The Results of an International Comparative Study of Best Practice Case Studies (Creemers, Stoll, Reezigt & the ESI team, 2005,p.7)

The above frame work shows that an improving school is firmly embedded in the educational context of a country. Schools and school improvement can never be studied apart from their educational context. This is clearly indicated by the interrupted line around the improving school which is central in the framework. As such, the improving school is always confronted with the main contextual concepts of pressure to improve resources for improvement and educational goals, which exist in the educational context. Even when schools are free to decide about their improvement outcomes, these will always have to be in line with the wider educational goals determined in that context.

Dimmock, (cited in Dereje, 2012) stated that “Conceptualization of schools and school system is the fundamental issues to be discussed in the context of school improvement” (p.7).

Schools are institutions that can prepare children to contribute to the better of society in which they operate, by equipping them with knowledge, attitude and skills that are important to society. They are essentially places where all students to learn. Schools therefore, are charged with responsibilities for delivering more effectively the most important educational services teaching and learning. They are expected to provide the needs of all students through policies of inclusion at a time to assume their responsibility more successfully, schools should improve their overall practices. The process of making schools effective is a core of what is called school improvement.

According to Hopkins (2001), for schools to be good or effective, they need specific strategies that ensure them remain moving schools that continues to enhance pupil performance. From the many strategies that Hopkins stated include:

- a. Articulating the school values and disseminating them effectively is one of the strategies. Effective leaders need to articulate the school’s values and to reinforce them at every opportunity. These values need to be embedded within the institution and shared by the staff, and also by parents and pupils.
- b. Effective schools should constantly strive to raise expectations of teachers, pupil and the wider communities, and also define achievement and create an achievement orientation in order to be effective.

- c. Involving and empowering students in the focus on learning and develop a student charter is the other strategy to be effective. Students should feel that they are involved and empowered in the process of learning by providing their views about how their learning can be improved in the individual classroom, within the department, and within the school pupils.
- d. Effective schools need also to encourage teachers to be involved in experimentation and risk-taking. They should also aim to orchestrate optimism and celebration of teacher and student achievement. Professional and social interactions of teachers and pupils should focus upon the positive rather than the negative, upon success rather than failure to ensure that this permeates the whole school and every classroom.

In addition to the points raised above, MoE (2008) also stated that there should be steps to follow for the implementation and management of school improvement program (SIP). The first step is that schools should conduct a self-assessment in order to identify areas to be improved. After making an assessment, the second step will be preparing school improvement plan containing possible solutions, budget, implementation time, methods, personnel, materials etc. The plan will be prepared by the SIP committee. Revising the school improvement plan together with the stakeholders will be the third step we should follow. After making revision, monitoring the operation of SIP will be the fourth step. The final step will be documentation and submitting the financial document to *woreda* finance and economic development office/WoFED/ each quarter.

2.2. Domains of school improvement program

School improvement domains are key areas of concern for improvement activities in which its main focus is enhancing students learning and learning outcome. It serves as a frame of reference coordinating activities, planning, monitoring and evaluation etc of school tasks. The domains of school improvement vary from country to country based on their priorities (Mohammed, 2011).

Because, teaching and learning is what ultimately make a difference in the mind of the learner and affect knowledge, skills, attitudes and the capacity of pupils to contribute to contemporary societies classroom conditions are the decisive factors in teaching and learning process. Student and teaching related factors are among the major class room conditions that influence teaching and learning Hopkins, (cited in Rahel, 2014).

School learning environment can be defined as the set of internal (psychological and physical) characteristics that influence both staff and students and the teaching and learning processes in school. Reynolds et al, (cited in Rahel, 2014). So the school has to create the climate and culture in which effective teaching and learning process will happen. Unless school culture is addressed in a direct way, there is little chance to achieve school improvement.

Harris and Linda Lambert, (cited in Derje, 2012:13) described: “the concept of leadership by explaining leadership is an enacted variable depend up on interactions between leader follower and Context.” South worth, (cited in Derje, 2012:13) also noted the relationship of leadership and context as: “Leadership is contingent upon environmental and contextual factors. It is one characteristic that marks out successful leaders of school to

their ability to understand the contexts. Leadership is a shared function and only expresses itself with and through others. But it cannot delegate .The expansions of leadership is empowering others to lead and improve schools.”

Schools are more effective and caring places when they are an integral part of the community. If a school wants to be a good and safe place, it must enhance family and community involvement with the school. This contributes to enhance academic performance, reduce disciplinary problems, higher staff morale and improved use of resources. Adelman and Taylor (cited in Rahel, 2014).

The Government of Ethiopia has been engaged in formulating and implementing different policies and programs. One of the landmarks to this effect is putting the 1994 Education and Training Policy along with the Education Sector Strategy as well as the Education Sector Development Programs (ESDP I – V) in place. Another program recently developed and currently under implementation is the General Education Quality Improvement Package (GEQIP) which has six important pillars in it. These are: Teacher Development Program (TDP), School Improvement Program (SIP), Civics and Ethical Education, Curriculum Improvement Program (CIP), Information and Communication Technology (ICT), and Management and Administration Program (MAP). Although there are six different pillars as indicated above, all of the other five pillars are there to strengthen SIP, because all of them are inputs for SIP which is reflected by student achievement (MoE, 2010).

The School Improvement Program (SIP) comprises four domains, 12 elements (three elements in each domain), 29 standards and 150 indicators; all of them targeting at

improving students' performance in the general education sub sector. According to the School Improvement Program Framework of the MoE (1991 G.C.), School Improvement is described as a concept that has a major goal of improving students' performance in schools through the development of a School Self-Assessment System which is undertaken against the four 'school domains'. The four domains include: a) the teaching learning process, b) school leadership and management, c) safe and healthy school environment, and d) relations among parents, community and school which is expressed as community involvement domain (MoE, 1991 G.C.).

The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school. They form a structure with which schools can review, question and analyze their systems and processes. School improvement relies on having sound measuring, monitoring and reporting processes in place for each of the domains (ACT, 2009).

The elements and indicators of SIP are interdependent and complementary to each other, which are directed towards attaining the major goal of improving students' performance. The major focus of school improvement program is students learning and learning outcomes and in order to achieve better students learning performance and learning outcome, the designed domains, elements and standards needs to be implemented. The domains and elements will be briefly discussed below (ACT, 2009).

Achieving measurable improvements in student results, using a range of assessment methods in each grade to assess student learning, providing extra teaching support to students based on their results, understanding the curriculum in terms of age, relevance,

and integration and developing and using supplementary materials in the classroom to improve student learning are other quality assurance in the implementation of teaching and learning domain (MoE, 2010).

The following are some of the main active learning methods stated by MoE (2010):

Class discussion – This learning method can be used with any class size, although it is typically more effective in smaller group settings. Class discussion requires the learners to think critically on the subject being discussed and to use logic to evaluate their and others' positions.

Think-pair-share – This learning method is when students take a time to think about what has just been presented by the teacher (i.e. think), and then discuss it with one or more of the students they are sitting next to (i.e. pair). This is followed by a class discussion (share).

Learning cell – This learning method is when a pair of students study and learn together by asking and answering questions on commonly read materials. First, students will prepare by reading a section of a textbook and then writing down questions that have about the reading. At the next class meeting, the teacher will randomly put the students in pairs, where one student will ask a question and they will both discuss it. Then it will be the turn of the second student to ask his or her question to be discussed. During this time, the teacher goes around the class from group to group giving feedback and answering questions.

Collaborative learning group – This learning method is that the teacher assigns students into groups of 3-6 people and then gives each group an assignment or task to work on together. This is a good example of active learning because it causes students to actively participate together in learning.

Class game – This learning method is considered an energetic way to learn because it not only helps the students to learn the course material but it helps them to enjoy learning about a topic.

Under the learning environment domain, students are expected to develop a habit of taking responsibilities and leading a disciplined life, to be motivated to learn and actively participate in lessons, teachers use various teaching methods in order to meet the diverse student needs in the classroom, the school is accessible for students with special needs, Schools provide quality school facilities with: a teachers room with desks and storage; a playing area for students; adequate teaching materials; reference materials; a fence around the school grounds; tea rooms; one desk and chair per child; a library; a pedagogical centre; sufficient, number of toilets for teachers, girl students and boy students; clean safe water for drinking and hand washing; soap and water at all toilets; hygiene education for all students; daily cleaning of toilets; good management and maintenance of water and sanitation facilities; and, for high schools a laboratory and IT centre (MoE, 2010).

The third domain of school improvement program is school leadership and management which focus on the structures and processes that exist to support shared leadership in which everyone has collective responsibility for student learning, effectively

communicated and followed School policies, regulations and procedures, effective schools decision-making and administrative processes including data collection and analysis, and communicating with parents (MoE, 2010).

Meeting with parents when necessary, and at a minimum twice per semester to provide quality reports and to discuss their child's learning achievement, mobilizing the community to provide resources to support implementation of the school improvement plan, communicating and promoting the importance of education in the community are the other elements that need to be implemented under community participation domain of school improvement program (MoE, 2010).

According to Ministry of Education of Ethiopia, (2010), schools are expected to actively communicate and promote the importance of education to the community in order to return children to school who have dropped out; retain children in school who are at risk of dropping out (e.g. orphans); enroll children who have never been to school; promote the importance of education in the community for development; and, provide free adult literacy education classes for community members.

Improving the capacity of schools to prioritize needs and developing a school improvement plan, enhancing school and community participation in resource utilization decisions and resource generation, improving the government's capacity to deliver specified amounts of schools grants at the woreda level, and improving the learning environment by providing basic operational resources to schools are the major components of the school improvement program (MoE, 2008).

The SIP was implemented using the following SIP materials:

1. School Improvement Framework
2. School Improvement Program Implementation Manual
3. School Improvement Guideline

Over the last three years many important lessons have been learnt through implementation of the SIP in schools across Ethiopia. Prior to the start of the second school improvement strategic planning cycle, the MoE decided to undertake a review in order to strengthen the SIP (MoE, 2010).

According to MoE (2010) a new SIP Guideline was developed in order to incorporate the lessons learnt to date, while also aligning existing SIP documents into one simplified guideline.

Directors of primary and secondary schools are expected to study the SIP Guideline to fully understand and strengthen the strategic planning process to realize improved student results. The first step in implementing the SIP Guideline is to review the performance of the existing School Improvement Committee. This step should be undertaken by all schools that still have a School Improvement Committee in place (MoE, 2010).

Domain and elements

Domain 1:- learning and Teaching

Elements

- Teaching practice
- Learning and evaluation
- Curriculum

Domain 2:- Favorable condition and environment for education

Elements

- Student empowerment
- Student support
- Student facility

Domain 3:- School Leadership and Administration

Elements

- School management
- Leadership behavior
- Strategic vision

Domain 4:- Community Participation

Elements

- Working with parents
- Engaging the community
- Partnership with parent and careers

2.2.1 Domain-1 learning and Teaching

The learning and teaching domain is the heart of the school improvement program in the sense that all other domains work as a system to enhance the learning and teaching process so that students' achievement can be improved significantly (Berhanu, 2010).

High quality learning can occur when teacher make appropriate decision about what is taught, how to engage students in meaningful experiences, and high progress will be assessed to inform future actions. Teachers need to apply their contemporary and professional knowledge to establish highly effective learning environments. They need to set expectations, plan for success and assess learning outcomes, and also school curriculum design and delivery need to establish explicit and high standards for learning.

In order to have high performance on teaching and learning, schools need to set high expectations for learning to challenge and engage their students and identify high standards for all students to achieve, have a strong focus on quality teaching in every classroom and a commitment to professional learning, deliver a curriculum that provides all students with a solid foundation in core knowledge, understandings, skills and values while being responsive to individual needs (ACT, 2009).

According to Hopkins and his fellows, the major aim of education is promoting students learning and their achievement through teaching. One way of improving teaching and learning activities is implementing school improvement program (Hopkins et al., 1994). Teaching and learning plays a great role in order to make a difference in the minds of students related to their knowledge, skill, attitude and capacity. Class room condition is the other factor that influence teaching and learning (Hopkins et al., 2001).

Planning is a key factor which helps teachers in producing well organized class and to create conducive learning environment. Planning also guides teachers to answer the wh-questions: who should do, what to do, when to do, where to do, and how to do. To strengthen the above idea further, Clark and Starr, (cited in Rahel, 2014) suggested: “teacher should select the goal, set direction, select the strategy, select the content and the general approach, select the materials and tactics for the implementation of the strategy and then proper instrument and techniques to evaluate it” (p.12).

2.2.2 Domain-2 Favorable condition and environment for education

This domain describes the promotion of positive and respectful relationships which are stable, welcoming and inclusive. In safe and productive learning environments, students

willingly engage and participate in the broad range of learning opportunities. They contribute to decisions about their learning and their contributions are valued.

Unless there is safe and healthy environment that motivates students to learn and teachers to teach, all efforts targeting at realizing SIP may be fatal (Birhanu, 2010).

Learning environment in school improvement includes monitoring students to learn and actively participate in lessons, having collaborative work at the school and community levels to support inclusive education for children and teachers with special needs, proving school facilities such as adequate teaching materials, reference materials, tea rooms, desk and chair per child, library , pedagogical center, sufficient number of toilets for teachers, female students and male students separately, and the like (MoE,2010).

According to Australian Capital Territory, ACT (2009) schools need to have structures and processes to identify, support and monitor the needs and performance of each individual student, ensure all students can access and participate fully in the school's learning programs and promote the involvement of students in the life of the school are safe, supportive, inclusive and welcoming places in order to have high performance on learning environment. When school environment is suitable for learning and teaching process, it contributes greatly for the quality of education. So the environment should stimulate purposeful students 'activity and they should allow for a depth and ranges of activities that facilitate learning (MoE, 2010).

The school is a significant personal and social environment in the lives of its students. A child-friendly school ensures every child an environment that is physically safe,

emotionally secure and psychologically enabling. Teachers are the single most important factor in creating an effective and inclusive classroom (UNICEF, 2016).

Creating quality learning environments to focus on student needs and foster potential skills and interests, creating opportunities for students to develop into self-regulating learners within and beyond the classroom, and valuing participation, and support student expression of new knowledge and understanding are the elements of learning environment to be implemented (ACT, 2009).

2.2.3. Domain-3 School Leadership and Administration

The leading and managing domain is concerned with communicating a clear vision for a school and establishing effective management structures. Leaders set directions and guide the school community in alignment of its purpose and practice. Effective leadership within the school is collegial, student centered and teacher focused, promoting a collective responsibility for improvement.

School leadership and management hold a very important role in the implementation of the School Improvement program starting from its inception up to its implementation and impact assessment/evaluation. Principals are the key players in this process. One of their most important responsibilities is to ensure that improvement plans reflect the characteristics of their own school and its community (Berhanu, 2010).

Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision and inspires them to make it happen despite the obstacles. It can also be defined as establishing direction to develop vision of the future

and the strategies, communicating direction in words and deeds to every one whose cooperation is needed to create the vision, energizing people to overcome major political, bureaucratic and resource barriers to change by satisfying basic, but often unfulfilled human needs (Kotter, 2007).

Whereas management is a set of process that can keep a complicated system of people and technology running smoothly. The most important aspects of management include planning, budgeting, organizing, staffing, controlling, and problem solving. It focuses on power by position, focuses on systems, rely on control, have a short term perspective, imitate and copy, do things right, administer resources, studies the past to predict the future, use legitimate power, translate others vision into action in the present, concerned with productivity and results (Kotter, 2007).

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

Education system need decentralized management to better serve and bring services closer to their beneficiaries: students, parents and communities. Effective leadership assumes authority to not be located in the persons of the leader but can be dispersed within the school in between and among people (Harris et al, 2005). Thus, effective leaders in schools are those who are able to build collaborative cultures through generating positive relationship. This implies that effective leadership occurs when individuals have the opportunity to develop high performing work teams.

In order to have high performance on leading and managing, schools need to establish and publish a shared and clear vision of the school's values, goals, priorities and

directions demonstrate strategic, purposeful and participative leadership, with a strong focus on student achievement through quality teaching manage resources and risks in ways that support the school’s vision and maintain operational integrity (ACT, 2009).

Developing a realistic challenge and futures-oriented school vision collaboratively, using reflective practices to appropriately manage people to achieve improvements, and demonstrating effective resource management together with leadership team to achieve results are elements to be implemented under the leading and managing domain.

2.2.4 Domain-4 Community Participation

The Ministry of Education of Ethiopia (2017) stated:

“In principle, every community member is stakeholder in education. This is because education is a common issue of all citizens of a given nation. Directly or indirectly every citizen benefits from education and its innovations, therefore, everyone has the right and responsibility of involving and supporting the school endeavors. However, due to the lack of awareness most individuals consider that school activities are the sole responsibility of school principals, teachers, woreda education office and/or other higher government bodies” (p.38).

The community involvement domain describes the development of quality ongoing community partnerships and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success are promoted as educational outcomes (ACT, 2009).

It is important to involve parents in planning of a three-year school improvement strategic plan and a one-year school improvement action plan, in raising resources, in assessing students results and their achievement, and also in ensuring the overall success of the school’s strategic and annual action plans (MoE, 2010). Community participation

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

Schools should actively encourage and support parents to be involved in their children's learning, foster a genuine collaborative relationship with the school community, celebrate and promote their achievements. (ACT, 2009) The major activities that involve community participation in teaching learning process include: setting of teaching standards, recruitment, teacher training, teachers' salary, condition of service, promotion and discipline are important factors. Involvement if community in selection of teacher can play vital role in the selection of excellent teacher as per their need. The teacher selected by the community shows the responsibility towards the children of the community (Rout, 2013).

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

The following basic principles of community involvement strategies in schools: several village meeting must be held in order to discuss with the villagers what their interests and problems are with the schooling of their children. A leader for any school based on community should be necessarily identified and normally it is necessary to give a real role to the parents in the day to day management of a school (MoE, 2011).

Developing effective relationships with parents/careers to support student engagement with learning, enriching the curriculum through partnerships activities involving the local community and resources, celebrating successful learning and teaching outcomes and promoting its achievements across the wider community are the elements under the community involvement that schools need to implement.

2.2.4.1. Parents involvement in school improvement planning

Schools should encourage school councils, parents, and other community members to participate in the development of board and school improvement plans, schools should establish policies to ensure that school councils, parents, and other community members have meaningful roles to play in developing, communicating, monitoring, and evaluating school improvement plans. They should also support the development of team and leadership skills for school council members through training, conferences, and forums. Schools need to implement mechanisms to hold superintendents of education and principals accountable for progress towards the goals set out in school improvement plans (EIC, 2000).

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 a consistent manner, and demonstrate more positive attitudes towards school. They also are more likely to complete high 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 plans for increasing it (EIC, 2000).

Furthermore, EIC (2000) explained that parents care about their children's education. They want to know what their children are being taught and how successful their children are. Parents also want to become partners in their children's education, but many have work commitments, job schedules, or family situations that limit the time and energy they can commit to involvement in the school. Principals, vice-principals, and teachers would like to involve parents more, but some are not sure how to do so.

If parents and schools are to work together in a meaningful way as partners in the education of children, schools should provide parents with the information, opportunities, and support they need to become involved. Parents should feel welcome in the school and should be encouraged to ask questions and voice their concerns. Parental involvement need not be restricted to participation in a formal organization, attendance at an annual parent-teacher conference, volunteering in a classroom, and helping out in the school library. Schools must look beyond these traditional practices and seek innovative ways to involve parents in their children's learning, both inside and outside the home. For example, schools can encourage parents to read to and with their children on a daily basis by offering reading incentives. They can also offer book-borrowing programs, and, when possible, trips to the public library to provide children who might not have books at home with an opportunity to obtain them.

EIC, (2000) stated that successful school-parent partnerships are supportive relationships in which staff and parents work together to improve student learning. Each school should strive to understand its students' family situations and work with that information and its own resources to encourage appropriate and workable types of parental involvement.

2.3. School Improvement Program Phases

MoE (2010) has developed school improvement framework, a system consists of several tools and processes by which schools able to conduct self-enquiry, develop strategic plan, implement the plan, monitor and control the progress and report to the stakeholders.

The SIP framework identified that, the process of SIP is not only continuous, and cyclical but also modified on the basis of information obtained from both external evaluation and self-enquiry which the school itself conducted at the end of each year as well as at the end of three years. The strategic plan of school improvement program covers three years. The following diagram shows activities to be performed within three years.

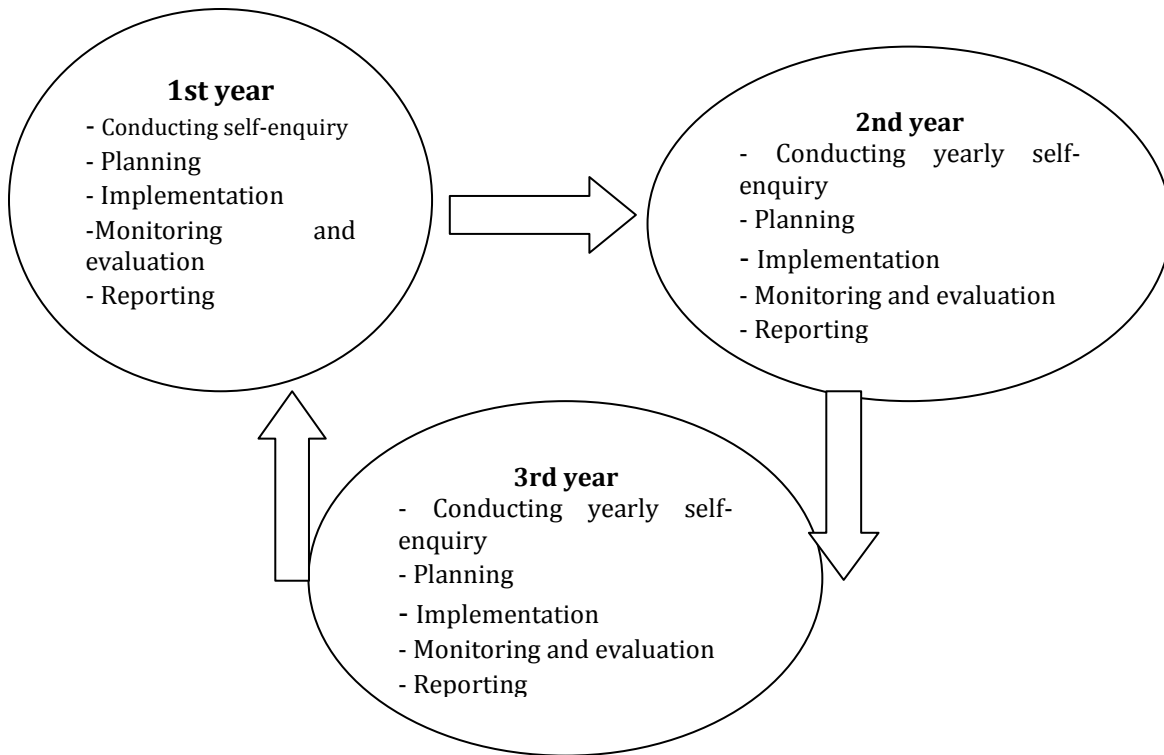


Figure 2. Phases of school improvement program

School improvement framework developed by MoE, 2010

In the first year of the SIP such major activities as: preparation, collection of information, system survey, deciding performance level of the school, designing SIP plan, implementation of the plan, monitoring and evaluation as well as reporting are conducted. In the second year, schools evaluate the improvements achieved in line with the goals set and priorities identified. To this end, new issues or priorities that might be considered will be identified and modification of the plan will be made. Besides, standards on which self-enquiry was not conducted in the first year will be selected and finally, report will be prepared and presented. In the third year, while the implementation is on effect, schools monitor those improvements observed through self-enquiry. Moreover, external bodies evaluate the performance of schools and provide them with the feedback.

2.4. School improvement program in different countries

2.4.1. SIP in the United Kingdom

In England, New Zealand, Australia and the United States, national and state governments started to play a more active and central role in school improvement. This “ whole-school design” approaches combined elements from the school effectiveness and school improvement research bases to focus upon curriculum and instruction as well as management and organizational variables. Some of these approaches were designed to meet particular curriculum needs, which have subsequently been adopted in many other countries (Abu, 2014).

In England, school improvement in 1980’s tends to be practitioner oriented and research and evidence base was not incorporated into policy working. Between 1995 and 1998, there was an increase commissioned research and a consequent rise in Universities involvement in the school improvement. Zijjian and Williams (cited in Rahel, 2014).

From 1998, there has been a trend towards an integrated relationship between research, policy and practice with the favoring themes; design approaches contextual specific approaches to school improvement networking teacher effectiveness, teach learning and professional learning communities. Zijjian and Williams (cited in Rahel, 2014).

Hopkins, (cited in Rahel, 2014) stated “Publication on schools’ effectiveness and later of school improvement have been demonstrated since 1979 in Britain and much of the English- speaking world” (p.16).

According to Hopkins (cited in Rahel, 2014) Schools improvement in England is explanations of the fare of change effort concerns that evaluation of the managerial innovations of school's self-evaluation, and its successor, school development planning both of which have been championed by external agents for the good of schools in England. Developing planning has firmly established itself as a key strategy for school improvement since 1989 in England as a means of helping schools manage the extensive national and centrally driven change agenda and to enable the school to organize what it is already doing and what it needs to do in a more purposeful and coherent way (p.16).

Hopkins also asserts that the school improvement approach in England is development planning that was rooted classroom. The focus was on students learning, their progress and achievement.

The school improvement plan begins with learning goals for students. A teaching for achieving them is then produced. This strategy supported by any necessary adjustments to the school 's management arrangements Hopkins, (cited in Rahel, 2014).

One of the main challenges across United Kingdom countries is to improve student performance and reduce performance gaps between students of different socio-economic backgrounds. Attracting high quality teachers and school leaders – and providing them with the tools to manage improvement – is also a challenge. In this process, some countries also consider it important to establish efficient co-ordination among actors, by reducing bureaucratic procedures and ensuring that sufficient funding reaches the most disadvantaged schools. Providing qualifications for successful transition into the labor market is also an issue (Education policy outlook: United Kingdom, 2015).

According to Education Development Trust, EDT the transformation since 2000 in London schools, and in particular the schools in inner London, has been remarkable. Pupils in London now outperform every other region in the country based upon their school leavers' examination results (Education Development Trust, EDT, 2016).

London schools have made extraordinary progress over the last decade. The government schools in inner London were the worst-performing schools in England at the turn of the century. Today London government schools outperform government schools in every other region of England (EDT, 2016).

2.4.2. SIP in the United State of America (USA)

Marsha, (cited in Rahel, 2014) explained, "The term school improvement first came into prominence in United States of America in the 1960s with reference to federal and state programs for school improvement in specific areas such as bilingual education and since education" (p.17).

The introduction of school improvement in the USA is connected to different issues related to curriculum issues and community movements. Lieberman (cited in Rahel, 2014) stated:

"Curriculum reform effort, ethnic right movement pressures, commitment towards –war on poverty and money provided for a wide variety of educational programs to support equity and the improvement of school eventually cause evaluation of how. Programs for change actually made their way into school practice that lead to give ground for the beginning of school improvement (p.17).

2.4.3. School Improvement Program in Spain

The Spanish education system according to Sun and Sun, 2005 (cited in Mohammed, 2011) is currently undergoing a deep process of overall reform as a result of gradual implementation of "the law on the general organization of education system" in 1990. This reform has affected the schools general administration, autonomy, management, structure, curriculum, organization of teaching staff and other elements. These authorities related school improvement to overall reform traced to the new Spanish Constitution which started a new political and social model that had an effect on all areas in 1978 with three guiding principle: the right to education; the school community participation in the teaching management and the establishment of a decentralized education system.

According to Munoz-Repiso et al. (cited in Mohammed, 2011) the main initiatives at the national contextual level, which have fostered school improvement in Spain, are the reform of secondary school. As described by these authorities there are five effective school improvement programs in Span. These are: 1) Students learning improvement in the first cycle of compulsory secondary education; 2) Effective school improvement in mathematics; 3) The reform of the leading and writing process at a Rural Groped Schools; 4) Open reading group program; and 5)The new compulsory secondary education teaching and the attention to diversity in the education center.

2.4.4. School Improvement Program in Australia

Marsh, (cited in Rahel, 2014) "SIP in Australia has to a large extent been due to state education system initiatives. The emergence to vary different decentralized system in Victoria in the 1980s warrants special mention" (P.28).

The Western Metropolitan Region (WMR) strategy was generated in 2008 to break out of pattern. The Victorian education policy framework had adopted a stronger focus on system-led reform within the context of school autonomy, networks, quality leadership and teaching, partnerships and an accountability framework for student learning outcomes. Supported by additional resources, including targeted Federal Government funds to redress the effects of socio-economic disadvantage, the region established powerful overarching goals, a common language, mutual expectations in a network environment, and a highly specific and well-resourced action plan. (Department of Education and Early Childhood Development, DEECD. 2012)

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

According to Department of Education and Early Childhood Development, DEECD, (2012): “This impressive improvement was the result of a five year collaborative systems strategy – co-designed by regional and schools leaders, with extensive support from internationally recognized experts in literacy and numeracy, and implemented through intense professional learning in instructional practice”(P.4).

Improvements can occur at scale in a relatively short time and that improvements can be sustained. The practices underpinning the gains centered on changing the ‘mindset’ of schools to aspire to major improvement, changing the instructional practices of the school leaders and teachers and the system providing intense and step-by-step support (DEECD, 2012).

In the early 2000s, large scale capacity building programs were implemented by the system to ensure that schools developed the levels of professional capability to benefit from the greater school level autonomy, such as early year's literacy, middle years' learning, curriculum and assessment, and improving leadership. School capacity was also monitored by an accountability process based on comprehensive performance and organizational data (DEECD, 2012).

Four important principles guided the improvement strategy: 'Collective efficacy' – this occurs when teachers collectively believe all students can learn and achieve. It is a lead indicator of the potential for growth in student learning. Focusing on the 'instructional core' is the second important principle which aimed that the only place to improve student outcomes is in the classroom; that requires focusing on the 'instructional core' or the relationship between student, teacher and content. The third principle is 'Layered learning' – this is about continuous capacity building that emphasizes that everyone learns together about the same things. This included all principals, teachers, schools, networks, coaches, experts and all regional officers learning about the same elements of quality instruction, using data and the value of collaboration. 'Gradual release of responsibility' – this is the fourth important principle which focuses on a theory of learning that moves the learner from teacher-directed instruction to student centered collaboration and independent practice. It is applicable to all learning including students in the classroom and professional learning for teachers and principals (DEECD, 2012).

Further significant measurable growth in student learning – more than one year's growth, reduced in-school variation i.e. greater consistency and learning outcomes between

classes, and also significant measurable increases in school completion rates and successful pathways for all students are successful outcomes (DEECD, 2012).

DEECD, (2012) concluded that the Western Metropolitan Region (WMR) strategy was successful through designing a tight set of specifications, building instructional capability and then focusing relentlessly on implementation, including providing detailed and tailored support for individual schools and networks. As the Victorian system moves into a new phase and the focus shifts from regions to interest-based networks or clusters, the challenge will be to transfer the lessons from the WMR reform into the new context.

2.4.5. School Improvement Program in South Africa

All students need to be well educated, and schools must continuously track and improve their performance via inspections and examinations. Each country should set standards and measures of success in relation to its needs, and introduce mechanisms to help schools to achieve those standards. Pressure without support does not yield better performance. A performance management system needs to be in place to assess whether targets are being met. Comprehensive data helps to identify obstacles that prevent learners from succeeding, and helps to shape strategies to address them. To reduce wide disparities in education, a great school system has to overcome huge socio-economic challenges. The harsh reality is that parents are the greatest determinant of how learners do in school – but this can, to a significant degree, be overcome with good teaching (Center for Development and Enterprise, 2008).

During this period of transition, there was much interest from different educational constituencies in finding out the characteristics of effective and improving South African

schools. A number of school development, school effectiveness and school improvement initiatives were started, both by the new government utilizing donor funding, and by nongovernmental organizations. The programs touched different aspects of school life in individual schools - school management, teacher development in subject content and teaching methodology, learner assessment, organizational development etc. However, studies of school development projects in SA over this period have revealed that they have not had a significant impact on teaching and learning and subsequent learners' performance Christie and Potterton, (cited in Chinsamy, 2002).

One of the main reasons for the relative failure of these projects, despite their good intentions and excellent content in many cases, was the implementation of single change programs or the lack of integration of many programs initiated in schools. In addition, it was generally found that those schools that did make improvements in some aspects, and whose learners subsequently improved their performance, could not maintain that improvement in subsequent years consistently. Many of these early projects, aside from having single change programs, tended to be "supply push" interventions, either focusing on inputs or on improved schools processes and that was natural; they generally did not focus on "demand-side" and on accountability for final results. They were based on the notion that there was some input or process deficit, and that fixing that deficit would more or less automatically lead to better final results Christie and Potterton, (cited in Chinsamy, 2002). In addition, "processes and inputs have indeed improved, but actual results have not." Crouch, (cited in Chinsamy, 2002, p:2).

Chinsamy, (2002), on his research, mentioned that there is a need for multiple innovations at the level of the school at the same time, manage in a coordinated and coherent way. Schools play the role of initiating and sustaining school improvement which needs to have a certain degree of functionality and effectiveness. A meaningful system of prioritizing and sharing the limited resources to enable its schools to have access to relevant officials, resources and facilities, and proper follow up mechanisms is important. The education district organizes all its activities around its primary function that is, supporting schools in the delivery of the curriculum in order to be successful in the development and improvement of school.

2.4.6. School Improvement Program in Ethiopia

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

It was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular.

One of the six programs included in General Education Quality Assurance package is the school improvement program. The program is aimed to bring about a desirable influence up on the promotion of quality education. To this end, the ministry, in collaboration with

Regional Education Bureaus, had developed school improvement framework in 2007 marking experiences drawn from other countries.

School improvement program is being implemented in Ethiopia to improve quality of education, and it is adopted from the Australian school excellence. It consists of four domains and twelve elements (MoE, 2007). The program was designed by MoE with different guiding manual which were disseminated to regions, training was given for different level educational leaders and expertise and teachers. Different documents showed that though the implementation of the policy has improved the quality of education to some extent, there is also lack of improvement at different levels.

In Ethiopia, in previous years, due to a great effort exerted to implement the education and training policy, various promising results were registered. In spite of those achievements, still there are problems related to access, quality, equity, relevance as well as leadership and management that require critical interventions, if the education is to be an instrument for the realization of the goals set by the state. Accordingly, the MoE has developed the general education quality assurance package in 2007 so as to ensure the equitable provision of quality education (MoE, 2007).

Different evaluations on the implementation of ESDP disclose that Ethiopia made significant progress in education as a result of ESDP I, II, III (MoE, 2005). The document also points out that access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were also important improvements in the availability of trained teachers and some other inputs

which are indispensable for a high quality education system. Challenges, however, remain in order to realize quality and internal efficiency.

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

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

2.5. Challenges for SIP implementations at global level

Challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change Hussein and Postethwore (cited in Frew 2010).

The main challenge in school improvement everywhere in the world that not much powerful and sustainable change happens in schooling is inability to make it happens in classrooms. Although many of the SIP initiatives were related to teaching and assessment practices, we heard little to suggest that classroom practices were being transformed in

ways that would lead to improved student learning Earl et al. (cited in Mohammed, 2011).

There are common challenges that most school improvement programs face. These are: lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers' work as an increasing number of students arrive at school less well-socialized, less prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities. In addition, an organizational structure with in which teachers' work is less autonomous and more integrated with that of other teachers' affects the development of commitment to change (MoE, 2010).

Moreover, the continues transfer of teachers, principals and educational administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long (Plan International, 2006).

2.5.1. Challenges of SIP implementation at National (Ethiopia) Level

Federal Ministry of Education, (2010) stated that main challenges concerning planning and resource use by schools are: limited capacity to implement SIP at school and woreda level, not well-established system of monitoring and evaluation of SIP. Some of the challenges concerning on quality of school infrastructure and facilities are: the absence of support for school construction through government funds obliges poor communities to invest in facilities. Despite significant investment in quality inputs like teachers, books,

buildings and related infrastructures, national learning assessments show deteriorating trends in student achievement.

Furthermore, MoE, (2017) indicated some of the potential challenges that hinder the effective SIP implementation for each domain as follows: some of the challenges in the teaching learning domain are inadequate teachers' qualification and poor motivation, lack of participatory teaching and learning methods, inappropriate assessment methods, and also low attendance and students' motivation. Inadequate school facilities like libraries, laboratories, separate and clean toilets, clean water, playing field, cafeteria, and the like, insecure school environment, lack of discipline, poor school environment for special need students are some of the potential challenges under safe school environment domain. The main challenges under school leadership domain are: lack of clear system of accountability and responsibility, lack of strong participatory leadership, and lack of clear communication system. The readiness of the school leadership to involve the community, low community participation in school affairs, and also low awareness of the community about their roles and contributions in the school (MoE, 2017)

According to MoE, (2017) "Besides the challenges indicated above, lack of awareness concerning SIP implementation, and high turnover of school leaders are the challenges encountered by schools" (p.9).

Opposite to the literature, relation to Australian and South African experiences Abebe, (cited in Tekalign, 2016) verifies that with regards to authentic school improvement implementations in Ethiopia, there are problems with current school improvement program interventions that include: a failure to embed school improvement initiatives

within a contextual and diagnostic analysis of the school; lack of focus upon the level of the classroom and the primacy of instruction; a neglect to consider differences between schools and the need for more accurately targeted programs focused upon the particular growth states of schools; The continuing need to understand the complex dynamic between structure and culture in school reform; and the necessity to focus not just on how innovation impacts on schools, but how such innovations can move up to scale and impact on many schools and systems (Abebe cited in Tekalegn, 2016).

2.5.2. Challenges of SIP implementation at Addis Ababa Secondary Schools

The school improvement program will have significant prospects in terms of enhancing the learning and teaching process, in bringing about a healthy and safe education environment, and in creating a strong partnership between the community/parents and the school among others (Berhanu, 2010).

According to Workneh and Tassew (cited in Tekalign, 2016), there are many challenges that exist in the effort to provide quality education and in implementing school improvement programs in secondary schools. These challenges include leadership and management capacities at institutional level which still remain very weak; insufficient and well qualified teachers and continuous professional development have not been given attention by school leaders and teachers.

In addition, Tekalign, (2016) “the capacities of secondary schools to implement school improvement at school and district level were very low and the school improvement program monitoring and evaluation system was not well established” (p:120).

Lack of school facility, insufficient budget, lack of the necessary awareness and practical involvement of the community, lack of trained teachers for special needs education, and lack of the necessary awareness and practical involvement of teachers were identified as some of the major challenges in implementing SIP (Berhanu , 2010).

According to Lemessa, (2016), lack of awareness and informed training, low involvement of stakeholders, limitation of professional support from local educational authorities, and shortage of materials and financial resources are the serious problems that impeded the effective implementation of the program.

In order to overcome the challenges and to realize the objectives of the program, Berhanu has recommended integrated efforts of all stakeholders of the program mainly, the school community, the external community including parents and the government (Berhanu, 2010).

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology employed in the present study. Design of the study, sources of data, population, sample and sampling techniques, data gathering instrument and procedures, data analysis technique and ethical considerations will be dealt under this chapter.

3.1. Design of the study

Research design is a framework that serves as a plan to study the research problem. The role of a research design is to manage the collection of relevant data with minimal consumption of effort, time and money considering the research objectives (Kothari, 2004).

The main objective of this study was assessing the implementation and challenges of school improvement program (SIP) in selected government secondary schools of Addis Ababa. Both quantitative and qualitative approaches were used in a mixed research method of concurrent design. The descriptive survey design was employed in this study to make it helpful to obtain reliable and relevant information from a variety of groups on the actual implementation of the issue under investigation (Hale, 2018).

The descriptive survey method was helpful in order to collect all useful data from respondents and to come up with finding and to enrich the data obtained through questionnaires. In addition, interviews were employed in this study and also open-ended

questions will be used in every questionnaire to obtain qualitative information from respondents.

3.2. Sources of Data

Both primary and secondary sources of data were used. The primary data were collected from principals, supervisors, teachers, students, PSTA members, SIP committee members and also from schools' plan. Documents related to SIP such as SIP guide lines, and SIP frame works, and manuals were used as secondary sources of data.

3.3. Population, Sample and Sampling Techniques

There are 11 sub cities found in Addis Ababa city administration. And three Suc-cities were randomly selected. The selected sub-cities were Lideta, Kirkos, and Akaki Kaliti. According to the data collected from Addis Ababa City Administration Education Bureau, AAEB, (2018), the total number of secondary schools found in Lideta, Kirkos, and Akaki Kaliti sub cities are 3, 4, and 5 respectively. Three secondary schools i.e. Afirca Hibret, Abiyot Kiris and Bulbula from the three sub cities namely Lideta, Kirkos, and Akaki Kaliti were selected, respectively, using simple random sampling.

The target populations of this study are teachers, SIP committee members, students, principals, supervisors, members of parent student teacher associations (PSTA) in the selected schools. The total number of teachers in Lideta, Kirkos, and Akaki sub cities are 260, 330 and 388 respectively. In general, the total number of secondary school teachers in the selected sub-cities are 928. There are also three main principals and six vice principals in the selected three schools.

At sub-city level there are totally six secondary school supervisors in the selected sub cities: two in Lideta, two in Kirkos, and two in Akaki Kaliti sub city. At school level there are 21 in school supervisors (unit leaders and heads of department) who participate in SIP implementations (7 in each school). There are also 18 members of school improvement committee (six from each school).

Regarding respondents sampling 120 teachers (30 from each school) are selected by simple random sampling technique. Because the in school supervisors, principals and SIP committee members are few in number, all are included as samples purposively (48 in total). The teachers and the school leaders (in school supervisors, principals and SIP committee members) serve as questionnaire participants.

With regard to interview participants simple random sampling was used to recruit 2 parents from each school (a total of 6 parents). Likewise, random sampling was used to include two student representatives from each school (a pool of 6 students from the three schools). Besides, available sampling is used to include all the six supervisors in their respective sub-cities (two supervisors from each sub-city).

3.4. Data gathering instruments

In the present study questionnaire and interviews were the instruments used for data gathering. Important documents were consulted as well.

3.4.1. Questionnaires

Questionnaire was used in order to get reliable and valid information and data from teachers, principals, in school supervisors and SIP committee members. Both close and open-ended question items were included in the questionnaire (see Appendix 1).

3.4.2. Interview

Interview questions were prepared for sub-city level supervisors, students and PSTA members (parents in this case). The interview is semi structured. Times were arranged with the interviewees for the interview. Since the selected interview type is semi structured, specified set of questions were developed which helped the researcher draw information from the respondents (See Appendix 2).

3.4.3. Documents

Relevant documents like SIP manuals and frame work, and other additional plans of the school improvement program were assessed by using checklist.

3.5. Data Analysis Techniques

The data gathered through questionnaire and interviews were analyzed quantitatively and qualitatively.

The quantitative data was tabulated and processed using Statistical Package for Social Sciences (SPSS V-23) in order to evaluate and understand the raw data. Descriptive statistics such as frequency, percentage, mean, and standard deviations were used to analyze the quantitative data. The quantitative data was organized and displayed in tables.

Furthermore, they were analyzed and described in accordance with the data shown in each table.

Thematic analysis was used to analyze the data collected through the interview. Qualitative data analysis method was employed as a supplementary data analysis technique for triangulation and justification purpose.

3.6. Ethical Considerations

The respondents who participated in this study voluntarily answered the questionnaires on their own free will with fully informed consent. Prior to obtaining informed consent, the aim of the study and the process of data collection explained so that they could choose to whether to participate or not.

The identity of participants and their respective responses kept confidential. Participants were informed that confidentiality and anonymity maintained.

The participants were provided with necessary debriefing, and additional information required to relieve them from psychological discomfort and to get their honest and accurate responses. There were convincing respondents by stating clearly that the purpose of this research is only for academic purposes. This study reported its findings by incorporating its genuine findings without distortion and addition.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the study deals with the presentation, analysis and interpretation of the data obtained from the sampled government secondary schools of Addis Ababa city Administration by using questionnaire and interview. The chapter has three sections. The first part of the chapter presents about background information of the respondents. The second part presents on the practices of SIP which emphasize on SIP implementation in each of the four domains. This part contains the major aspects of the study objective. In the third part major challenges that affect SIP implementation are presented.

4.1. Description of the Questionnaire Respondents' Demographic characteristics

For the purpose of describing questionnaire respondents' characteristics, frequencies and percentages were computed. The summaries of the computations are presented on Table 1 below.

Table 1: Frequencies and percentage of demographic variables

Variable	Category	Teacher		Educational Leaders					
				Principals		Supervisors		SIP committees members	
		N	%	N	%	N	%	N	%
Gender	Male	91	75.83	6	66.67	18	85.71	10	55.56
	Female	29	24.17	3	33.33	3	14.29	8	44.44
	Total	120	100.00	9	100.00	21	100.00	18	100.00
Age in years	21-30	27	22.50	-	-	-	-	-	-
	31-40	46	38.33	5	55.56	2	9.52	6	33.33
	41-50	29	24.17	4	44.44	16	76.19	4	22.22
	Above 50	18	15.00	-	-	3	14.29	8	44.44
	Total	120	100.00	9	100.00	21	100.00	18	100.00
Educational Backgrounds	Diploma	-	-	-	-	-	100.00	-	-
	First Degree	77	64.17	-	-	4	19.05	12	66.67
	Master's Degree	43	35.83	9	100.00	17	80.95	6	33.33
	Others	-	-	-	-	-	-	-	-
	Total	120	100.00	9	100.00	21	100.00	18	100.00
Experiences	Up to 5years	-	-	-	-	-	-	-	-
	6-10 years	32	26.67	-	-	-	-	-	-
	11-15 years	44	36.67	-	-	-	-	10	55.56
	16-20 years	19	15.83	8	88.89	3	14.29	-	-
	Above 20 years	25	20.83	1	11.11	18	85.71	8	44.44
	Total	120		9	100.00	21	100.00	18	100.00

As can be seen from the table above majority of the teachers (75.83%), directors (66.67%), supervisors (87.71%) and SIP committee members (55.56%) are males.

In terms of age 38.33% of the teachers and 55.56% of the principals are aged between 31 and 40. On the other hand 76.19% of the supervisors belong to the age group 41-50 while 44.44% of the SIP committee members belong to the age group above 50.

Table 1 also depicted that 64.17% of the teachers are degree holders while all (100%) of the principals and majority of the supervisors (80.95%) have M.A. degrees. With regard to the SIP committee members 66.67% of them have B.A. degrees.

As far as their experience is concerned 36.67% of the teachers and 55.56% of the SIP committee members serve between 11 and 15 years. Majority of the principals (88.89%) serve between 16 and 20 years and majority of the supervisors (85.71%) serve for more than 20 years.

4.2. SIP Implantation in the Schools

In this sub-section, respondents' replies related to the implementation of SIP are presented in tables. Taking the first five research objectives of the study, the presentations are organized in to four in accordance with the four domains of SIP: Learning and Teaching; Creating Favorable Learning Environment; School Leadership; and Community Participation. Last but not least, summary of SIP implementation in the selected government secondary schools of Addis Ababa City Administration is presented.

4.2.1. Learning and Teaching Domain

Table 2 Implementation of the learning and teaching domain of the SIP

R/No	Items	Teachers		Leaders	
		M	SD	M	SD
1	Teachers participate in continuous professional development.	3.10	1.081	2.91	1.164
2	Teachers use active learning methods in the classroom to realize improved learning results	3.68	1.281	3.41	1.211
3	Teachers continuously evaluate students and then give comments.	3.14	1.381	3.10	1.263
4	Teachers provide special support (Tutorial) for slow learners	2.71	1.358	1.93	0.961
5	Teachers understand the curriculum (in terms of age, relevance, and integration).	2.91	1.311	3.41	1.211
6	Teachers develop and use supplementary materials in the classroom to improve student learning	3.62	1.137	3.54	0.999
	Total	3.19	1.258	3.05	1.135

As can be seen from Table 2 the mean score from teacher respondents for items 1,2,3 and 6 is more than the expected mean (i.e. 3 in a scale of 5) while the mean scores for items 4 and 5 is below the expected mean. With regard to leaders' reply the table portrayed that the mean scores for items 2, 3, 5 and 6 are above the average. On the other hand the mean scores for items 1 and 4 are below the expected mean score.

Table 2 also revealed the total scores from both teacher and leader respondents. Specifically the table inform us that the overall mean score of teacher respondents with regard to teaching and learning domain is 3.19 (SD= 1.258). The mean score of leader respondents in the domain is 3.05 (SD= 1.135) slightly lower than the mean score of the teacher respondents.

These all implied that the implementation of the teaching and learning domain of the SIP is slightly more than average. Besides, the data implied that teachers' provision of tutorial to slow learning students and teachers' participation in continuous professional development are the least practiced activity in the teaching and learning domain of the SIP program in Addis Ababa. On the other hand teachers' use of active learning, continuous assessment and supplementary materials are better performed in schools at Addis Ababa.

An important implication here is that leaders believed that teachers have better understanding of the curriculum while the teachers themselves believed that they have less than average understanding of the curriculum. This issue of understanding the curriculum is also raised in the interview conducted where a parent said:

“I don’t believe that the teachers themselves understand the course they teach. I said so because I know that everything is given by the ministry [Ministry of Education]” (Parent interviewee 3)

4.2.2. Creating Favorable Learning Environment domain

Table 3 Implementation of the Creating Favorable Learning Environment domain of the SIP

R/No	Items	Teachers		Leaders	
		M	SD	M	SD
1	Students participate in functional clubs	2.62	1.455	2.60	1.821
2	Students volunteer to teach/mentor younger students in the school.	2.77	1.375	2.52	1.452
3	Students have high motivation to learn	3.41	1.359	4.1	1.012
4	Students actively participate during class teachings	2.52	1.452	3.11	1.239
5	Teachers and students feel safe on the school grounds	2.27	1.433	3.79	1.424
6	Teachers, students, and parents understand the school's policies	2.68	1.281	3.14	1.329
7	The number of students in a class is forty and less than forty.	3.39	1.522	3.52	1.503
8	Teaching and learning materials are plentiful in the school	3.38	1.508	3.62	1.498
9	Water supply, toilets, and cafeterias are enough for teachers and students	3.63	1.544	4.07	1.28
10	Classrooms are suitable places and have conducive conditions for teaching and learning	3.50	1.401	3.55	1.594
	Total	3.02	1.433	3.40	1.109

As shown in Table 3 above, the mean value of items 3, 7, 8, 9 and 10 is average taking the responses of the teachers in to consideration. On the other hand, Table 3 showed that the mean value of the remaining 5 items of the learning environment domain is below the average. These demonstrate that these five indicators of the learning environment domain are

practiced successfully while the remaining 5 indicators are exercised unsuccessfully in the schools.

Table 3 also presents the responses of the leader respondents. As such the mean scores of items 1 and 2 are below the average while the mean scores of the remaining items is above the average. These implied that students' participation in clubs and mentoring younger students is weak in the school.

The total mean scores of the learning environment domain are also presented in Table 3 above where the mean scores by teacher and leader respondents are 3.02 (SD= 1.433) and 3.40 (SD= 1.109), respectively. These implied that teachers believed that the implementation of the learning domain of the SIP is average while leaders believed that its implementation is above average.

In terms of implementation of the learning environment domain indicators', the least implemented features the learning environment domain in the schools in Addis Ababa are students' participation in clubs and mentoring younger students. Students' active participation in classrooms; Teachers and students feeling of safety: and Teachers, students, and parents understand the school's policies are rated as poor by the teacher respondents. These all are rated as more than average by leader respondents. Taking the number of teacher (120) and leader (48) respondents in to consideration we can say that these activities are least implemented.

On the positive implementation spectrum the data indicate that students have high motivation; the number of students in a class is forty and less than forty; there are

plentiful teaching and learning materials; water supply, toilets, and cafeterias are enough for teachers and students; and Classrooms are conducive for teaching and learning.

4.2.3. School Leadership domain

Table 4 Implementation of the School Leadership domain of the SIP

R/No	Items	Teachers		Leaders	
		M	SD	M	SD
1	Decisions are made when teachers and students participate in the school improvement program.	2.79	1.461	3.14	1.575
2	Principals regularly communicate the school community about SIP	2.73	1.421	3.10	1.423
3	Principals provide training for new teachers on school improvement program	2.55	0.943	3.19	1.460
4	Principals have shown great determination to do what is expected of them in order to improve student achievement.	2.62	1.110	3.04	0.980
5	Principals have played a key role in the implementation of the School Improvement Program	2.83	0.962	3.20	0.984
6	Principals will closely address some of the barriers to the implementation of the School Improvement Program.	2.48	0.991	3.14	1.081
7	Principals have their own follow-up form for teachers to follow.	3.36	1.060	3.11	1.138
	Total	2.76	1.135	3.13	1.235

The replies given by the respondents about the school leadership domain of SIP are indicated in Table 4 the above. The Table depicted that mean scores from teacher respondents for all items are below the average except for items number 7 whose mean score is 3.36 (SD= 1.060). This implied that teachers know that principals have forms to follow-up teachers. Besides, the overall mean score for the school leadership domain is below the average (M=2.76, SD= 1.135)

The mean scores from leader respondents on the other hand show us that all scores are above average. The overall mean score for the school leadership domain is also above average (M= 3.13, SD= 1.235). These all implied that the leaders believed that the school leadership domain in general and the specific indicators of the domain are implemented well.

Taking the fact that the domain is all about leadership in to consideration and the overall mean score of leader respondents is only slightly higher than the mean, it be interpreted that the implementation of the school leadership domain of the SIP in Addis Ababa is poor. The poor performances of the school leadership are also depicted in the interviews conducted with parents and students. In elaborating how decisions are made in their school a student said:

“I don't know who is planning the planning. The director just read them for us in the meetings and we depart. That is what is happening in our school” (Student Interviewee 6)

A parent who is a member of PTA in another school also said

“The director believes that he is the only one in charge of the school. He makes his own decisions and asks us to support his choices.” (Parent Interviewee 1)

4.2.4. Community Participation domain

Table 5 Implementation of the Community Participation domain of the SIP

R/ No	Items	Teachers		Leaders	
		M	SD	M	SD
1	Teachers meet with parents regularly (at least twice per year)	3.25	1.041	3.20	1.130
2	School Improvement commitment help students make improvements in their learning achievement	2.21	1.077	2.27	1.151
3	Parents contributed in fund raising activities to the school.	2.87	1.149	2.88	1.066
4	Parents discuss with the school leaders on teaching and learning.	2.94	1.201	2.93	1.151
5	Principals promote the importance of education to parents	2.92	1.171	3.06	1.093
6	Parents talk to teachers about student achievement.	2.88	1.096	2.89	1.042
	Total	2.85	1.122	2.87	1.106

The mean values of all the items by teacher respondents are below the average except the mean score of the first item whose value is above average. Likewise, the overall mean score of the community participation is below the expected mean (M= 2.85, SD= 1.122).

With regard to leaders replies, Table 4 indicate that items 1 and 5 have more than average mean scores while the other items have scores below the average. The table also indicate that the overall mean score of the community participation domain og the SIP is below the average (M= 2.87, SD= 1.106).

These all implied that the community participation domain of the SIP in Addis Ababa schools is poorly implemented. The only exception here is the fact that teachers have good regular meetings with parents.

The interview participants have also pinpointed the poor involvement of the community in the school. For instance a parent from one of the schools said:

"The director is a political appointee who serves as the executive. His appointers tell him what to do, and he does it. Parents are only invited to meetings. Other members of the community, those who do not have children here, do not even attend the school." (Parent interviewee 6)

4.2.5. Overall SIP Implementation in the Schools

Table 6 Comparisons of implementations of the four SIP domains

Domain	Teachers		Leaders	
	M	SD	M	SD
Teaching and learning	3.19	1.258	3.05	1.135
Learning Environment	3.02	1.433	3.40	1.109
School Leadership	2.76	1.135	3.13	1.235
Community Participation	2.85	1.122	2.87	1.106
Overall SIP	2.96	1.237	3.11	1.146

As is evident in Table 6 above the top most implemented domain rated by teacher respondents is the teaching and learning domain (M= 3.19, SD= 1.258) followed by learning environment (M= 3.02, SD= 1.433). The least rated domain by teacher respondents is school leadership domain (M= 2.85, SD= 1.122) and the community participation is rated as higher than (M= 2.76, SD= 1.135) the school leadership domain.

The table also show that the learning environment domain (M= 3.40, SD= 1.109) is rated top by leader respondents. School leadership domain (M= 3.13, SD= 1.235) and teaching learning domain (M= 3.05, SD= 1.135) are rated second and third, respectively. Community participation is the least implemented domain of SIP by leader respondents (M= 2.87, SD= 1.108).

Table 6 above also presents the overall implantation of the SIP in the selected schools. From the replies of the teacher respondents the overall implantation approaches the average (M= 2.96, SD= 1.237) while it is above average based on the replies from the leader respondents (M= 3.11, SD= 1.146). These all implied that the overall SIP implementation is only average or slightly higher than the average.

4.3. Challenges in implementing SIP

This subsection presents data on the challenges in implementing SIP i.e. the last research question of the study. In the questionnaire designed 12 possible issues that were considered to affect the implementation of SIP were presented and respondents were asked to rate the extent to which these factors affect the implementation of the program in their schools. Accordingly, the responses provided by respondents were calculated by

using mean scores and standard deviations. Summaries of the computations are presented in Table 7 below.

Table 7 Challenges in SIP implementation

Items	Teachers		Leaders	
	M	SD	M	SD
The school community is not aware of the school improvement program	3.28	.933	4.82	.388
Lack of funds and resources to implement the school improvement program.	2.31	.709	3.55	.820
Lack of a sense of mutual support from all stakeholders.	3.25	1.08	4.33	.580
Lack of self-assessment at the end of the school year.	3.08	.540	2.67	.741
Lack of supervision on the implementation of the School Improvement Program.	3.70	.776	2.85	.483
Shortage of qualified teachers	1.81	.393	3.39	1.07
Principals' frequent transfer to other schools	2.70	.942	2.80	.840
Inadequate coordination of principals in the implementation of the School Improvement Program.	4.88	.333	3.41	.496
Poor knowledge stakeholders on the implementation of the School Improvement Program	3.19	1.544	3.73	1.160
Insufficiency of support from the local education authorities	3.64	1.460	3.52	1.386
Unfavorable nature and context of school neighboring	3.77	.770	2.30	.466
Inappropriate interference of external bodies	3.17	.787	4.28	.455

According to the data presented in Table 7 the teacher respondents' mean score in all the items except two items is greater than the expected average. The exceptions here are Shortage of qualified teachers (M= 1.81, SD= .393) and Principals' frequent transfer to other schools (M=2.70, SD= .942). These all implied that the issues stated in the items are challenges to SIP implantation except teachers' shortage and principals' turn over.

Table 7 also presents replies of leader respondents. Leader respondents' mean scores are above average for lack of awareness by school community; Lack of funds and resources; Lack of a sense of mutual support; Shortage of qualified teachers; Inadequate

coordination of principals; Poor knowledge stakeholders; Insufficiency of support from the local education authorities; and Inappropriate interference of external bodies.

On the other hand leader respondents mean scores are below the average for Lack of self-assessment; Lack of supervision; Principals' frequent transfer to other schools; and Unfavorable nature and context of school neighboring.

Inadequate coordination of principals is the highest rated problem by teacher respondents while lack of awareness is the highly pronounced problem in SIP implementation. Contrary to these Shortage of qualified teachers and unfavorable context of school neighboring are the least manifested SIP implementation challenges stated by teachers and leader respondents, respectively.

In addition to these supervisors who participated as interview participants have raised the issue of lack of knowledge and poor participation from stakeholders. One of the supervisors said:

“I believe that supervisors, principals, and teachers have adequate knowledge of the SIP, but that students and parents have insufficient knowledge of the program.” (Supervisor respondent 3)

In describing the challenges another supervisor uttered:

There is a lack of commitment from all stakeholders, as well as a lack of interest on the part of teachers, when it comes to the issues faced during the implementation process.” (Supervisor interviewee 4)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of the Major findings

The main objective of this study was assessing the implementation and challenges of school improvement program (SIP) in selected government secondary schools of Addis Ababa. Three sub-cities were randomly selected and three schools were also randomly selected from each sub-city. The study employed questionnaire and interview as data collection tools. Quantitative data was collected from 120 teachers and 48 educational leaders (principals, in school supervisors and SIP committee members). Qualitative data was collected from 18 students, parents and sub-city level supervisors. Descriptive statistics and thematic analysis were used to analyze the collected data. In doing so, the study tried to give answers for the following research questions:

1. How is the teaching and learning domain of the SIP is implemented in selected government secondary schools of Addis Ababa?
2. How the creating favorable learning environment domain of the SIP is implemented in selected government secondary schools of Addis Ababa?
3. How the school leadership domain of the SIP is implemented in selected government secondary schools of Addis Ababa?
4. How the community participation domain of the SIP is implemented in selected government secondary schools of Addis Ababa?
5. How is the overall SIP implementation in selected government secondary schools of Addis Ababa?
6. What are the challenges in SIP implementation in selected government secondary schools of Addis Ababa?

Finally the following major findings were found:

- The implementation of the teaching and learning domain of the SIP is slightly more than average. Specifically teachers' provision of tutorials and their participation in CPD program is poor while their use of active learning, continuous assessment and supplementary materials are better applied in the schools.
- Teachers believed that the implementation of the learning environment domain of the SIP is average while leaders believed that its implementation is above average.
- The implementation of the school leadership domain of the SIP in Addis Ababa is poor and principals were found to decide SIP implantation by themselves.
- The community participation domain of the SIP in Addis Ababa schools is poorly implemented although 'teachers actively meet with parents' is implemented better.
- The overall SIP implementation is only average or slightly higher than the average.
- Inadequate coordination of principals is the highest rated problem by teacher respondents while lack of awareness is the highly pronounced problem in SIP implementation.
- Shortage of qualified teachers and unfavorable context of school neighboring are the least manifested SIP implementation challenges stated by teachers and leader respondents, respectively.

5.2. Conclusions

Based on the findings of the present study, the following major conclusions are made:

- The schools perform better in the teaching and learning domain of the SIP. However, the performances are good which requires improvements.
- The schools are good in creating favorable learning environment. The physical inbuilt in the schools are good and there are environments that need further enhancements.
- The overall SIP implementation is moderate where school leadership and community participations domains are poorly implemented. Leadership activities are not participatory and community involvement in improving teaching learning process is inadequate.
- Inadequate coordination of SIP by the school principals and poor participation from stakeholders are the major challenges in the SIP implementation in schools at Addis Ababa city.

5.3. Recommendations

Based on the findings and the conclusions made before, the following recommendations are provided.

- ✓ According to the findings of the present study, the SIP plan was prepared by individual school leaders. Stakeholder participation in the planning and implementation of SIP was minimal. Therefore, school leaders, particularly school principals need to use participatory leadership styles in such a way that

those stakeholders can actively participate in an effective and participatory SIP implementation.

- ✓ Education officers at city and sub-city levels as well as school leaders need to make a concerted effort to build their links with local governments and communities by convening educational forums so that they may receive the required assistance.
- ✓ SIP has been implemented for over a decade now. Thus, MoE need to provide refresher trainings for all stakeholders who are working or at least concerned about improving schools.
- ✓ This study identified important challenges that affect SIP implementation in secondary schools of Addis Ababa city Administration. Nevertheless, there may be other unique challenges that were not included in this study. Hence, further researches with additional variables including schools from other sub-cities need to be conducted.

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Part II: The Implementation of the School Improvement Program

2.1. Teaching and learning Domain

Please show the degree of your agreement or disagreement by putting this mark [x] in the space provided under the rating scales that closely represent your opinion.

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

No	Items	Rating				
		SA	A	UD	D	SD
		5	4	3	2	1
1	Teachers participate in continuous professional development.					
2	Teachers use active learning methods in the classroom to realize improved learning results					
3	Teachers continuously evaluate students and then give comments.					
4	Teachers provide special support (Tutorial) for slow learners					
5	Teachers understand the curriculum (in terms of age, relevance, and integration).					
6	Teachers develop and use supplementary materials in the classroom to improve student learning					

2.2. Learning Environment Domain

Please show the degree of your agreement or disagreement by putting this mark [x] in the space provided under the rating scales that closely represent your opinion.

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

No	Items	Rating				
		SA	A	UD	D	SD
		5	4	3	2	1
1	Students participate in functional clubs					
2	Students volunteer to teach/mentor younger students in the school.					
3	Students have high motivation to learn					
4	Students actively participate during class teachings					
5	Teachers and students feel safe on the school grounds					
6	Teachers, students, and parents understand the school's policies					
7	The number of students in a class is forty and less than forty.					
8	Teaching and learning materials are plentiful in the school					
9	Water supply, toilets, and cafeterias are enough for teachers and students					
10	Classrooms are suitable places and have conducive conditions for teaching and learning					

2.3. School Leadership Domain

Please show the degree of your agreement or disagreement by putting this mark [x] in the space provided under the rating scales that closely represent your opinion.

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

No	Items	Rating				
		SA	A	UD	D	SD
		5	4	3	2	1
1	Decisions are made when teachers and students participate in the school improvement program.					
2	Principals regularly communicate the school community about SIP					
3	Principals provide training for new teachers on school improvement program					
4	Principals have shown great determination to do what is expected of them in order to improve student achievement.					
5	Principals have played a key role in the implementation of the School Improvement Program					
6	Principals will closely address some of the barriers to the implementation of the School Improvement Program.					
7	Principals have their own follow-up form for teachers to follow.					

2.4. Community Participation Domain

Please show the degree of your agreement or disagreement by putting this mark [x] in the space provided under the rating scales that closely represent your opinion.

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

No	Items	Rating				
		SA	A	UD	D	SD
		5	4	3	2	1
1	Teachers meet with parents regularly (at least twice per year)					
2	School Improvement commitment help students make improvements in their learning achievement					
3	Parents contributed in fund raising activities to the school.					
4	Parents discuss with the school leaders on teaching and learning.					
5	Principals promote the importance of education to parents					
6	Parents talk to teachers about student achievement.					

Part III: Challenges of the School Improvement Program

This section asks you about challenges of School improvement program in the school.

Please show the degree of your agreement or disagreement by putting this mark [x] in the space provided under the rating scales that closely represent your opinion.

Strong agree= 5

Agree= 4

Undecided= 3

Disagree=2

Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
1	The school community is not aware of the school improvement program					
2	Lack of funds and resources to implement the school improvement program.					
3	Lack of a sense of mutual support from all stakeholders.					
4	Lack of self-assessment at the end of the school year.					
5	Lack of supervision on the implementation of the School Improvement Program.					
6	Shortage of qualified teachers					
7	Principals' frequent transfer to other schools					
8	Inadequate coordination of principals in the implementation of the School Improvement Program.					
9	Poor knowledge stakeholders on the implementation of the School Improvement Program					
10	Insufficiency of support from the local education authorities					
11	Unfavorable nature and context of school neighboring					
12	Inappropriate interference of external bodies					

Appendix 2
Addis Ababa University
School of Graduate Studies

College of Education and Behavioral Studies

Interview Guide

Instruction: In your opinion, express your views on the four domains of the School Improvement Program.

1. Teaching and learning _____

2. Learning environment _____

3. Leadership and Management _____

4. Community Involvement _____

5. Obstacles faced and solution suggested _____

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