ADDIS ABABA UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Assessment of the Implementation of School Improvement Program in Selected Secondary Schools of West Wollega Zone

A Thesis Submitted to School of Graduate Studies of Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Masters of Arts in Educational Leadership

By:

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Table of Contents

List of Tables

List of Figures

List of Acronyms and Abbreviations

AED- Academy of Educational development

CIP- Curriculum improvement program

EIC - Education Improvement Commission

EMPDA - Educational Materials Production and Distribution Agency

ERGESE - Evaluative Research of General System in Ethiopia

ESDP - Education Sector Development

ESR - Education Sector Review

ETP - Education and Training Policy

GEQIP - General Education Quality Improvement Package

ICDR - Institute of Curriculum Development and Research

ISIP - International School Improvement Project

MISP - Manitoba School Improvement

MoE - Ministry of Education

NGOs - Non Governmental Organizations

OECD - Organization for Economic Cooperation and Development

PTA - Parent Teacher Association

SIC - School Improvement Committee

SIP - School Improvement Program

UNESCO - United Nations Educational, Scientific and Cultural Organization

USAID - United States Agency for International Development

WEO - Woreda Education Office

Abstract

The purpose of this study was to assess the implementation of school improvement program (SIP) in selected secondary schools of west wollega zone and identified the practice, challenges and awareness on the program .In order to attain the objectives of the study a descriptive survey method was employed. The study was conducted in 8 secondary schools of the five sample waredas. Then from each school and respective woreda teachers were selected by using simple random sampling technique whereas school principals, secondary school supervisors and WEO heads were selected on the purposive basis of decisive position they assume pertaining to the issue. For this study, Questionnaire was used as the main instrument of data collection from teachers and schools principals' .Accordingly, 106 copies were distributed out of which 87 from teachers and 18 from school principals were properly filled and returned. The data obtained from questionnaires were analyzed using statistical tools such as frequency count, percentages, weighted mean score and t-test values. On the other hand, the data obtained through Interview, FGD, Observation checklist and Document review were analyzed qualitatively to substantiate the result of quantitative analysis. The findings of the study showed that the majority of leaders were not qualified in the position they hold currently, shortage of financial resources, lack of learning facilities, poor evaluations of curriculum, conducting action research, absence of laboratory room and equipments, shortage of reference books, computers, poor community participation, low school management commitment for student achievement, poor community mobilization by school leaders, poor regular communication with stakeholders and lack of consistent supervisory support from WEO in SIP implementation. Hence, from the result of study, it was concluded that since most of activities across the four domains were not fully implemented. School improvement program in the study area was not implemented as indicated in the framework. The study has also recommended integrated efforts of all stakeholders mainly, the school community, parents, school principals in collaboration with Woreda Education Office, Zonal Education Department, Oromia Education Bureau and the Federal Ministry of Education to implement the desired objectives of the school improvement program.

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statements of the problem, objectives, significance of the study, delimitation and limitation the study, operational definition of key terms and organization of the study.

1.1. Background of the Study

Education is one of the basic tools for the development of any country. Educational organizations are responsible to produce capable individuals who are able to be involved in various development activities taking place in a country, to realize the educational goals of a country, it is obligatory to render quality education to citizens (ETP, 1994). The most promising result of the 1994 ETP are increasing access to education and then work with quality of education. Recently, the MoE has launched general education quality improvement package (GEQIP) which comprises six programs.

The school improvement program (SIP) is one of the GEQIP elements among others. General education quality improvement programs (GEQIP) design is based on findings from school effectiveness research .The school effectiveness approach is particularly suitable for GEQIP given the particular and fiscally decentralized structure of the Ethiopian education system, and in which quality improvement will depend on the capacity of school leadership to work with teachers ,parents and students to diagnose constrain and implement change to improve results .One of the most important challenges of GEQIP is able to integrate all the various components of the program which increased the completion rates and secondary school entrance (UNICEF,2009).

School improvement is defined in international school improvement project as systematic, sustained effort aimed at change in learning conditions in one or more schools ,with ultimate aim of accomplishing educational goals more effectively (Hopkins,1989).

According to Barrens (2004) the term school improvement also refers to the process of altering specific practices and 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 with classroom, which depends on schools be committed to fulfilling the expectations of children and their parents .In this context school improvement refers to systematic approach that improves the quality of schools and hence the quality of education.

As to Hopkins assertion (1989), SIP is a plan of initiated education program based on successful experience of improving quality of education which has to follow an approach of collaborative responsibility and shared achievement. According to Epstein (1997), school improvement plan is a road map that sets out the changes a school needs to make improve the level of student achievement and shows how and when this change is made.

The school improvement plan encourage staff and parents to monitor students achievements and other factors such as environment, that are known to influences student success with up-to-date and reliable information about how students are performing, school are better able to respond to needs of students ,teachers and parents. The desire of all parents is to have quality functional education programs for their children from the nursery school to the university level (Ojo, 2008). This is indication of quality education that the society need for their children.

The current government's commitment in expansion of general education seems encouraging, number of schools and enrollment alone do not indicate the progress of the education sector, with ensuring quality, equality, and efficiency (internal and external efficiency) this situation necessitates although investigation of the recently introduced SIP in terms of the domains, and selected indicators set out for implementation in selected secondary schools of west Wollega Zone.

1.2 Statement of the Problem

Education indicators are tools for the planning, monitoring and evaluating the development of the education system and they help to understand how well the sector performs. Quality is one major indicator of an education system that requires improvement of SIP introduced to enhance the quality of the general education sector.

Research in education at different corner of the country is also as important as the pressing need for expanding educational opportunities and for improving the quality at all levels as well as , for planning ,implementing ,monitoring and evaluation the performance of education system. The Ethiopia education and training policy (ETP) April 1994 also points out research in education as one of its specific objectives (MoE, 1994).

The Ethiopian Government's commitments and efforts to improve the access, quality and efficiency of the countries education system since, the adaption of the policy in 1994, it was observed the major achievement of the policy was in access , implying that much has to be done to improve the quality.

The Ethiopian Federal Ministry of Education (MoE) has currently become aware of the problems that hinder the provision of quality education and has become cognizant of the importance of launching the improvement program (SIP). The Ethiopian school improvement program (SIP) was introduced in 1999 E.C. as one component of six pillars identified for the general education quality improvement package (GEQIP), when a new program is introduced it may face many challenges in its implementation since SIP is also a new program under implementation, we cannot say that it is being implemented perfectly. Even if we assume that it is being implemented perfectly, an assessment of the achievements, challenges and prospects is essential. Above all, SIP is a dynamic process that involves many stakeholders and resources as its input, process, output, outcome, and impact.

Thus, in order to ensure the effective and efficient implementation of the program, it is necessary to identify its strengths, weakness, threats and opportunities through research;

and then to propose possible scenarios of retaining the achievements, for correcting the weaknesses /challenges for preventing possible threats and for harvesting the opportunities.

Research Questions

To achieve the objectives of the study the following basic question were takes in to account and examined in order to address the problem

1. What are the existing practices of school improvement program implementation in secondary schools of West Wollega Zone?
2. What is the extent of stakeholder's awareness about school improvement program implementation in West Wollega Zone?
3. What are the major challenges that hamper effective implementation of school improvement program in selected secondary schools of West Wollega Zone?

1.3. Objectives of the Study

1.3.1 General Objectives

The general objectives of the study is to make assessment of implementation of current school improvement program in selected general secondary of west Wollega Zone and indicate possible solutions that could solve the existing problems.

1.3.2. Specific Objectives

1. To assesses existing practices of school improvement program in the selected secondary schools of west Wollega zone.
2. To identify the major challenges that hampered the implementation school improvement program in the Zone.
3. To analyze the extent of stakeholders' awareness about school improvement program in the Zone.

1.4 Significance of the Study

The central purpose of this study is to assess the implementation of school improvement program with particular reference to secondary schools of west Wollega zone and suggest remedies for the problems identified .Although putting school improvement program in to action is not an easy task, its potential is to contribute to the national endeavors of increasing quality education in becoming a necessary these days.

In general, as shared responsibility of all the concerned stakeholders, the research could give insight in to both reactionary and theorists. Specifically, from the findings of the study, the following contributions may be gained.

- It may help schools and other educational authorities at different administrative levels in providing valuable information, so that they can take timely corrective measures against deviation.
- It can have some promise for school learners to meet their academic need.
- It may add to the existing body of knowledge on school improvement.
- It may serve as good input for planners and policy makers to set strategy for better school improvement.
- The study also serves as source of knowledge for those who conduct similar studies on the same area.

1.5. Delimitation of the Study

The study is delimited to sample of eight selected general secondary schools of West Wollega Zone with regard to the implementation of school improvement program. Since SIP has four domains, the study is also delimited to the variables under the four domains and their respective elements of framework. The study was also delimited and conducted at first cycle of government secondary schools (grade 9-10) to make the research manageable and identify the challenges of SIP implementation.

1.6. Limitation of the Study

The study was not free of limitations. Some of the limitations to the study were the following. Getting woreda education heads and Secondary school supervisors in their office for interview was difficult due to meeting and field works. Getting SIC members in FGD is also another difficult, because they live away from schools .However, the researcher overcome the encountered problems by visiting repeatedly.

1.7. Operational Definition of Key Term

School Improvement Program (SIP): It is a school program anchored on teaching learning , school environment , leadership and management , Community participation domains to conduct implementation and self evaluation to improve the educational inputs and process that enable students to score excellent results (MoE, 2011).

Secondary School: is a schooling system offering a post elementary school program (from grade 9 to 12). In Ethiopian context duration consists of two years of general secondary education.

School Improvement Team: is the officially organized committee, which consists of the school principa**l** and representatives of teachers, students, parents, and the community, and formulated to plan, monitor and evaluate the SIP (MoE, 2007b).

Standard: The criteria or requirements to achieve goals of school improvement program.

1.8. Organizations of the Study

This thesis is organized in five chapters. The first chapter deals with the introduction which comprises of the background of the study, statement of the problem, research questions, and objective of the study, significance of the study, delimitation and limitation of the study, definition of key terms and organization of the study. Chapter two is the review of related literature. It consists of the basic concepts, explanations and research findings on school improvement contributed by various authors and researchers. Chapter three presents highlights of the research design and methodology used, source and type of data, sampling method and sampling size, instruments and methods of data collection as well as methods of data analysis. Chapter four was about presentation, analysis and interpretation of the data. Chapter five provides the summary, conclusions and recommendations of the study. Finally, a list of references used in this study and relevant appendices were attached.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This study is mainly aimed at an assessment of the implementation of school improvement program in secondary schools of west Wollega zone. In order to develop the theoretical frame work for the study; an attempt was made to review the related the related literature on the basis of research questions. Accordingly, the review began with the conceptual frame work. Next, the need for improvement, principles of school improvement, the four domains of the school improvement are highlighted followed by the school improvement process; Issues directly related to the experiences of other countries; the school improvement in Ethiopia. Finally, some major challenges constraining the implementation effort are also discussed.

2.1 The Concept and Definition of School Improvement

School system is a dynamic system where input, throughput, and output process are continually. This continually changing feature of school system demands it for continuous improvement. In many literatures different authorities come up with different definitions of school improvement. For example, for Barens (2004) quoted in MOE (2006:3) school improvement is explained as "the process of altering specific practices and policies in order to improve teaching and learning" office of standard education (1995), on the other hand defines school improvement as means by which schools promote learner moral, social and cultural development through the process of socially up their standard, quality and efficiency.

The most commonly accepted definition of the school improvement has two senses in which the phrase is generally used, the first common sense meaning is which relates to general efforts to make schools better places for students to learn. This is a sensible interpretation of the phrase or specific way in which the place is used in that school improvement is a distinct approach to educational change that enhances student achievement as well as strengthening school capacity for meaning change (Hopkins, 2005:

Lee and Williams, 2006: Bolan, 2006: choke and Demptser, 2006 and Hopkins, 1994). This definition has also got recognition by ministry of education guide lines those further emphasizes school improvement as timely essential concept which stressed self evaluation of schools against each issue of concern and improvement of educational input to enhance student achievement (MOE, 2006 b and MOE, 2002 a-c) in general, the main essence of the concept is geared to general effort to make schools better places for enhancing quality teaching and learning process with the ultimate goal of maximizing the level of learners achievement.

2.2 The Need for School Improvement

School improvement is becoming an increasingly important future on educational land scope in the area of globalization studies confirm that school improvement is the major concern of many countries including countries at better education quality and development. The importance of school improvement program is thus worldwide movement. In this regard Barnes (2004) cited in MOE (2006:6) noted that "…even highest ranked schools will always need improvement, because the condition under which adults educate and children learn are always changing the work of improvement is always with us". The increase in expansion and development of science and technology has compelled the exchange for technology between countries. Therefore, the program is essential aimed at over all student learning and achievement, school improvement program.

School Improvement Program (SIP) has special importance in our country. Implementing school improvement program helps in different ways. Firstly, the teachers to be responsive to diverse learning need of students in their teaching and learning approaches; secondly, it enhances the involvement of parents and community in school affairs. Third, the program improves initiation, capacity and efficiency of school leadership and helps to create learning environment that is conducive for students' better achievement. Finally ,the SIP helps mobilize community and NGOs for support to meet the need for educational inputs so as to insure quality education (ACT government, 2004; MOE, 2006a and MOE,2007b) In short, school improvement helps realize the provision of quality education needed to enhance student's achievement by making all practice and functions.

2.3 Principle of School Improvement

School improvement is a systematic approach that follows its principles, in relation to the guiding roles of each school domain. Lunching and Ornstein (1991:294-5) have listed the following principles that need to be followed in the school improvement process.

School should employ a set of goals and missions which are easy to understand; schools need to help all the student's especially low achievers to be tutored and enriched programs should be appended for highly talented students; Principals and the staff should be actively involved in continuous capacity building to update their knowledge; information and to develop positive thinking; every teacher needs to contribute to successful implementation of the SIP; Teacher must involve actively in staff development by planning and implementing it; school environment has to be safe and healthy; School community relationship should be strengthened so that community and parents need to involve in school improvement program implementation and school leadership should be shared among staff, students and parents.

2.4 Domains of School Improvement

Schools as organization are established to educate citizens of nations. To fulfill this responsibility, school is in need of domains based on which they can operate effectively. For instance Wisconsin Department of public instruction (1985) in klousmeier, H.J (1985:6) approved the following characteristics of effective school: strong structural leadership; clear school mission and accompanying instructional program; high expectations for students; an orderly school learning climate; opportunity to learn and an emphasis on academic learning time; frequent monitoring of pupil progress, high degree of community involvement. Different authors have also identified many characteristics of successful schools all targeting at a common of learners' achievement, For instance, Levine and Lezotte (in Hargeaves and Hopkias, 1994) have found the following as the most consistent correlates of successful schools:

Productive school climate and culture which comprises; orderly school environment, staff commitment to a shard articulated mission, of focused on achievement; problem solving

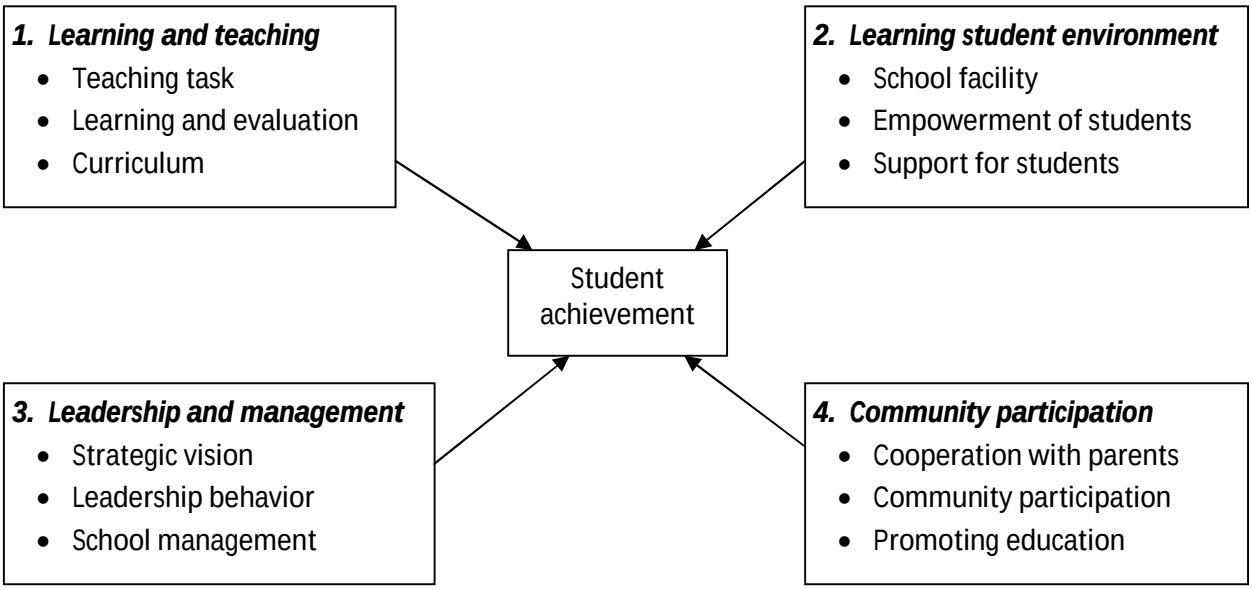
orientation; staff input in decision making; staff cohesion, collaboration, consensus, communication and collegially; and school wide emphasis on recognizing; and positive performance. Focus on student a question of central listening skills comprising of, maximizing availability and use of time for learning and emphasis on master of central listening skills, appropriate monitoring of students progress. Practice oriented staff development at school site. Outstanding leadership reflected by: vigorous selection and replacement of teachers: Move rick orientation and buffering: frequent personal monitoring of school activities, and sense making; high expenditure of time and energy for school improvement actions; support for teachers; a acquisition of resources; superior instructional leadership; and availability and effective utilization of instructional support personal. Salient parent involvement, effective instructional arrangements and implementation accompanied by successful grouping and related organizational arrangements active /enriched learning: effective teaching practices; emphasis on higher –order learning in assessing instructional out comes; coordination in curriculum and instruction; easily availability of abundant, appropriate instructional materials; class room adaption; stealing time for reading; language and mathematics. High functioning expectations for students, other possible correlates such as: students sense of efficiency; multicultural instruction and sensitivity: personal development of students: and rigorous equitable student promotion policies and practices.

Another important feature of most successful school improvement program has been there on a limited number of change strategies at any one time (Levine, 1992 in Hargeaves D and Hopkins, 1994). Similarly, the Wisconsin Department of public instruction (2000) has indicated: availability of vision (having a common understanding of goals, principles, and exceptions for every ones in the learning community), leadership (having a group of individuals dedicated to helping the learning–community reach its vision), high academic standards (describing what students need to know and be able to do),standards of heart (helping all within community become carrying contributing, productive ,and responsible citizens); family, school and community partnership ;professional development (providing consistent, meaningful opportunities for adults in the school setting to engage in continues

learning; evidence of success (collecting and analyzing data about students, program and staff.

In general, as it was mentioned above, although a lot of characteristics of successful school have been generated based on research regarding school reform and improvement the essential dynamic is that the quality and diversity must be a part of every aspect of education that is successful at helping all students achieve, and responsible citizens.

Figure 1: Domains and Elements of SIP



Source: MoE (2011) School Improvement Guidelines

2.4.1. Learning and Teaching Process Domain

Quality learning and teaching is evidence based features oriented, creating an empowered community of learners in which teachers and students are challenged to purse excellence and realize their potential. Hopkins (1994:74-90 specifically pointed out the main focus for school improvement action should be on teaching and learning process in the class room. It is also further noted such class room practice can be sustained through ongoing staff development prefer ability on areas such as teaching skill and knowledge of curriculum content, It also stressed on collaboration as necessary condition for implementation to occur when group of teachers adopt education ideas to their own context and professional. These

all, however happen only when all members of the school community actively build a common vision of their main purpose.

The Major Teacher Practices Related to the SIP

Teachers assume the key position as their activity in the teaching and learning process directly or indirectly influence student learning. Some of the measure activities related to the school improvement effort as discussed by MOE, 2007b; MOE, 2007d: MOE2006E and MOE, 2006b) are the class room instruction, assessment methods used curriculum or text book evaluation, preparation and utilization of instructional aides, student motivation and classroom discipline and other non instructional activities such as provision of guidance and counseling service, participation in the organization of co-consular as well as extracurricular activities among others. Below is therefore, a brief highlight of these activities in relation to the SIP.

The Teaching Strategy

The teaching methods used by a teacher influence student learning either positively or negativity. Harris (2002:3) suggested with successful school improvement, "There is an emphasis up on well defined student learning out comes along with the providing of clear instruction frame work". Currently, different studies show how the use of diversified student centered teaching and learning strategies is more important than sole reliance on the teacher as the only source of knowledge. Even though, there is no one best strategy, the importance of active learning is highly emphasized in support of active method Aggrawal, (1996) and ICDR (1999) argue that children learn best when they are active and strategies used by the teachers are in accordance with their development pattern and meet their interests and needs. Further, it is elaborated that active learning gives students freedom to actively participate in learning. In support of the above agreements, Dejene and others (2007) describe active learning as that enhances citizens thinking and problem solving skills. Therefore, it can be concluded that in order to bring high student involvement in learning and the better achievement in learning and the active learning as part of student centered approach is substantial.

Assessment Method

In order to ensure the continuing intellectual, social and physical development of the learners, the use of appropriate assessment technique is vital. Research evidences confirm that the use of continuous and varied type of tests increases students performance achievement while in progress. In this regard, Farrat (1980) quoted in ICDR (1999) recommends teachers need to gear towards the application of continuous assessment methods than deterring students' effort on one short and aggregate final examination.

Student Motivation

Apart from the use of actual learning and continues assessment techniques, teachers has the task of creating a learning environment which meets the learners and an aspiration. In general, words "the task of institutional designer is identifying the motives of students and channeling them into activities that accomplish educational goals'', this might necessitate a combination of teaching techniques that may keep alive learners initial motivation. Among techniques of motivation to be taken in to account include; well planed task appropriate to the students' abilities. Meaningful materials reinforce competence and the use of varieties of motivation techniques which range from verbal praise to gift of materials (Curzon, 1990). Arranging special program like tutorial sessions for female students and slow learners students also, play paramount importance in this regard.

Management of Student Discipline

Positive and constructive discipline is worthwhile objective in the class room, because it is necessary for the development of moral standards and obligation. In light of this for effective learning to take place the first priority is for the teacher to develop positive relation with the students and among the students. In this regard teacher's knowledge about the subject matter to be thought, skill of handling student problems and attitude, and respect to the student highly influence the condition of instruction in the class room. For example, Vale, et al (1995) in ICDR (1999) asserted children who are treated positively tend to be have positively and vice versa.

To this effect, Durke (1999:123) recommended ‘’rather than punishing a disruptive behavior that serve the same function there by reducing the livelihood that the student will continue to be disruptive’’. In short words, this entails teaching appropriate behavior to meet the intended goal of the SIP.

Non-Instructional Activities of Teachers

Some research evidences indicated that by virtue of better understanding of behavior in class and as they meet students as partner teachers in search for answer to behavioral problems would be active counselors. Counseling service for student is very important in the SIP endeavor to encourage growth of student’s self-reliance, internal control and acquaintance to learning environments. This is in turn crucial to develop student self-confidence needed to enhance performance (Curzon, 1990). Teachers can also play active roles in facilitates both curricular and extracurricular activities to substantiate the class room instruction.

In all, teachers are engines to the student learning both in sharing knowledge and facilitating conditions for effective learning so as to maintain high student’s achievement, instructional technology and teaching aide only support but do not replace teachers. Hence it calls again for teachers’ professional development to deserve special attention in school improvement effort.

2.4.2 School Environment Domain

A safe and equitable school/education environment fosters smooth relationship based on mutual respect and understanding. A school has to have a favorable environment that addresses the needs of each student. If students are empowered and feel safe in their schools, the can learn with interest. School environment must be free of any kind of in security for student learning to take place. In line with this statement, Faculty of education department of teacher education (2002:4) suggested that “Learners have right to clean and safe environmental that is conducive to their education” In effect, teachers and school management as well as community seek to create a learning environment that encourage positive and active engagement in learning and self motivation (MOE,2004). The guideline

further extends that it is virtually important to develop shared expectations for all students and create and maintain a positive classroom climate of mutual respect and support.

In the SIP guide line, it's also discussed that in order to meet the SIP objectives; school environment must be safe and healthy. This ranges from beautification of school compound to maintenance of stability of discipline and peace (MOE, 2007b).

To create conducive school environment for student learning appropriate physical facilities need to be made available as per the requirement of the standard. In this regard, proper class room and administrative buildings with necessary furniture, pedagogical center, library with adequate relevant reference materials, segregated Latrine and particularly at secondary school laboratory rooms, equipments and chemical as well as ICT rooms and equipments are to be fulfilled for effectiveness of the SIP another issue of concern in relation to student environment is the provision of school infrastructure services .In fact a school is conducive for student learning up on the fulfillment of basic infrastructural service such as electric light ,telecommunication and clean drinking water ,which are all equally important as physical facilities (MOE,2007a).

Apart from physical facilities and infrastructural service, to maintain safe and healthy school environment there are different kinds of student support service need to be in place. Emphasizing this view, Phelam and Cao (1920) in MC Nergney and Nergncy (2004) state "Level of availability and accessibility of the principal amount of support students receive from teachers and school staff members" can influence student environment learning" For example, such teachers support like coordinating curricular and extracurricular activities, guidance and counseling service, healthy service (first aid) reward (motivation mechanisms and the use of instructional aides are among activities that determine instructional environment (MOE,2007).

In sum, since school is center of any educational activity, thus the school environment need to be made worthy for effective student learning to take place. Healthy and safe learning environment, therefore, demands appropriate physical facilities and its ingredients, a proper infrastructural service, teachers and staff, students support and student discipline and still

security, peace as well as democratic culture that should be built concurrently with other domains.

2.4.3 School Leadership and Management Domain

Leadership and management is third domain considered in the implementation of SIP. Effective and efficient school leadership and management play a vital role in the implementing the school improvement program me by putting the schools strategic vision by creating strong collaborative bond efficient school leadership and managements enables students and teachers to make the best use of their potential in the learning and teaching process.

School leadership and management is among the most crucial forces in the school improvement process. Without high quality and policy making levels, Management of school improvement is the common school improvement committee comprising of principals teachers, students and members of community groups one hand and educational professionals at different levels on the other (MOE, 2007b) .School improvement needs strong commitment and sense of ownership on the part of all the concerned.

The successful instructional leaders promote culture of collegiality, collaboration, support and trust in the school improvement effort. Effective instructional leaders must be knowledgeably, collaboration, support and trust in the school improvement effort. Effective instructional leaders must be able to communicate and represent the student, teachers and parents what is of important and value in the school. They must also be skillful in the construction of culture that especially defines a given school is all about (Mc Ewan, 2003:6) .Studies still reveal that the role of school leaders and the process of leadership are significantly contributing factors in the achievement of successful school improvement (Telford, 1996). Some implication for well being and improvement of the school include the following:

In the first place, vision need to shared and regularly re confirmed as the process of change take place (Bush and Marine 2000; Harris, 2000). It is clear that the absence of clear vision and it's communication has shown to lead to confusion, demoralization and failure within

much school improvement to work; Second, essentially school improvement necessitations some conceptual initiatives and leadership where teachers and school managers engaged in active and participatory leadership in school improvement work than top down delegation (Harris, 2002). The importance of spreading leadership function through the staff group is another issue. The ministry of education frame work document argues in favor of leadership that should come from variety of sources in the school. School leadership that is shared among teachers, staff members, parents and members of the entire educational community, increase the desired level of student performance, hence, an opportunity to achieve at high level. It is due to this fact that the SIP committee is organized to manage the improvement effort in many countries including ours. The third function of leadership is the emphasis up on infrastructural and interpersonal skill development. This is according to Harris (2003) is the concern with promotion of people centered continuing professional development as means of maintaining the level of commitment and morale staff in the school. Fourthly, an analysis of personal and professional value including critical thinking is central to successful leadership functions. In general, as the most consistent study findings indicate effectiveness of leadership depends on the quality of leaders. To effectively put in to practice leadership functions, the school leadership should be strategic thinkers, mentors, Mediators, consensus builders self evaluators, team sprit promotes, fair and balanced good communicators, emphatic listeners and role models (USAID, 2006).

In conclusion high student achievement and school improvement to become a reality schools need to be led by head teachers who are not only knowledgeable and skilled in managerial techniques but also people centered who are able to combine management of internal and external change with strong development and achievement orientation.

There are different players in the management of effective implementation of school improvement process. The role that can be played by the school principal, school improvement committees and the school boards seeks much attention. School principal plays the great role in school improvement leadership. This is because with respect to school improvement, school principal is mandated to lead the committee as a chair person. Besides, school principals establish school target and vision statement for school

improvement strategic planned approval forms of school reporting retained and made available for external validation. In turn, reporting regularly the progress of school improvement in the school to the district education office: Australian school improvement frame work farther out lines school improvement committee. According to, the frame work school improvement plan and implementation to the principal. The school board has also some roles to play in relation to school improvement. The major ones are establishing strategic duration and priority for school on one hand and monitoring and review of school performance on the other.

2.4.4. Community Involvement Domain

Developing quality partnership and net work parent and society enable schools to provide to quality education. Community participation in education and system is the partnership of home and school to support child's education process. Regarding this Olsen (1954:427) stated that community participation is the constructive involvement of people other than adults involved as students and par time employers in school policy program planning and evaluation: parents and families cannot be the only group of people for children education as long as children interact with and learn from the world outside their families. Communities and society must support parents, committee and NGO, can play significant role.

2.4.4.1. Rationale for Community Participation in School Improvement

School has much intimate relation with the community this is because parents as members of larger community have greater concern with the way the school is training their children. The target of community involvement is, therefore, to develop sense of owner ship on school programs. Ones the community considers the school as it's properly it takes apart in bringing benefit is the provision of additional resources (Teet, 2003: Sheffer, 1994: Word Bank, 1998; Dodd, 2004: MOE 2006, MOE 2001; MOE, 2007b and USAID/AED, 2006). The resource that can be generated for school improvement can be take the form of raising money for school support material support to fill school facilities, labor and technical contribution to extent of gift of own plot of land. All materials and finance as well as labor

support for school from the community could be spent for construction, expansion and renovation purpose other than meeting needs of schools.

Community can render support to the school through other means as well. For example monitoring and following up teachers attendance Dodd, 2004, World Bank, 1994) beautification of school compound and participation in the area of education policy formulation, project implementation and problem solving (MOE, 1998) promoting girls education through active engagement in the eradication (Shaffer, 1994: world Bank, 1994) participation in school management and governance world Bank 1994: MOE, 2006a) through parent and community representation. It is believed that agreement sole resource of support doesn't guarantee school improvement effort. In addition, school own effort in revenue generation through different mechanisms the contribution of wider community including private investor and NGOs is key for the sustainability of school improvement in our country. As the top is the champion ship role of parents as partners since, they know about the education of their children more than anyone else. Hence, in our countries context parents are expected to meet educational material need of their children, keep their hygiene and follow up and monitor discipline and education other than any kind of support they render to the school for improvement.

In relation to this, the study conducted on school improvement program in Chicago city as discussed by MOE (2006b) pointed out that "when schools work with families to support learning, children are more likely to succeed, conversely, students achievement in school is the extent to which family encourages and supports learning at home". Therefore, in order to enhance school program so as to work as efficiently and effectively as possible, it is important to establish and continuously develop partnership b/n school, parents and the community.

2.4.4.2. Factors That Influence Community Participation in Education

The question of quality and relevance could not be addressed with the government effort solely. Therefore, the partnership with NGOs and community mobilization including schools own effort is important to generate additional financial materials; labor and

technical support needed for construction, expansion and renovation of schools to meet educational facilities and equipment as well as sustained school discipline.

However, during the endeavor numerous factors might detractive involvement of community in school improvement. Some to be method include: unwillingness of some teachers to face hostile parents for fear of criticism about failure (Aggarawal, 1996) and principal's reluctance to empower parents and community in school leadership and management (Malnor, 2006)

In addition, USAID (1998) in it is training manual prepared for Woreda capacity building enumerates some factors, which might vary from place to place but influence active community involvement. These include; poverty, illiteracy, traditions and shortage of experience in mobilizing community for support, lack of awareness about the importance of community involvement in educational affaires, corruption and absence of good governance among others. On the whole, these days it is advisable to keep up the increasing involvement of community by designing mechanisms to help reduce the level of incidence of barriers mentioned above and any others.

2.4.4.3. Strategies that School Need to Follow for Effective Community Involvement

To develop effective community participation in education so as to ensure school improvement program succeed, creating workable techniques is vital. In the first place the school has to organize structures that can serve as a bridge between school communities. These can be strengthening PTA, school improvement committee, school adviser committee, KETB and other relevant organs those keep community closer to the school.

In all, teachers are engines to the student learning both in sharing knowledge and facilitating conditions for effective learning so as to maintain high student's achievement, instructional technology and teaching aides only support but do not replace teachers. Hence it calls again for teachers' professional development to deserve special attention in school improvement effort. In addition to bazaar preparation, symposium, community mobilization on door to door basis and at community meetings. It is also possible to organize proposal for submission to charitable organizations both local and international. Many researchers

have identified various ways of community participation in education providing specific channels through which they can be involved in school improvement.

Calcuta and Parkins (1995) illustrate bidirectional communication that is based on mutual benefit for both school and community. In this research, it is noted by John Dewey is “a society in miniature”, which requires school to be the center of community service to gain much return from their involvement; other mechanisms include strengthening community culturally responsive activities.

In sum, community involvement in school improvement need to be occasional but continues processes that help strengthen the bond between school and community. To ensure sustainable relationship between the two, use of appropriate mechanism founded on effective channel is of paramount importance.

2.5 Implementation of School Improvement Program

Schools are required to ensure the availability of important inputs for the provision of education and improve their result and revise the learning teaching process in order to that students may get relevant and standard education (MoE, 2011). Teachers are key to school improvement. The more teachers now and the more skilled they are in teaching the more successful schools may be in advancing learning. Whether teachers know more and become more skilled depends upon the support they get from policies and contexts (Sergiovanni, 1999) Johnson, et al. (2005) described academically able teachers know the subject they teach at a depth that allows them to draw on their knowledge base presentations to their students. Thus, instructional strategies and capacities of the teacher are the major teachers’ related factors that affect success of school improvement program implementation and facilitate the learning of students.

Students feel that they are the school and that they own and makes the school. They found classrooms to be student centered and students to have a string voice in their own learning. To them “the most critical factor in defining the classroom culture is the teacher-student relationship”. At school the relationship between learner and student is friendly open relaxed and caring (Sergiovanni, 1999). Marsh (1988) descried the reason why parents,

should become active participants in school improvement program implementation. Accordingly, a major reason which is often proposed and in successful examples is most visible is the greatly increased richness and variety of the school learning environment if parents and teachers are both active participants. Parents at any given school possess a variety of skills, talents and interests that can enrich the curriculum in so many ways beyond the capabilities of any one classroom teacher.

MoE (2005) described that Communities and Parents Teacher Association are active in raising the awareness of the general community on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. In addition, they are involved in school management, preparing annual plans and follow up of disciplinary cases. MoE (2011) identified that; school improvement could be realized through works in schools. In this regard, they establish school improvement committees to undertake this task. School improvement committees are accountable to directors of schools and have three years term of office. Members of this committee are drawn from teacher, administration staff, students, parents and the community chaired by the director of each school.

As to the above MoE document, with regard to the improvement of school, the school improvement committees have the following duties and responsibilities: prepare the school improvement plan; design the system where in the school community makes higher contribution for the school improvement work; design and implement a system to enable the school community participate in the school improvement planning stage through self evaluation; monitor closely the school improvement work and provide the necessary assistance and support; submit annual report to the school community on the school improvement works undertaken by the school and notify the local community about the status of the school based on the result of the evaluation.

2.6 The Process of School Improvement

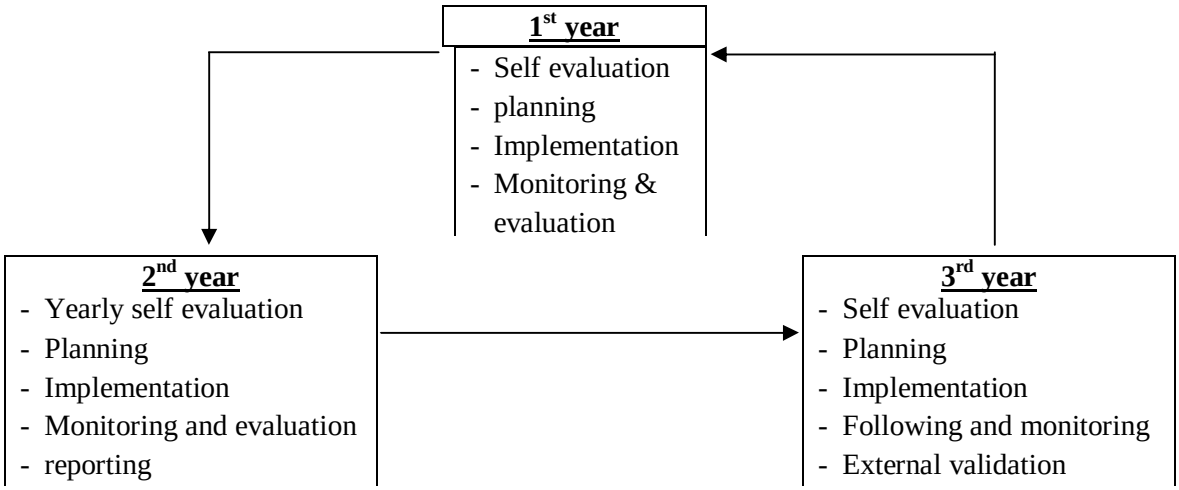
2.6.1. The Stage of School Improvement

To attain high student achievement level, schools set goals for improvement and make decision on how and when this goal may be achieved, create positive environment for learning and increase the degree to which parents are involved in their children's learning at school and in home (EIC, 2000)

School improvement by its nature is continuous process that can systematically put in to the reality. Formerly the ministry of education SIP training manual (2006) out lined different stages that the school need to pass through to realize the improvement effort. Latter both the frame work and the blue print clearly identified key steps in the school improvement process. This comprises of preliminary stages such as formation of school improvement team, understanding the context and setting issue of concern and other phases like, preparation of school improvement plan implementation, follow up and monitoring the implementation as well as Evaluation (MOE, 2007b and MOE, 2007c)

The process as depicted in the Ethiopian school improvement Frame work document has shown in the following three year school improvement cycle (MOE, 2007c:4).

Figure 2: School Improvement Process Cycle



Source: MoE (2011:5)

During the school improvement process one thing to be remained is that an effective school improvement results when the entire key stoke holders workers a team throughout stages of the process. In other words school improvement team should lead the process to establish priorities set goals and evaluate. In all planning prevents poor performance.

2.6.2 School Improvement Plan Development

School improvement planning is considered as road Map that sets out change school needs to make improve the level of student achievement (ElC, 2000).it is a continuous process that brings improvement in schools. Others consider it both as a mechanism to measure improvement and document for monitoring progress. Plan is a corner stone for any effective implementation. This happens when plan preparation is governed by leading principles .in this regard MOE, 2006b) indicated the following key principles in school improvement plan preparation.

The main target for school improvement is to achieve high student to outcome; School principal is the leader of school improvement; Students and parents have adequate knowledge about school improvement; School improvement planning process is a team work that demands stake holder's adequate understanding about the task to actively participate in the development.; School improvement planning a continuous process that requires follow up to take immediate corrective measures; School improvement plan target /goals are set based on reliable data sources , the quality of school improvement plan document is determined by the quality and efficiency of those professionals involved in the development of the process.

Based on principles, school which implements school improvement programs pay attention to the following six issues for plan and implement (MoE, 2006, 2007b). These are contextual understanding, collecting, and organizing, analyzing, setting goals prioritization and issue of concern, selecting best practice, implementation, monitoring and evaluation.

Throughout the process without active involvement of key school improvement stake holders such as parents, community members, principals, teachers and students; attainment of the objective of the school improvement is un thinkable. In strategic and the annual

preparation all the concerned need to work collaboratively with strong sense of team. Strategic planning is the central role of school; hence, participatory sense of ownership, clear understanding of the process and commitment are among factors that need to deserve attention during strategic plan preparation on the part of school improvement plan.

2.7 Experiences of other Countries

The United States of America and the United Kingdom were the pioneers of starting the school improvement programs. The international school improvement project (ISIP) under the coordination of the organization for economic cooperation and development (OECD) also strengthened the practice in the 1980s uniting the 14 OECD countries (Reynolds, et al 1996). At percent, many other countries are also implementing school improvement programs. For instance, since 2001, plan International has been implementing school improvement programs in hundreds of schools in 20 countries across Africa, Asia, and the Americans (plan international, 2004).

Experiences of a few numbers of the above mentioned school improvement program implementing countries are explained below in pursuit of lessons for Ethiopia.

United Kingdom: In the United Kingdom, improving the quality of education for All (IQEA)'is considered as one of the successful school improvement attempts in the world. The project was established initially based at Cambridge University. Since then it has operated in over fifty schools across England and Wales and additionally has incorporate schools in Iceland, Puerto Rico and South Africa in to the program. The project is currently led by staff at two Universities in the United Kingdom, Cambridge and northern kingdom. Both these Universities provide the academic leadership and vision for the program and represent the focal point for IQEA schools.

The IQEA model of school improvement is based up on for fundamental belief in the relationship between teacher's professional growth and school development. It is the projects view that schools are more likely to strengthen their ability to provide enhanced outcomes for all purples when they adopt ways of working that are consistent both with their own aspiration as school community with the demands of external change. As

research evidence consistently demonstrates that successful schools use external change agendas for internal purposes. The project believes in harassing the possibility for internal change through external pressure. It is central promise is that without an equal focus on the development of capacity, or internal conditions of the school, innovative work quickly becomes marginalized (MOE, 1998 E.C).

Canada: In Canada the Manitoba school improvement program (MSIP) was under taken by charitable organization since 1991, and since emphasis on enhancing schools capacity for development by involving staff, students and the community at large. It also gave due attention to teacher development and professional growth (Harries, A 2000). Established initially with a very definite urban focus, the program has in recent years expanded to include some of the provinces rural and northern schools within its net work.

Just as internal and external evaluation processes are a key element of each MSIP schools program; it has been as central part of the whole MSIP endeavor, each MSIP School is assessed on a common set of criteria, and projects have to be school based and teacher initiated should focused on the needs of the adolescent students; have to address fundamental issues of educational improvement and students learning for at risk students; have to the potential for long term impact on the school and should be designed or developed to incorporate a collaborative and participatory approach with in the school and include an appropriate evolution component (Earl and Lee.1998).

United States: In the United state different states have been implementing school improvement programs. The Boston school improvement program is one such improvement initiative focusing on the six essential issues namely: School wide instructional focus; Student work and data; Professional development plan; Learning and beast teaching practices and Alignment of resources with international focus and involvement of parents and community (MOE, 1998E.C)

Another example of school improvement program implemented in the United States is the Chicago school improvement program with focuses on five school domains in contrast to that of Ethiopia and Australia which have four domains. The domains are: School

management; Community support; Student catered learning environment; Professional development and quality learning experience. Self evaluation is conducted on the basis of the five domains (MOE, 1998E.C)

The Netherlands; In the Netherlands the plan Netherlands project coordinated by the Netherland National office (NLNO) has been under taken in 25 countries, including Ethiopia (MOE, 1998 E.C)

Kenya: school improvement in Kenya is a program based on the assumption that effective change consists of a focus on the individual school, clinical methods of teacher development, and improved school management. An evaluation of this program by collecting data through class room observation; semi structured interviews with project administrators, teachers and parents; informal interviews with project manager's staff and teachers; surveys of teachers of parents; and pupil tests has shown that on the over all, the program was found to be highly successful. However, it was also recommended that the program need to ensure that professional development strategies remain in place, improve the coast effectiveness of clinical staff development, and provide more focused training of head teachers. The emphasis on individual schools and child –centered learning were effective. In addition, the new teaching strategies did not lead to lower standards of student attainment and facilitate student's development of non cognitive and social skills (Harry B., 2000)

Other school improvement program initiatives which focused on sustained teacher development have also been implemented in east Africa since 1985 by Aga khan Foundation. The program include school and district–wide improvement project (SIPS) supported by the Aga khan foundation in Tanzania, Kenya, and Uganda grounded in a common set of strategic principles. The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school based; involve whole schools as the unit of change.

Emphasis the ongoing professional development of teachers attend to school management and organizational conditions affecting the capacity of teachers to implement change,

prepare for the institutionalization of organizational structures and processes that enable continues school development, and evolve through partnerships among relevant education stake holders (Aga Khan Foundation, 2002).

Australia: The Australian school improvement program comprises four domains namely; learning and teaching; School environment; Leadership and management, and Community involvement (ACT Department of education youth and family service, 2004)

This program by and large has many similarities to the Ethiopian school improvement program and it seems that the Ethiopian SIP might have been developed from the Australian one; the teaching learning process; School leadership of management; Safe and healthy school environment, and Relation among parents, community involvement domain (MOE, 1999 E.C).The elements and indicators of SIP are interdependent and complementally to each other, which are directed towards attaining the major goal of improving student's performance.

2.8 School Improvement Program in Ethiopia

Ethiopia has embarked on a new education and training policy which was issued by the transitional government of Ethiopia (TGE) following the demise of the military regime in 1991 (MoE, 2008). In its attempt to ensure the quality of education in the country, the government of Ethiopia has been engaged in formulating and implementing different policies and programs. One of the programs recently developed and currently under implementation is the general education quality improvement package (GEQIP) which has the following six important pillars: teacher development program (TDP), school improvement program (SIP)|, civic and ethical education, curriculum improvement program (CIP), information and communication technology (ICT), and management and administration program (MAP).

Even though there are six different pillars as indicted above, all of the other five pillars are there to strengthen school improvement program because all of them are inputs for school improvement program which is reflected by student achievement. The school improvement program comprises four domains, 12 elements, 29 standards and 150 indicators; all of

which are targeting at improving students performance to achieve the educational goal (MoE, 2007c). The other program is that the 1994 education and training policy which the government of Ethiopia launched was the first education sector development program (ESDP-I) in 1997.

The objective of launching education sector development program was to improve educational quality, relevance, efficiency and equity and expand access to education giving it special emphasis on primary education in rural and undeserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015 (MoE, 2005). As to the document, the education sector's vision is "to see all school age children got access to quality primary education by the year of 2015 and realize the creation of trained and skilled human power at all levels who may be driving forces in the promotion of democracy and development in the country".

Different evaluations on the implementation of education sector development program have shown that Ethiopia made significant progress in education as a result of ESDP I, II and III (MoE, 2005). As to the document, challenges are faced and lessons are learned at different levels of the implementation. MoE (2010) 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, in order to realize quality and internal efficiency. Hence, the focus of education polices under ESDP-IV shifts towards priority programs which address these challenges.

As to the MoE 92007c) document, 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. In order to improve the short comings related to quality, MoE launched the general education quality improvement package (GEQIP) in 2007.

Hence, school improvement program is among the programs designed to improve quality of education in the country. The SIP being implemented in Ethiopia to improve quality of

education was adopted from the Australian school excellence initiatives and it consisted of four domains and twelve elements (MoE, 2007c).

The program was designed by MoE with different guiding manuals and then disseminated to regions, zones and schools for implementation.

2.9 Challenges in Implementing the School Improvement Program

As noticed by Poster and Day (1988), it is difficult to achieve school improvement as the school itself is a complicated social entry that has operated with in changing and sometimes conflicting public expectation. In support of this proposition, Ainscow (1994) has also argued that schools and class rooms are complex environments involving arrange of unpredictable factors, which Hopkins (2005:14), for example, identified contextual factors those which are likely to influence the progress and choice of improvement effort. These could be social class and educational status of the community in the catchments area ideological groupings which can fragment the improvement effort and the nature of collegiality, ownership and manifested in leader ship style.

With respect to school improvement effort in practice research evidences indicate that in appropriate prostration of area of concern for improvement lock of support and commitment in fractions and teachers resistance (Ainscow, 1994) as well as luck of focus on the level of class room and primary of instruction (Hopkins 2005) are more likely to hamper the effectiveness of school improvement effort. Since prioritizing area of concern for improvement is one of the major tasks in school improvement planning, feature to prioritize properly is likely to result in unsuccessful efforts. in line with this, Duchalwkai, Kutash and Olivera (2004) noted that although the literature on school improvement has indicated that all domains are important, the complex nature of school improvement makes it difficult for an individual school to improvement all the strategic concurrently.

The extent of pressure and support from district education office is also another factor that can determine the effective implementation of school improvement experiences in schools that have been involved in school improvement project. For successful school improvement, the district office has to have a clear plan for supporting its schools in sharing experience.

Teachers might resist new reform for many reasons. Since active involvement of stockholders particularly teachers can determine the success of school improvement is crucial (Costa and Liebmann, 1997, genuine communication and shared commitment is crucial through the involvement of teachers indecision making process, development teachers ownership of the reform at the right time by the help of right awareness creation mechanizes.

In addition to problem discussed above; factors such as lack of common understanding among the practitioners on the program, complexity and instability or change in school factors like staff turnover, change in prentices from education authority and public enrolment can affect sustainability of school improvement (Chinsamy, 2002) finally in the local context, reports on the regional level school improvement practice reveal some factors might handicap program implementation effort. Some of the major expected challenges as summarized by OEB (2009) include; lack of qualified teachers required mainly at secondary level; Lack of proper leadership training for school principals and there under going poor commitment to enforce the program; defective strategic school improvement plan preparation and implementation and of course; weak follow up monitoring and evaluation of the program implementation by all concerned.

In conclusion, the strategic nature of the SIP by itself does not bring change overnight, Indeed it needs active involvement of all the stake holders for effective implementation to occur.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Design of the Study

The purpose of this study is to assess the implementation of school improvement program (SIP) in the selected secondary schools of West Wollega Zone. To realize this objective, descriptive survey method needs to be employed.

The use of descriptive survey method was well supported by Best and Kahan(2005), "descriptive survey design is appropriate to describe condition that exist, opinions that are held, and processes that are going on, trends that are developing and also to assess large sample size". With this in mind, the researcher used descriptive survey to get a description of current status of the implementation of school improvement program (SIP) in selected secondary schools of West Wollega Zone. In addition, to make the data more reliable qualitative research approach were also utilized.

3.2. Source of Data

In this study data was gathered from different respondents who have adequate information about school improvement program implementation in West Wollega Zone. The data was generated from both primary and secondary source of data. Primary data was collected from selected secondary school teachers, school principals and vice principals, secondary school supervisors, Woreda Education Office heads and parents and students from the members of school improvement committees. The secondary source of data was based on school improvement related documents like school strategic plan, report documents, school improvement manuals, laboratories, library and ICT rooms.

3.3 Population Size, Sample and Sampling Techniques

The target population of the study was secondary school teachers, principals, supervisors Woreda Education Office heads students and parents. In this study the researcher believes

they are the right source of information on the implementation of school improvement program in west Wollega Zone.

In this Zone there were 19 woredas and 2 administrative towns, with total of 32 general secondary schools. For study 5 Woreda, namely Nedjo, Jarso,Babo ,Nedjo administrative town and Kiltu Kera were selected by using simple random sampling techniques which is the best way to get representative samples and to have every subject equal chance to be selected. In the selected Woredas there were 12 secondary schools out of which 8 schools were selected randomly for this study.

These general secondary schools include: Nedjo secondary school, Agar Alaltu, Wara Jiru, Gori, Babo, HaroBiru, Jarso, and Kiltu Kera. Accordingly, out of 148 respondents, 88(25%) teachers, 18(100%) school principals and vice principals, 5(100%) secondary school supervisors,5 (100%)Woreda Education Office heads, and 32(100%) Students and parents who are the members of SIC were included in the study. In order to select samples from target population, the researcher used simple random sampling for teachers. Accordingly, 25% of teachers were taken from each sample schools. Purposive sampling was employed for selecting School principals, secondary school supervisors, Woreda Education Office heads and school improvement committee.

Table 1: List of Schools, Population and Sample Size of (Teachers, Principals, Supervisors, SIC and WEOH) Included in the Study

NO	Schools n =8	Teacher Population size n=355	Teacher Sample size n =88	Principals n =18	SIC n =32	WEOH n =5	Supervisors n =5
1	Nedjo secondary school	65	16	3	4	1	1
2	AgarAlaltu secondary school	45	11	2	4		
3	Warajiru secondary school	40	10	2	4	1	1
4	Gori secondary school	41	1o	2	4		
5	Babo secondary school	39	10	2	4	1	1
6	Jarso secondary school	45	11	3	4	1	1
7	Haro Biru secondary school	41	10	2	4		
8	Kiltukera secondary school	39	10	2	4	1	1
	Total	**355**	**88**	**18**	**32**	**5**	**5**

3.4. Instruments and Procedures of Data Collection

To secure reliable and adequate information, selecting of appropriate data collecting instrument is essential. Therefore, this study was mainly employed questionnaires, interview, focus group discussion, document analysis, and observation checklists.

Questionnaires: A questionnaires is an enquiry of data gathering provided or respond to statements in writing and used to get factual information, (Best and Kahan, 2005), so the researcher used questionnaires for similar cases. This study used questionnaires for teachers and school principals' .The questionnaires are included 9 open ended and 41 close ended items which are basically aimed at exploring the implementation of school improvement program. The close ended items were formulated in five point liker scale(strongly disagree =1, Disagree=2, Undecided=3 , Agree=4,and Strongly agree=5) and open-ended items were provided for the respondents to freely express their ideas. The questionnaires had two categories: the respondents' personal characteristics and items relevant to the School Improvement Program.

Interview: Interview gives the needed information face to face .Moreover, interview is important to find out what is in someone else's mind (Best and khan, 2005).Gubrium and Holstein (2001) also stated that interview is useful instrument to generate often important and crucial information. Thus, with this assumption interview is used as data gathering instrument and semi-structured schedule will be prepared on issues related to the practices and challenges on implementing school improvement program. The interview questions were prepared in English and translated to Afan Oromo Language for more clarity of concept for respondents. The interview is dealt with Woreda Education Office heads and supervisors.

Focus Group Discussion (FGD): Focus group discussion has special importance to the study. Since; it is suitable to gather qualitative data that goes in step further than interview. For this study it found appropriate to generate in depth information from community and students who are members of (SIC) team. This tool is used to explore the level of stake holder's awareness on school improvement program, practices and challenges.

Document review and observation checklist: Observation was made to check the availability of learning environment, school documents and learning facilities .The intention was made to get factual information about real classroom teaching and learning process as well as physical environment of the school such as buildings, classroom, facilities and educational materials.

3.5 Methods of Data Analysis

After the data was collected from the field, arrangements were made and organized according to their characteristics and items. Qualitative data which is gathered from respondents through, open-ended questions, interviews from secondary school supervisors, Woreda Education Office heads and focus group discussion from SIC members and document review and observation were summarized by grouping respondent's idea and qualitatively described by words in the interpretation of data. The quantitative data gathered through questionnaires from teachers and school principals were analyzed by using percentage, frequency counts and weighted mean scores and t-tests.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

As indicated in the previous chapters, the objective of the study was to assess the implementation of school improvement program in secondary schools of West Wollega zone. Therefore**,** this chapter deals with Presentation Analysis and Interpretation of the data obtained from the sample schools by using the data gathering tools (questionnaire, interview, focus group discussion (FGD) and document observation review) to search for appropriate solutions to the basic questions of the study. The data collected through closed-ended questions from teachers and school principals were presented in tables and analyzed using percentages, frequency counts and mean score and t-test. The qualitative data obtained through interview and observation was presented and analyzed in descriptive form together with the quantitative analyses of related questionnaire items. This section of the research report is categorized in to two major parts. The first part presents the characteristics of respondents and the second part deals with the analysis and interpretation of the school improvement program (SIP) implementation based on the data collected.

4.1 Characteristics of Respondents

By describing characteristics of the respondents, it is possible to know some background information about the sample population who participated in the study. The following four tables shows the general characteristics (sex, age, qualification, work experience, field of study and training on school improvement program) of respondents involved in the study .

Table 2*:* Respondents by Sex and Age

Variable		T		P		SIC		S		WEOH	
		No	%	No	%	No	%	No	%	No	%
Sex	M	77	88.51	18	100	24	75	5	100	5	100
	F	10	11.49	-	_	8	25	-	-	-	-
	Total	87	100	18	100	32	100	5	100	5	100
Age in years	< 2o					16	50	-		-	
	21-25	7	8.04	2	11.11	2	6.25	-		-	
	26-30	38	43.67	9	50	4	12.5	-		-	
	31-35	22	25.28	3	16.67	5	15.63	3	60	2	40
	36-40	15	17.24	2	11.11	3	9.37	1	20	2	40
	> 40	5	5.74	2	11.11	2	6.25	1	20	1	20
	Total	87	100	18	100	32	100	5	100	5	100

***Key**: **T**=Teachers **P**=Principals **SIC**=School improvement Committee*
***S**=Supervisor **WEOH**=Woreda Education Office Heads*

As can be seen from table 1 in relation to sex distribution of teachers, 77(88.51%) of them were males and 10(11.49%) females. This indicates that the majority of the teachers teaching in the selected secondary schools of west Wollega zone are males .The number of female teachers is also in encouraging state. All the school directors 18(100%) are males since there are no female school principals; it is advisable to work on issue to bring them to act as principals. Looking at age structure, 7(8.04%) of teachers were in the age category of 21-25 years, 38(43.67%) of teachers were between 26-30 years old. 22(25.28%) of teachers were between 31-35 years old. 15(17.24%) of teachers were between 36-40 years. Only 5(5.74%) teachers were above 40 years old.

This shows that majority of teachers is in a young age group. The age of school directors 2(11.11%) 21-25, 9(50%) 26-30, 3(16.67%) 31-35, 2(11.11%) 36-40, and 2(11.11%) 40 and above years respectively. SIC age distribution was 16(50%) were below 20 years, 2(6, 25%), 4(12.5%), 5(15.63%), 3(9.37%), 2(6.25%) above 21 years respectively .5(100%) of secondary school supervisors and 5(100%) of WEO heads were 31 and above years old. Most of respondents were in the age range of >20 years (21-25, 26-30, 31-35, 36-40 and above 40 years`. Therefore, the respondents are mature enough to respond to the question properly.

Table 3: Qualification, Work Experience, Training on SIP

Variable	Category	T		P		SIC		S		WEOH	
		No	%	No	%	No	%	No	%	No	%
Academic qualification	Below grade10	-	-	-				-		-	
	Grade 10&above					16	5o				
	Diploma					9	28.13				
	BA/BED/BSc	87	100	17	94.44	7	21.87	5	100	5	100
	MA/MED/MSc	-	-	1	5.56	-	-	-		-	
	Total	87	100	18	100	32	100	5	100	5	100
Work Experience	<_5 years	14	16.1	3	16.67			4	80	3	60
	6-10	30	34.48	9	50			1	20	2	40
	11-15	11	12.64	1	5.56			-	-	-	-
	16-20	15	17.24	2	11.11			-	-	-	-
	21-25	7	8.05	1	5.56			-	-	-	-
	26-and above	10	11.49	2	11.11			-	-	-	-
	Total	87	100	18	100			5	100	5	100
Training received on SIP	Yes	42	48.27	7	38.88	15	46.87	5	100	5	100
	No	45	51.73	11	61.12	17	53.13	-	-	-	-
	Total	87	100	18	100	32	100	5	100	5	100

Key: **T**=Teachers **P**=Principals **SIC**=School improvement Committee **S**=Supervisor **WEOH**=Woreda Education Office Heads

As to educational background of respondents, 87(100%) and 17(94.44%) teachers and principals were first degree holders. Only 1(5.56%) of school principal has 2nd degree. 16(50%), 9(28.13%) and 7(21.87%) SIC members were grade 10, diploma and first degree holders respectively, where as 5(100%) and 5(100%) of secondary school supervisors and WEOHs have first degree. Therefore, from the study we conclude that minimum requirement to be secondary school teacher, principal and supervisor is almost satisfactory. Regarding the work experience of respondents, 73(83.9%) of teacher respondents have served 6 and above years and 14(16.1%) have served 5 years and below. 15(83.33%) have served 6-10 and above years, only 3(16.67%) of them have served below 6 years. Similarly majority of WEOHs and secondary school supervisors have served less than 5 years in an area of educational leadership. Only 2(11.11%) WEOHs and 1(5.56%) supervisors have served between 5-10 years. From the table one can understand that majority of teachers

were more experienced than supervisors, WEOHs and school principals. On the other hand, the least work experience in area of educational leadership revealed that there was high turnover of educational leaders. Therefore, less experienced educational leaders might negatively affect school improvement implementation.

The main target of school improvement is significantly to raise the outcomes of all students (MoE, 2011). To this end, training on SIP implementation must be provided to teachers, principals, supervisors, and WEO. Concerning training on SIP 42(48.27%) teacher respondents, 7(38.88%) of principals, 5(100%) WEOHs and 5(100%) have got training on SIP .But, 45(51.72%) of teachers and 11(61.11%) principals had not been trained. This indicated there were teachers and principals who are working in school without having knowledge of SIP implementation in the secondary schools of study area. This shows that there was lack of consistency in giving training on the SIP. Lack of training on SIP issues might affect SIP implementation process in secondary schools of study area.

Table 4: Educational Leader's by Field of Study

Field of study	P*		S		WEOH	
	No	%	No	%	No	%
EDPM/Educational Leader ship	2	11.11	1	2o	1	20
Social Science	2	11.11	2	40	1	20
Language	5	27.77	1	20	1	20
Natural Science	6	33.33	1	20	-	-
Mathes	3	16.67	-	-	1	20
Non-teaching	-	-	-	-	1	20
Total	18	100	5	100	5	100

*P stands for principals; S is for supervisors and WEOH is for woreda educ. office heads.

As can be seen from table 3 above Only 2(11.11%), 1(20%),1(20%) of principal, supervisors and WEOHs were qualified in educational planning and management. 5(27.77%)principals, 2(40%) supervisors and 1(20%) of WEOH in social science and the rest 9(50%) ,2(40%),3(60%) principals, supervisors and WEOHs were qualified in other discipline which is not related to the position they hold currently. Therefore, from above table we conclude that majority of the educational leaders under the study area were not

qualified for the position. Thus lack of qualified in an area of educational leadership may negatively affect the implementation school improvement program.

4.2 Learning and Teaching Process Domain

Quality learning and teaching is evidence based, futures in which teachers and students are challenged to pursue excellence and realize their potential.

Table 5: Respondents' Views on Teaching and Learning Domain

			Responses [N&%]					Mean			
No	**Items**	**Respon Dents**	**5**	**4**	**3**	**2**	**1**	**X**	**SD**	**Overall X**	**P-value**
1	Students' classroom participation (student centered)teaching method is employed by teachers	T(n=87) n	23	37	17	10		3.84	0.92	3.79	0.65
		%	26.44	42.52	19.54	11.5					
		P(n=18) n	5	8	2	1	2	3.74	1.27		
		%	27.8	44.44	11.10	5.55	11.11				
2	Tutorial program is arranged for female and slow learners	T n	27	33	8	16	3	3.74	1.18	3.78	0.77
		%	31.03	37.93	9.2	18.4	3.44				
		P n	10	6	2	-	-	3.83	0.71		
		%	55.6	33.3	11.1	-	-				
3	Students demonstrate active participation in school clubs	T n	20	25	22	17	3	3.59	1.12	3.68	0.52
		%	22.99	28.73	25.3	19.54	3.44				
		P n	7	7	3	1	-	3.77	0.87		
		%	38.89	38.89	16.67	5.55	-				
4	Evaluation of curriculum has been made by teachers	T n	16	24	18	19	10	3.19	1.29	3.37	0.26
		%	18.39	27.29	20.69	21.83	11.5				
		P n	5	9	3	1	-	3.55	0.92		
		%	27.78	50	16.67	5.55	-				
5	Action research has been conducted by teachers	T n	10	26	20	18	13	3.02	1.25	3.51	0.02
		%	11.5	29.89	22.98	20.69	14.94				
		P n	5	9	3	1	-	4.00	0.84		
		%	27.78	50	16.67	5.55	-				
6	Continuous assessment is being implemented	T n	46	24	5	12	-	4.19	1.05	4.26	0.6
		%	52.87	27.6	5.54	13.79	-				
		P n	9	6	3	-	-	4.33	0.76		
		%	50	33.33	16.67	-	-				
7	Teachers use laboratories and instructional media to motivate student learning	T n	8	10	19	25	25	2.42	1.27	2.57	0.37
		%	9.2	11.5	21.84	28.73	28.73				
		P n	2	4	6	3	3	2.72	1.31		
		%	11.11	22.22	33.33	16.67	16.67				

Key: **T** = Teachers, **P** = Principals,
X= mean, SD=standard deviation, P-value at α=0.05 level and degree of freedom=103
Scales:- $\leq$ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree , $\geq$ 4.5 = strongly agree

As can be observed in item 1of table 5, respondents were asked to indicate their agreement on the extent to which Students' classroom participation (student centered) teaching method is employed by teachers. 37(42.52%) of teacher respondents have agreed on teachers employ student-centered teaching method, 17(19.54%) of teacher respondents have not decide on the issue while 10(11.5%) of teachers disagreed on the same table item. 8(44.44%) Principal respondents agreed on teachers employ student-centered teaching method, while 2(11.11%) of principals respondents have not decided and 1(5.55%) of principal respondents disagreed. Consequently, teachers and principals expressed their agreement (X= 3.84, SD=0.92) and (X=3.74, SD=1.27) respectively. This means that, the schools understudy implemented students classroom participation (student centered) teaching method. This is also an indication that the schools' effort in promoting effective teaching and learning methods is fairly good. The overall X=3.75 shows the agreement of the total respondents with the point. In addition, the data gathered from WEO heads and secondary supervisors through interview were confirmed that a student-centered teaching method was employed by teachers.

Therefore, based on the overall score value, it can be concluded that Students' classroom participation (student centered) teaching method is employed by teachers. The significance level (p=0.65) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and principals. In line with this (Erickson, 1984) suggest that students are not empty vessels; they come to class with their own perceptual frameworks and learn in different ways (Kolb, 1984). Learning is no longer viewed as a passive process where static bodies of facts and formulas are passed along to the uninitiated. Rather, learning is an active, dynamic process in which connections are constantly changing and the structure is continually reformatted (Cross, 1991). In short, students construct their own meaning by talking, listening, writing, reading, and reflecting on content, ideas, issues and concerns, (Meyers & Jones, 1993). In student-centered environments, learners are given direct access to the knowledge-base and work individually and in small groups to solve authentic problems.

Concerning item 2 of table 5, respondents were requested to rate the degree to which the tutorial program is arranged for female and slow learners, only 3(3.44%) teacher respondents disagreed that tutorial program is arranged for female and slow learners, while 33(37.93%) teacher respondents agreed and 8(9.2%) teachers have not decided. The majority of principals 10(55.55%) agreed on issue that tutorial program is arranged and 2(11.11%) principal respondents have not decided .Teachers and principals with the(X= 3.74, SD=1.18) and (X=3.83, SD=0.71) respectively agreed that tutorial program is arranged for female and slow learners. The overall X=3.78 shows the agreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluding that that supportive mechanism for slow learner and female students are motivating at these secondary schools of west Wollega Zone. The significance level (p=0.77) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and principals regarding the issue.

As it is revealed in item 3 of Table 5, respondents were asked to indicate their agreement on extent to which students are actively participating in school club. 20(22.99%) teachers and 7(38.89%) school principals agreed on the idea that students participate in school clubs, while 17(19.54%) teachers, and 1(5.55%) principals disagreed and 22(25.3%) of teachers and 3(16.67%) principal respondents have not decided on the issue .The rating of teachers and principals with (X=3.59, SD=1.18) and(X=3.77, SD=0.87) respectively shows their agreement over the issue that Students demonstrate active participation in school clubs. The overall X=3.68 shows that students regularly participate in co-curricular activities at school level the agreement of the total respondents with the point. Thus, it can be conclude that students regularly participate in co-curricular activities at school level in the study area. The significance level (p=0.52) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and principals regarding Students demonstrate active participation in school clubs.

In line with this UNICEF (2010) suggests that children do not develop their capacity solely by being taught in schools. They should be members of different school clubs that provide a forum where students, teachers and other members of the community could share

experiences, identify problems, and jointly decide and act towards the fulfillment of children's rights. Club activities which promote peaceful coexistence, self-confidence, self-esteem, environmental protection, and development of the physical, emotional and spiritual well-being of students are particularly important**.**

Concerning item 4 of table 5, respondents were requested to rate the degree to which evaluation of curriculum has been made by teachers. 24(27.59%) of teachers and 9(50%) principal respondents agreed on evaluation of curriculum has been made by teachers while 19(21.83%)of teacher and 1(5.55%) of principal respondents have disagreed on the issue .18(20.69%) teacher and 3(16.67%) have not decided .Accordingly, teachers with(X=3.19, SD=0.1.29) were not sure about the issue and principals with the (X=3.55, SD=0.92) agreed that evaluation of curriculum has been made by teachers. The overall X=3.37 indicating uncertainty of the majority of respondents with the issue. Thus, it is possible to conclude that evaluation of curriculum has been made by teachers were not satisfied teachers respondents, as they expressed not sure about evaluation of curriculum has been made by teachers. The significance level (p=0.26) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding evaluation of curriculum has been made by teachers.

In item 5 of table 5, the data revealed that 10(11.5%) teachers, and 5(27.78%) principals agreed on conducting an action research by teachers while, 18(20.69%) teacher and 1(5.55%) of principals respondents disagreed on the issue. 20(22.98%) of teacher and 3(16.67%) principal respondents have not decided. Accordingly, the rating of teachers with the (X=3.02, SD=1.25), show their uncertainty about the issue that action research has been conducted by teachers, on the other hand principals with the value X=3.66, SD=0.90 agreed that action research has been conducted by teachers. The overall X=3.34 shows the uncertainty of the majority of respondents with the issue. In addition, the data gathered from interview also confirmed that teachers are not willing to do action research to solve educational problems in their schools. Thus, it is possible to conclude that action research has been conducted by teachers were not satisfied teachers respondents, as they expressed not sure about action research has been conducted by teachers. But the researchers attempt

to observe and revised the documents and interview made with the supervisors and woreda heads revealed that, the responses of principals were lack reality. Therefore, based on the responses of the majority of teachers and the researcher's document analysis, it can be said that the action research has been conducted by teachers were far from truth. The significance level (p=0.04) is less than 0.05, this indicates that there is significance difference between the opinions of Teachers and principals regarding the issue. This implies principals agreed and teachers replied no response concerning action research has been conducted by teachers.

As it has been shown in item 6 of Table 5, 12(13.79%) of teacher respondents disagreed on continuous assessment had been given by teachers and 5(5.74%) of teacher and 3(16.67%) of principal respondents have not decided, while 46(52.87%) of teachers and 9(50%) of principal respondents have agreed on the issue. Teachers and principals reported their agreement (X= 4.19, SD=1.05) and (X=4.33, SD=0.76) respectively that Continuous assessment is being implemented. The overall X=4.26 shows the agreement of the majority of respondents with the issue. Likewise, the t-test result also suggests that there is no significant difference among the mean scores of respondents (p=0.43) is greater than 0.05. From this one may conclude that, secondary school teachers are effective in using continuous assessment. In this regard, it should be understood that continuous assessment is considered as an integral part of the learning process. In line with this Harris, 1996 (as cited in BEN-E, 2010) reflects that, ongoing assessment of student performance can provide teachers with the information they need to improve student learning.

The data in item 7 of Table 5, revealed that 25(28.73%) of teacher and 3(16.67) of principal respondents disagreed while 8(9.2%) of teacher and 2(11.11%) principal respondents have agreed on using laboratory and instructional media to motivate student learning. Finally, 19(21.84%) teacher and 6(33.33%) of principal respondents have not decided. Consequently, the rating of teachers with the (X=2.42, SD=1.27), show their disagreement about the issue that teachers use laboratories and instructional media to motivate student learning and principals with the (X=2.72, SD=1.31) replied as they were not sure about teachers use laboratories and instructional media to motivate. The overall

X=2.51 shows uncertainty of the respondents with the issue. Data obtained through interview with supervisors and woreda education office heads revealed that lack of laboratory equipments and teachers commitment to engage students in practical work. Likewise, the t-test result also suggests that there is no significant difference among the mean scores of respondents (p=0.37) is greater than 0.05. From the majority of teachers respondents and interviews result it is safe to suppose that schools in the west Wollega zone did not devote enough attention to apply practical work in the laboratory and use instructional media to improve the teaching and learning activities. Therefore, as information gathered from questionnaire, interview, FGD and document observation we conclude that there is low commitment of teachers, in conducting action research, curriculum evaluation and use of laboratories and instructional media to motivate student learning. In this regared, the MoE (2011) stated that teachers are the main actors among the stakeholders in the improvement of schools and growing of student out come. They are expected to use participatory teaching methods, initiate students to have active roles in laboratories, integrate students and the curriculum and give class work, home work, individual or group project works to their students.

4.3. School Environment Domain

A safe equitable school/education environment fosters smooth relationship based on mutual respect and understanding. A school has to have a favorable environment that addresses the need of each student. If students are empowered and feel safe in their schools, they can learn with interest.

Table 6: Respondents Views on Learning Environment Domain

		Responses [N&%]									
No	**Items**	**Respondents**	**5**	**4**	**3**	**2**	**1**	**X**	**SD**	**Overall X**	**P-value**
1	There is appropriate physical environment (safe, stable and Positive atmosphere in school compound) for teaching and learning process	T(87) n	16	30	20	14	7	3.58	1.12	3.62	0.79
		%	18.39	34.48	22.98	16.09	8.04				
		P(18) n	5	8	1	2	2	3.66	1.32		
		%	27.77	44.44	5.55	11.11	11.11				
2	There are clear rules and policies of the school that are communicated by the school community	T n	23	22	15	18	9	3.28	1.35	3.63	0.26
		%	26.43	25.28	17.24	20.68	10.34				
		P n	10	4	2	-	1	3.66	1.02		
		%	55.55	22.22	11.11	-	5.55				
3	There are adequate teaching and learning do materials (e. g Text books ,teachers guides)	T n	24	31	10	14	8	3.56	1.30	3.80	0.13
		%	27.58	35.63	11.49	16.09	9.19				
		P n	6	9	2	-	1	4.05	0.99		
		%	33.33	50	11.11	-	5.56				
4	School community has access to standard toilets particularly designed for females and male students	T n	11	21	19	22	14	2.91	1.28	3.26	0.04
		%	12.64	24.14	21.84	25.28	16.1				
		P n	6	5	2	4	1	3.61	1.33		
		%	33.33	27.78	11.11	22.22	5.56				
5	There is good relationship among principals ,teachers, students and other staff members	T n	17	18	18	18	16	3.35	1.28	3.64	0.06
		%	19.54	20.58	20.58	20.58	18.39				
		P n	10	6	2	-	-	3.94	0.93		
		%	10	6	2	--	-				
6	The school has library with sufficient reference books	T n	12	17	16	20	22	2.73	1.39	2.97	0.17
		%	13.79	19.54	18.39	22.28	25.28				
		P n	3	6	3	4	2	3.22	1.30		
		%	16.67	33.33	16.67	22.22	11.11				

In item number 1 of Table 6, 30(34.48%) of teacher, 8(44.44%) of principals agreed on the existence of safe and stable learning environment in the sample secondary school, while 14(16.09%) of teacher respondents and 2(11.11%) of principals disagreed .20(22.98%) of teacher and 1(5.56%) of have not decided. Teacher and principals seem to agree that there is appropriate physical environment (safe, stable and Positive atmosphere in school

compound) for teaching and learning process (X= 3.58, SD=1.12) and (X=3.66, SD=1.32) respectively. The overall X=3.62 shows the agreement of the respondents with the issue. The t-test result also indicated that there is no significant difference among the mean score of the study groups (p=0.79) is greater than 0.05. Hence, one could possibly recognize from the result above that there is appropriate physical environment (safe, stable and Positive atmosphere in school compound) for teaching and learning process. In line with this Estyn (2001) suggests that, healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, government, parents and wider community is essential for purposeful effort and achievement.

As depicted in item 2 of Table 6, 18(20.68%) teacher and 1(5.55%) of principal respondents disagreed on that the school had clear rules and policies and communicated by school community, while 15(17.24%) of teacher, 2(11.11%) of principals have not decided. 22(25.28%) of teacher and 4(22.22%) of principals agreed on issue. The ratings of teachers with(X= 3.28, SD=1.35) disclose their neutrality about there are clear rules and policies of the school that are communicated by the school community, and principals with the (X= 3.66, SD=1.02) agreed there are clear rules and policies of the school that are communicated by the school community. The overall X=3.47 shows the neutrality of the majority of respondents with the issue. Thus, it is possible to conclude that there are clear rules and policies of the school that are communicated by the school community were not satisfied teachers respondents, as they expressed not sure about there are clear rules and policies of the school that are communicated by the school community .

As it is revealed in item 3 of Table 6, 31(35.63%) and 9(50%) teachers and principal respondents respectively agreed on the adequacy of teaching and learning materials, while 14(16.09%) teachers were disagreed on the issue and 10(11.49%) of teacher and 2(11.11%) of principals have not decided. The rating of teachers and principals with the (X=3.56, SD=1.30) and (X=4.05, SD=0.99) show their agreement about the issue that there are adequate teaching and learning materials (e. g Text books, teachers guides). The overall X=3.47 shows the agreement of the majority of respondents with the issue. Therefore, based on the responses of the majority and the researcher's document analysis, it can be

said that there are adequate teaching and learning materials (e. g Text books, teachers' guides). The significance level (p=0.13) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals on the issue that there are adequate teaching and learning materials (e. g Text books, teachers guides).

Concerning item 4 of table 6, respondents were requested whether School community has access to standard toilets particularly designed for females and male students or not,22(25.28%) of teacher and 4(22.22%) of principal respondents disagreed on the issue. But 19(21.83%) of teacher and 2(11.11%) of principals have not decided, while 21(24.13%) of teacher and 5(27.77%) of principals agreed on existing of standard toilet for ladies and male students. Teachers with the (X=2.91, SD=1.28) were not sure about the issue, and principals with the (X=3.61, SD=1.33) agreed that School community has access to standard toilets particularly designed for females and male students. The overall=3.26 sows the neutrality of the majority of the respondents with the issue. The significance level (p=0.04) is less than 0.05, this indicates that there is significance difference between the opinions of Teachers and principals regarding the issue. Thus, it is possible to conclude that School community has access to standard toilets particularly designed for females and male students were unsatisfactory.

Item 5 of table 6, related to whether there is good relationship among principals, teachers, students and other staff member or not. Again 18(20.68%) of teacher and 6(33.33%) of principal respondents agreed on the existence of positive relationships among students all staff members of the schools .But 18(20.68%) of teacher,2(11.11%) of principals have not decided on existence of positive relationships among students and staff members, only 16(18.39%) of teachers were disagreed on the issue. Teachers with the (X=3.35, SD=1.28) were not sure about the issue and principals with the (X=3.94, SD=0.93) agreed that there is good relationship among principals, teachers, students and other staff member. The overall=3.64 shows the neutrality of the majority of the respondents with the issue. The significance level (p=0.06) is less than 0.05, this indicates that there is significance difference between the opinions of Teachers and principals regarding the issue. Thus, it is

possible to conclude that the relationship among principals, teachers, students and other staff members were not satisfactory

With regard to item 6 in table 6, respondents were asked whether or not the school has library with sufficient reference books. Only 12 (13.79%) of teacher and 3(16.67%) of principals agreed on the existence of library with sufficient reference books.16(18.39%) of teacher and 3(16.67%) principal have not decided on the issue and 20(22.28%) teacher ,4(22.22%)principals disagreed on the existence of library with sufficient reference books. The rating of teachers and principals with (X=2.73, SD=1.39) and(X=3.22, SD=1.30) respectively shows their uncertainty over the issue that the school has library with sufficient reference books. The overall=2.97 shows the neutrality of the majority of the respondents with the issue. The significance level (p=0.17) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals on the issue that the school has library with sufficient reference books. Thus, it is possible to conclude that the school has library with sufficient reference books were unsatisfactory.

Furthermore, the data collected through interview from secondary school supervisors and WEO heads, FGD conducted with SIC members and open ended questions from teachers showed that there is a moderate learning environment to implement the desired objectives school improvement program of sample area. However, many of the FGD and teachers respondents in all sample schools suggested that there was a shortage of library and up-to-date reference books. On other hands clear rule and polices of the schools and positive relationship among the communities was poor. In consolidating this idea, Jonson et al. (2005) stated that, successful schools are ones with favorable conditions for learning, parent interest in knowledge of schools and positive relationships between principals, teachers and students.

4.4. Leadership and Management Domain

Leadership and management is the third domain considered in the implementation of SIP. Effective and efficient school leadership and management play a vital role in implementing

the school improvement program by putting the schools strategic vision and creating a strong collaborative bond among the school community.

Table 7: Respondent Views on Leadership and Management Domain

			Responses								
No	***Items***	***Respondent***	***5***	***4***	***3***	***2***	***1***	***X***	***SD***	***Overall X***	***P-value***
1	Shared vision ,Mission, Objectives and goals to improve student learning	T(87) n	2o	30	11	19	7	3.67	1.11	3.77	0.47
		%	22.99	34.5	12.64	21.83	8.04				
		P(18) n	5	10	1	-	2	3.88	1.18		
		%	27.77	55.55	5.56	-	11.11				
2	School management commitment is high for student achievement	T n	18	23	19	16	11	3.24	1.32	3.38	0.39
		%	20.69	26.43	21.83	18.39	12.64				
		P n	1o	5	2	-	1	3.52	1.00		
		%	55.55	27.78	11.11	-	5.56				
3	There is consistency in implementation of school activities	T n	14	31	21	17	4	3.63	1.05	3.84	0.12
		%	16.1	35.63	24.13	19.54	4.6				
		P n	3	13	-	2	-	4.05	0.99		
		%	16.69	72.22	-	11.11	-				
4	Communities are mobilized for SIP support	T n	7	26	23	19	12	2.41	1.09	2.59	0.23
		%	8.04	29.89	26.43	21.83	13.8				
		P n	4	6	3	3	2	2.77	1.43		
		%	22.22	33.33	16.67	16.67	11.11				
5	The School has created effective regular communication with stakeholders	T n	14	21	21	21	10	2.44	1.32	2.69	0.16
		%	16.1	24.13	24.13	24.13	11.5				
		P n	8	5	1	3	1	2.94	1.47		
		%	44.44	27.77	5.,56	16.67	5.56				
6	Instructional supervisors carryout classroom supervision	T n	16	19	18	21	13	3.63	0.98	3.75	0.29
		%	18.4	21.83	20.69	24.13	14.94				
		P n	9	8	-	1	-	3.88	0.96		
		%	50	44.44	-	5.56	-				
7	Continuous follow up, monitoring and support of student learning	T n	25	25	12	17	8	3.59	1.29	3.73	0.36
		%	28.73	28.73	13.8	19.54	9.2				
		P n	8	9	-	1	-	3.88	0.83		
		%	44.44	50	-	5.56	-				

As can be observed in item 1of table 7, respondents were asked to indicate their agreement on the extent to which Shared vision, Mission, Objectives and goals to improve student learning, 30(34.5%) of teacher and 10(55.55%) principal respondents agreed on there is a shared Vision, Mission, Objective and Goals to improve student learning .11(12.64%) of

teacher and 1(5.55%) of principal have not decided on the issue. But 7(8.04%) ,2(11.11%) of teachers and school principals have shown their disagreement. Consequently, teachers and principals expressed their agreement (X= 3.67, SD=1.11) and (X=3.88, SD=1.18) respectively. This means that, the schools understudy were implemented Shared vision, Mission, Objectives and goals to improve student learning. This is also an indication that the schools' effort in promoting Shared vision, Mission, Objectives and goals to improve student learning. The overall X=3.77 shows that the schools understudy were implemented Shared vision, Mission, Objectives and goals to improve student learning. The significance level (p=0.47) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding Shared vision, Mission, Objectives and goals to improve student learning. In line with this (Waters et al., 2004) Suggested that a part from establishing a vision and setting goals, effective school leaders place high emphasis on achieving high level of student learning and provide resources towards the effort to improve the achievements and general well-being of the students.

As it is revealed in item 2 of Table 7, respondents were requested to rate the degree to which School management commitment is high for student achievement,18(20.69%) teacher and 10(55.55%) of principal strongly agreed on school leaders commitment is high for student achievement. But 11(12.64%) teacher and 1(5.56%) principals strongly disagreed, while 19(21.83%) of teacher and 2(11.11%) principals have not decided on the issue. Accordingly, teachers with(X=3.24, SD=1.32) were not sure about the issue and principals with the (X=3.52, SD=1.00) agreed that School management commitment is high for student achievement. The overall X=3.38 indicating uncertainty of the majority of respondents with the issue. The data obtained from documents reviewed also indicated that there were no much efforts from school management to increase students result in the study area. Thus, it is possible to conclude that School management commitment is not high for student achievement. The significance level (p=0.39) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding School management commitment is high for student achievement School management commitment is high for student achievement.

As can be observed in item 3 of table 7, respondents were asked to respond whether there is consistency in implementation of school activities or not, 31(35. 63%) of teacher and 13(72.22%) of principals agreed on there is consistency in implementation of school activities, while 17(19.54%) of teacher and 2(11.11%) principals disagreed on the issue. But 21(24.13%) of teachers were not decided. Teachers and principals expressed their agreement (X= 3.63, SD=1.05) and (X=4.05, SD=0.99) respectively. The overall X=3.84 indicating uncertainty of the majority of respondents with the issue. Thus, it is possible to conclude that there is consistency in implementation of school activities in the study area. The significance level (p=0.12) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding there is consistency in implementation of school activities in the study area

Item number 4 of Table 7, respondents were asked to indicate their perception whether Communities are mobilized for SIP support or not, 26(29.89%) of teacher respondents and 6(33.33%) principals agreed on that communities are actively involved in SIP support, while 23(26.43%) of teachers and 3(16.67%) principals have not decided ,19(21.83%),3(16.67%) teachers and principals respectively disagreed on communities actively involved in SIP support teachers with the (X=2.41, SD=1.09) were disagreed that Communities are mobilized for SIP support and principals with the (X=2.77, SD=1.43) were not sure about the issue. The overall X=2.51 indicating uncertainty of the of respondents with the issue. Furthermore, the information obtained from interviewee shows that there is weak mobilization of communities for SIP support. This is due to lack of providing information from the teachers and commitment from the school leaders to provide in detailed information about communities role in SIP. The majority of teacher's respondents' perception similarity seems to suggest that this activity was not suitably practiced in the schools. The significance level (p=0.23) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding Communities are mobilized for SIP support.

Regarding item 5 of table 7, respondents were asked whether the School has created effective regular communication with stakeholders, 21(24.13%) and 5(27.77%) of

principals have agreed on school has created effective regular communication with all stakeholders or not, while 21(24.13%) teachers and 3(16.67%) of principals disagreed on communication created with stakeholders.21 (24.13%) of teacher and 1 (5.56%) of school leaders have not decided. Teachers with the (X=2.44, SD=1.32) were disagreed that the School has created effective regular communication with stakeholders and principals with the (X=2.94, SD=1.47) were not sure about the issue. The overall X=2.69 indicating uncertainty of the respondents with the issue. Furthermore, the information obtained from interviewee shows that there is poor communication with stakeholders. This is due to over engagement of school leadership in routine works of the school. The significance level (p=0.16) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding the School has created effective regular communication with stakeholders.

Concerning item 6 of table 7, respondents were asked whether the instructional supervisors carryout classroom supervision or not, 9(50%) of principals and 16(18.4%) of teacher respondents agreed on instructional supervisors carryout classroom supervision. On the other hand 1(5.56%), 21(24.13%) of principal and teachers respondents have disagreed, while 18(20.69%) of teachers have not decided on the issue. teachers and principals with the (X=3.63, SD=0.98) and (X=3.88, SD=0.96) respectively agreed that instructional supervisors carryout classroom supervision. The overall X= 3.75 indicating the agreement of the majority of respondents with the issue. The significance level (p=0.29) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding the instructional supervisors carryout classroom supervision. Thus, it is possible to conclude that instructional supervisor's carryout classroom supervision in line with SIP objectives in the study area. Supporting this (Robert and Peter, 1989) suggested that Supervision is instructional leadership that relates perspectives to behavior, clarifies purposes, contributes to and supports organizational actions, coordinates interactions provide for maintenance and improvement of the instructional programs and assesses goal achievement.

Item number 7 of Table 7, respondents were asked about Continuous follow up, monitoring and support of student learning, 9(50%) of principals and 25(28.73%) of teacher respondents agreed on continuous follow up, monitoring and support of student learning. On the contrary, 1(5.56%) principals, 17(19.54%) of teachers disagreed and 12(13.79%) of teachers have not decided. Consequently, teachers and principals expressed their agreement (X= 3.59, SD=1.11) and (X=3.88, SD=1.18) respectively. The overall X= 3.73 indicating the agreement of the majority of respondents with the issue. This means that, the schools understudy were carried out Continuous follow up, monitoring and support of student learning. The significance level (p=0.36) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding Continuous follow up, monitoring and support of student learning.

4.5. Community Involvement Domain

Developing quality partnership and network parents and society enable schools to provide quality education.

Table 8: Respondents Views about the Community Participation

			Responses								
No		**Respondents**	**5**	**4**	**3**	**2**	**1**	**X**	**SD**	**Overall X**	**P-value**
1	Parents as PTA members actively participate in the school improvement management	T (87) n	7	26	20	21	13	2.40	1.30	2.45	0.77
		%	8.05	29.89	22.98	24.13	14.94				
		P (18) n	6	6	3	3	-	2.50	1.46		
		%	33.33	33.33	16.67	16.67	-				
2	Parents have provided comments up on their children's learning	T n	11	13	19	25	19	2.42	1.32	2.4	0.91
		%	12.64	14.94	21.84	28.74	21.84				
		P n	1	8	5	3	1	2.38	1.14		
		%	5.56	44.44	27.77	16.67	5.56				
3	Stakeholders are involved in decision making on their children and the school issues in collaboration with leaders	T n	12	19	16	23	17	2.49	1.41	2.8	0.96
		%	13.79	21.83	18.39	26.43	19.54				
		P n	4	9	-	5	-	3.11	1.45		
		%	22.22	50	-	27.78	-				
4	Teachers collect information about students progress and communicate parents regularly	T n	12	21	15	25	14	2.43	1.40	2.38	0.78
		%	13.79	24.14	17.24	28.73	16.09				
		P n	4	4	6	4	-	2.33	1.64		
		%	22.22	22.22	33.34	22.22	-				
5	Parents and community members have been involved in SIP implementation planning	T n	11	17	21	18	20	3.51	1.10	3.53	0.78
		%	12.64	19.54	24.14	20.69	22.99				
		P n	6	6	3	2	1	3.55	1.09		
		%	33.33	33.343	16.67	11.11	5.56				

As can be seen from item 3 of table 8, 26(29.89%) teacher and 6(33.33%) of principals agreed on that parents as PTA members actively participated in the school improvement management .21(24.13%), 3(16.67%) teachers and principals respectively disagreed on the issue, while 20(22.98%) teacher and 3(16.67%) principals have not decided on the same table of item. Teachers with the (X=2.40, SD=1.30) were disagreed that parents as PTA members actively participate in the school improvement management and principal with the(X=2.50, SD=1.46) were not sure about the issue. The overall X= 2.45 indicating the disagreement of the majority of respondents with the issue. Thus, it can be concluded that parents as PTA members were not actively participate in the school improvement management in the study area. The significance level (p=0.77) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding parents as PTA members were not actively participate in the school improvement management.

Regarding item 2 of table 8, respondents were asked whether Parents have provided comments up on their children's learning or not, 8(44.44%) of school principal and 13(14.94%) of teachers agreed on the idea that parents have provided comments upon their student learning .But 3(16.67%) of principal and 25(28.74%) of teachers have disagreed.19(21.84%) teachers, 5(27.77%) of school directors responded undecided consequently, teachers and principals expressed their disagreement (X= 2.42, SD=1.34) and (X=2.38, SD=1.14) respectively. The overall X= 2.40 indicating the disagreement of the majority of respondents with the issue. Furthermore, the information obtained from interviewee shows that most of the parents were not visit the school in regular bases just only once a year. Thus, it can be concluded that Parents have not provided comments up on their children's learning. The significance level (p=0.91) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding Parents have provided comments up on their children's learning.

Item number 3 of Table 8, respondents were asked whether Stakeholders are involved in decision making on their children and the school issues in collaboration with leaders or not, 19(21.83%), 9(50%) teachers and principals were respectively agreed on idea that

stakeholders are involved in decision making on their children and the school issues in collaboration with leaders 23(26.43%) of teachers and 5(27.78%) of principals were disagreed on the issues and 16(18.39%) of teachers responded undecided. Teachers with the(X= 2.49, SD=1.41) were disagreed that Stakeholders are involved in decision making on their children and the school issues in collaboration with leaders and principals with(X= 3.11, SD=1.45) were not sure about the issue. The overall X= 2.8 indicating the uncertainty of the respondents with the issue.

The data obtained from interviews and documents reviewed also supports teachers respondents response that there were no much efforts from school management to increase stakeholders' participation in decision making process of the school in the study area. Therefore, it can be concluded that Stakeholders are involved in decision making on their children and the school issues in collaboration with leaders and principals were unsatisfactory in the study area. The significance level (p=0.96) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding Stakeholders are involved in decision making on their children and the school issues in collaboration with leaders and principals. This contradicts the result of Fullan (2000) that "principal who are committed to share decision-making saw shared decision-making as one part of a large package of reform".

"*…One supervisor stated that occasionally some PTA members were participated in decision making process of students' disciplinary cases in the school…*"

The data in item of 4 table 8, 21(24.14%) teacher and 4(22.22%) principals agreed on that teachers collect information about students progress and communicate parents regularly. On the contrary, 25(28.73%) of teachers and 4(22.22%) of principals disagreed, while 15(17.24%) of teachers and 6(33.34%) of principals have not decided. Teachers and principals with the(X= 2.43, SD=1.40) and (X= 2.33, SD=1.64) disagreed that teachers collect information about students progress and communicate parents regularly. The overall X= 2.38 indicating the disagreement of the majority of respondents with the issue. Thus, it can be concluded that teachers were not collecting information about students progress and communicate parents regularly in the study area .The significance level (p=0.96) is greater

than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding teachers collect information about students progress and communicate parents regularly.

As shown in item 1 of Table 8, respondents were requested whether or not Students have awareness on the school improvement program implementation. 17(19.54%), 6(33.33%) of teachers and principal respondents respectively agreed on parents and community members have been involved in school improvement program implementation planning. 21(24.14%) of teachers and 3(16.67%) principal respondents have not responded, while 18(20.68%), 2(11.11%) of teacher and principals were disagreed on the same table of item. Teachers and principals with the(X= 3.51, SD=1.10) and (X=3.55, SD=1.09) respectively agreed that Parents and community members have been involved in SIP implementation planning.

The overall X= 3.53 indicating the agreement of the majority of respondents with the issue. The data obtained from interviews substantiate that there were parents and community participation in SIP implementation planning through PTA representatives. Therefore, it can be concluded that involvement of Parents and community members in SIP implementation planning was encouraging in the study area. The significance level (p=0.78) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding Parents and community members have been involved in SIP implementation planning. Supporting this Hopkins (2001) suggest that, collaborative planning is a base to set common goals, resolve differences and to take action.

In general, from interview, FGD and open-ended question respondents the following suggestions were given. One of the interview respondents from WEO heads suggested those parents, the community members and stakeholders' participation in school decision making, parents follow-up of students' learning, community's care for female students in and out of the school, community participation on disciplinary cases of students were poorly practiced in sampled secondary schools.

4.6. Awareness of Stakeholders on School Improvement Program

Table 9: Issues Related to Awareness of Stake Holders on School Improvement Program

		Responses[N&%]									
No	**Items**	**Respondents**		**5**	**4**	**3**	**2**	**1**	**X**	**SD**	**Overall X**	**P-value**
1	Students have awareness on the school improvement program implementation	T(87)		13	19	17	24	14	3.52	1.44	3.59	0.46
				14.94	21.84	19.54	27.58	16.1				
		P(18)		7	5	3	3	-	3.66	1.08		
				38.89	27.77	16.67	16.67	-				
2	The school principals have awareness on preparing school improvement program implementation strategic plan	T	n	21	26	18	13	9	3.64	1.21	3.76	0.42
			%	24.14	29.88	20.69	3	-				
		P	n	5	9	1	3	-	3.88	1.02		
			%	27.77	50	5.56	16.67	-				
3	Parents and community members have awareness on school Improvement program implementation	T	n	8	22	20	25	12	2.45	1.23	2.69	0.13
			%	9.2	25.28	22.99	28.74	13.79				
		P	n	5	5	4	4	-	2.94	1.30		
			%	27.78	27.78	22.22	22.22	-				
4	The school improvement committee members have awareness on school improvement program implementation	T	n	12	30	17	22	6	3.60	1.08	3.82	0.1
			%	13.79	34.48	19.54	25.29	6.89				
		P	n	6	9	1	2	-	4.05	0.93		
			%	33.33	50	5.56	11.11					
5	The high school supervisors have awareness on school implementation	T	n	21	28	19	14	5	3.83	1.03	4.02	0.13
			%	24.14	32.18	21.84	16.1	5.74				
		P	n	4	11	1	2	-	4.22	0.54		
			%	22.22	61.11	5.56	11.11	-				
6	The woreda education office heads have Adequate awareness on school improvement program Implementation	T	n	26	24	12	14	11	3.51	1.43	3.75	0.l7
			%	29.88	27.58	13.79	16.1	12.64				
		P	n	5	8	2	2	1	4.00	0.97		
			%	27.78	44.44	11.11	11.11	5.56				

As shown in item 1 of Table 9, respondents were requested whether or not Students have awareness on the school improvement program implementation. 19(21.84%) of teachers and 5(27.77%) of principals shows agreement on students have awareness on the school improvement program implementation. On other hand, 24(27.58%) 3(16.67%) teacher and principal respondents disagreed on the above issue .But in contrary, 17(19.54%) of teachers

and 3(16.67%) principals have not decided. Accordingly, teachers and principals with the (X= 3.52, SD=1.44) and (X=3.66, SD=1.08) respectively confirmed their agreement that Students have awareness on the school improvement program implementation. The overall X= 3.59 indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that Students in the study area have awareness on the school improvement program implementation. The significance level (p=0.46) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding Students have awareness on the school improvement program implementation.

As indicated in item 2 of table 9, respondents were asked whether or not the school principals have awareness on preparing SIP implementation strategic plan. Majority principals and 26(29.88%) of teachers respondents have agreed on principal prepare school's strategic plan .18(26.69%) of teachers and 1(5.56%) principal respondents have not decide on the issue, while 13(14.94%), 3(16.67%) of teachers and principal respondents were disagreed. In this connection, teachers and principals with the (X= 3.64, SD=1.21) and (X=3.88, SD=1.02) respectively agreed that the school principals have awareness on preparing school improvement program implementation strategic plan. The overall X= 3.76 indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that the school principals in the study area have awareness on preparing school improvement program implementation strategic plan. The significance level (p=0.42) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding the school principals in the study area have awareness on preparing school improvement program implementation strategic plan.

Item 3 of Table 9 investigates how far Parents and community members have awareness on school Improvement program implementation, 22(25.28%),5(27.78%) teachers and principals respectively agreed on idea that parents and community members have awareness on SIP implementation . 25(28.74%) of teachers and 4(22.22%) of principals disagreed and 20(22.29%), 4(22.22%) of teacher and principal respondents have not decided. From this data we conclude that parents have less awarded on SIP implementation.

With regard to this, teachers with the (X= 2.45, SD=1.23) shown their disagreement and principals with the (X=2.94, SD=1.30) were not sure about the Issue. The overall X= 2.69 indicating the uncertainty of respondents with the issue. However, data obtained from responses to interview items indicated that the majority of parents and community at large have low awareness on the school improvement program implementation.

Thus, it possible to conclude that Parents and community members have no good awareness on school Improvement program implementation. The significance level (p=0.13) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding Parents and community members have awareness on school Improvement program implementation.

Regarding item 4 of table 9, respondents were asked whether or not the school improvement committee members have awareness on school improvement program implementation. Majority of principals and 30(34.48%) of teachers have agreed on that SIC members have awareness on SIP implementation, but 1(5.56%) of principals and 17(19.54%) of teacher have not decided, while 22(25.29%), 2(11.11%) teachers and principals respectively showed their disagreement on the above issue. In this connection, teachers and principals with the (X= 3.60, SD=1.08) and (X=4.05, SD=0.93) respectively agreed that school improvement committee members have awareness on school improvement program implementation. The overall X= 3.82 indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that school improvement committee members in the study area have awareness on school improvement program implementation. The significance level (p=0.1) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding Parents and community members have awareness on school Improvement program implementation.

In response to item 5 of the same Table, 28(32.18%) of teacher and majority of school principals suggested, the high school supervisors have awareness on SIP implementation. 19(21.24%), 1(5.56%) teachers have not decided. 14(16.1%) of teacher, 2(11.11%)of principals have disagreed on the issue .Teachers and principals with the (X= 3.83,

SD=1.03) and (X=4.22, SD=0.54) respectively agreed that high school supervisors have awareness on school implementation. The overall X= 4.02 indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that high school supervisors have awareness on school implementation. The significance level (p=0.13) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding high school supervisors have awareness on school implementation.

Regarding item 6 of table 9 respondents were asked whether or not the woreda education office heads have adequate awareness on school improvement program Implementation, 24(27.58%), 8(44.44%) teacher and principals agreed on WEO heads have adequate awareness on SIP implementation .Incontrary,14(16.01%) of teacher and 2(11.11%) of principals disagreed . 12(13.79%), 2(11.11%) of teachers and principals have not decided on the issues in item 6 above, teachers and principals with the (X= 3.51, SD=1.43) and (X=4.00, SD=0.97) respectively agreed that the woreda education office heads have adequate awareness on school improvement program Implementation. The overall X= 3.75 indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that the woreda education office heads have adequate awareness on school improvement program Implementation in the study area. The significance level (p=0.17) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding the woreda education office heads have adequate awareness on school improvement program Implementation. To sum up, the FGD respondents in supporting the above analysis confirmed that no training was given practically to SIC on SIP implementation in sampled secondary schools. In general, the study revealed that there was poor training and awareness of teachers, students, parents and the community on SIP implementation in the sampled secondary schools of under the study.

4.7. School Improvement Program Implementation Challenges

This section deals with major factors that affect implementation of school improvement program under the study area.

Table 10: Challenges Encountered SIP Implementation

No	Items	Re		Responses 5	4	3	2	1	X	SD	Overall X	P-value
1	Poor technical support from highest organ	T	n	31	29	13	8	6	3.97	1.19	4.20	0.12
			%	35.63	33.33	14.94	9.19	6.1				
		P	n	4	6	6	-	2	4.44	1.09		
			%	22.22	33.33	33.33	-	11.11				
2	Lack of training and awareness for the stake holders to participate in SIP	T	n	29	33	14	7	4	3.79	1.20	3.67	0.44
			%	33.33	37.93	16.09	8.04	4.6				
		P	n	3	10	1	3	1	3.55	1.19		
			%	16.67	55.56	5.56	16.67	5.56				
3	There is shortage of materials and financial resource	T	n	38	27	8	10	4	3.87	1.10	3.74	0.36
			%	43.68	31.03	9.2	11.49	4.6				
		P	n	13	2	2	1	-	3.61	1.14		
			%	72.22	11.11	11.11	5.56	-				
4	Lack of qualified (trained) principals in educational leadership	T	n	28	30	13	11	5	3.75	1.18	3.65	0.51
			%	32.18	34.48	14.94	12.64	5.75				
		P	n	5	6	3	2	2	3.55	1.33		
			%	27.78	33.33	16.67	11.11	11.11				
5	Difficulty to change the existing school culture	T	n	30	32	16	6	3	3.62	1.29	3.44	0.31
			%	34.48	36.78	18.32	6.89	3.44				
		P	n	3	5	3	4	3	3.27	1.31		
			%	16.67	27.77	16.67	22.22	16.67				
6	Low commitment of local political leaders	T	n	28	38	10	8	3	3.91	1.05	4.01	0.46
			%	32.18	43.68	16.49	9.2	3.45				
		P	n	5	10	3	-	-	4.11	0.67		
			%	27.78	55.55	16.67	-	-				
7	Poor collaboration among stake holders and the school to plan SIP implementation	T	n	28	45	8	3	3	4.05	0.93	4.08	0.82
			%	32.28	51.72	9.2	3.45	3.45				
		P	n	6	8	4	-	-	4.11	0.75		
			%	33.33	44.44	22.22	-	-				
8	Lack of encouragement for effective teachers ,school leaders ,parents and students	T	n	29	31	14	11	2	3.85	1.09	3.97	0.34
			%	33.33	35.63	16.09	12.62	2.3				
		P	n	7	6	4	1	-	4.11	0.83		
			%	38.88	33.33	22.22	5.56	-				
9	Poor practice of school leaders in searching external fund to promote SIP	T	n	39	26	12	6	4	4.03	1.13	3.79	0.1
			%	44.82	29.88	13.79	6.89	4.59				
		P	n	4	6	4	4	-	3.55	1.09		
			%	22.22	33.33	22.22	22.22	-				
10	Absence of school improvement program implementation plan in the school	T	n	32	28	10	12	5	2.37	1.56	2.24	0.5
			%	36.78	32.18	11.49	13.79	5.74				
		P	n	3	4	2	5	4	2.11	1.45		
			%	16.67	22.22	11.11	27.77	22.22				

As depicted in item 1 of Table 10, respondents were requested whether or not there is poor technical support from WEO and secondary school supervisors .29(33.33%) of teachers, 6(33.33%) of school principals agreed on the issue. On the contrary 8(9.19%) of teachers disagreed and 13(14.94%), 6(33.33%) teachers and principals have not decided on the respectively. Teachers and principals with the (X= 397, SD=1.19) and (X=4.44, SD=1.09)

respectively agreed that Poor technical support from highest organ is the challenge that encountered SIP implementation. The overall X= 4.20 indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that Poor technical support from highest organ is the challenge that encountered SIP implementation in the study areas. The significance level (p=0.12) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding the Poor technical support from highest organ.

In response to item 2 of the same Table, 33(37.93%)of teachers 10(55.56%)of school principals agreed on there is lack of training and awareness for stakeholders to participate in SIP.14(16.09%) teachers ,1(5.56%) school principals not decide on the issue while 7(8.04%) teachers and 3(16.67%)of principals not agreed on the same table of the item. teachers and principals with the (X= 3.79, SD=1.20) and (X=3.55, SD=1.19) respectively agreed that lack of training and awareness for the stake holders to participate in SIP. The overall X= 3.67 indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that lack of training and awareness of the stake holders to participate in SIP implementation is one of the challenge that encountered in the study areas. The significance level (p=0.44) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding lack of training and awareness for the stake holders to participate in SIP.

Regarding item 3 of table 10, respondents were asked whether there is shortage of materials and financial resource or not. 38 (43.68%)of teachers and 13(72.22%) of principals strongly agreed on the issue. On the contrary, 10(11.49%) of teachers and 1(5.56%) principals disagreed. In this connection, teachers and principals with the (X= 3.87, SD=1.10) and (X=3.61, SD=1.14) respectively agreed that there is shortage of materials and financial resource. The overall X= 3.74 indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that shortage of materials and financial resource were the challenges that encountered the implementation of SIP in the study area. The significance level (p=0.36) is greater than 0.05, this indicates that there is

no significant significance difference between the opinions of Teachers and principals regarding there is shortage of materials and financial resource.

In response to item 4 of the same Table,30(34.48%),6(33.33%) teachers and principals respectively agreed on lack of qualified principals in educational leadership.11(12.64%) of teachers and 2(11.11%)of principal disagreed on the issue while,13(14.94%)teachers and 3(16.67%)of principals have not decided. Teachers and principals with the (X= 3.75, SD=1.18) and (X=3.55, SD=1.33) respectively agreed that lack of qualified (trained) principals in educational leadership. The overall X= 3.65 indicating the agreement of the majority of respondents with the issue. Also the background information of principals in the study area indicated that most of secondary school principals in the study area were qualified with first degree in different field of education rather than in educational leadership, from this the researcher is interested to conclude that lack of qualified (trained) principals in educational leadership was one of the challenge that encountered the effective implementation of SIP in the study areas. The significance level (p=0.51) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding lack of qualified (trained) principals in educational leadership.

As it is revealed in item 5 of Table 10, respondents were requested to rate the degree to which difficulty to change the existing school culture, 32(36.78%) of teachers and 5(27.77%) of school principals were agreed on the idea that difficulty to change the existing school.16 (18.32%) teachers and 3(16.67%) of principals have not decided. On the contrary, 6(6.89%),4(22.22%) teachers and principals disagreed on the issue. Teachers with the(X=3.62, SD=1.29) were agreed that difficulty to change the existing school culture and principals with the(X=3.27, SD=1.31) were uncertain about the issue. The overall X= 3.44 indicating uncertainty of the respondents with the issue. However, data obtained from responses to interview items indicated in most cases teachers were reluctant to accept and apply new ideas; this is due to fear to adopt change in their school. Thus, it is possible to conclude that difficulty to change the existing school culture. The significance level (p=0.31) is greater than 0.05, this indicates that there is no significant significance

difference between the opinions of Teachers and principals regarding difficulty to change the existing school culture.

Concerning item 6 of Table 10, respondents were asked whether low commitment of local political leaders or not,38(43.68%) of teachers and 10(55.55%) of principals agreed on the issue, while10(16.49%) ,3(16.67%) of teachers and school principals have not decided .Only,8(9.2%)of teachers disagreed. Teachers and principals with the (X= 3.91, SD=1.05) and (X=4.11, SD=0.67) respectively agreed that low commitment of local political leaders. The overall X= 4.01 indicating agreement of the majority of respondents with the issue. Therefore, it can be concluded that low commitment of local political leaders were one of the challenge that encountered SIP implementation in the study areas. The significance level (p=0.46) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding low commitment of local political leaders.

As it has been shown in item 7 of Table 10, 45(51.72%) of teachers and 8(44.44%) of school principals agreed on the idea that there is poor collaboration among stakeholders and school to plan SIP implementation. Teachers and principals with the(X= 4.05, SD=0.93) and (X= 4.11, SD=0.75) agreed that Poor collaboration among stake holders and the school to plan SIP implementation. The overall X= 4.08 indicating agreement of the majority of respondents with the issue. Therefore, it can be concluded that Poor collaboration among stake holders and the school to plan SIP implementation. The significance level (p=0.82) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding Poor collaboration among stake holders and the school to plan SIP implementation.

As it can be expressed in items 8 of Table 10, respondents were asked whether lack of encouragement for effective teachers ,school leaders ,parents and students ,31(35.63%) of teachers and 6(33.33%)of principals were agreed on the issue while,14(16.09%)of teachers and 4(22.22%)of school directors have not decided.11(12.62%)teachers and 1(5.56%) were disagreed. Teachers and principals with the(X= 3.85, SD=1.09) and (X= 4.11, SD=0.83) agreed that lack of encouragement for effective teachers, school leaders, parents and

students. The overall X= 3.97 indicating agreement of the majority of respondents with the issue. Therefore, it can be concluded that lack of encouragement for effective teachers, school leaders, parents and students in the study area. The significance level (p=0.34) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding lack of encouragement for effective teachers ,school leaders ,parents and students.

Regarding item 9 of table 10, 39(44.82%) of teachers and4(22.22%) of school principals strongly agreed on idea that there is poor practice of school leaders in searching external funds to promote SIP.Only,4(4.59%)of teachers strongly disagreed on the issue while,12(13.79%) , 4(22.22%) teachers and principals respectively have not decide on the issue . Teachers and principals with the(X= 4.03, SD=1.13) and (X= 3.55, SD=1.09) agreed that Poor practice of school leaders in searching external fund to promote SIP. The overall X= 3.79 indicating agreement of the majority of respondents with the issue. Therefore, it can be concluded that Poor practice of school leaders in searching external fund to promote SIP in the study area. The significance level (p=0.1) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding Poor practice of school leaders in searching external fund to promote SIP .

As it is revealed in item 10 of Table 10, 32(36.78%) of teachers and 3(16.67%) principals strongly agreed on the issue that there is absence of school improvement program implementation in the school.5 (5.74%) of teachers,4(22.22%) of principals disagreed on the issue while,10(11.49%) teachers and2(11.11%) of principals have not decided on the issue. Teachers and principals with the(X= 2.37, SD=1.56) and (X= 2.11, SD=1.45) disagreed that absence of school improvement program implementation plan in the school. The overall X= 2.24 indicating disagreement of the majority of respondents with the issue. The data reviewed from document analysis substantiate that there was SIP implementation plan in the each schools. Therefore, it can be concluded that absence of school improvement program implementation plan in the school was not the challenge that encountered SIP implementation in the study areas. The significance level (p=0.5) is greater

than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and principals regarding absence of school improvement program implementation plan in the school.

Finally, in their responses to open-ended questions, interview and FGD respondents suggested the following possible solution for the perceived problems in carrying out SIP implementation. Allocating adequate financial resource; assigning qualified principals who are committed to SIP, developing awareness of stakeholders to participate in SIP implementation, consistency of training for teachers on SIP implementation, creating strong partnership with NGOs and other stakeholders to obtain material and financial support for school improvement program, assigning committed supervisors and WEO officers who work for SIP implementation effectiveness, the government and political leaders have to give attention for SIP implementation, and giving awareness to community members to develop a sense of school ownership were among the suggestions given.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the major findings, conclusions, and recommendations that are assumed to improve the school improvement program implementation in secondary schools of West Wollega zone.

5.1 Summary of the Major Findings

The purpose of this study was to assess school improvement program implementation in selected secondary schools of West Wollega zone of Oromia Regional State. In order to achieve this purpose the following basic questions were raised.

1. What are the existing practices of school improvement program implementation in secondary schools of West Wollega Zone?
2. What is the extent of stakeholders' awareness about school improvement program implementation in West Wollega Zone?
3. What are the major challenges that hamper effective implementation of school improvement program in secondary schools of West Wollega Zone?

The study was conducted in eight randomly selected secondary schools of west Wollega zone. This research is conducted by using descriptive survey method .They were gathered from primary and secondary data sources. The primary data source includes teachers, school principals, Secondary schools supervisors, WEO heads and SICs. The secondary data source were document review and field based observation was made. Simple random sampling techniques was employed to five Woredas; i.e Nedjo, Babo, Kiltu kera,Jarso and Nedjo administrative town .From 12 secondary school found in sampled woreda 8 schools were included in the study . The total number of respondents of the study was 148 (88, teachers, 8 school directors, and 10 vice principals, 5 supervisors, 32 SICs and 5 WEO heads.

The data collected were analyzed by using percentages, frequency counts, weighted mean scores and t-test values. Based on the analysis of basic questions and interpretations of data, the major findings of the study are summarized as follows.

- With respect to the characteristics of respondents, they were selected from different categories of the education system at woreda level people (WEOHs, Supervisors, SIC members, school principals, and teachers. The distribution of data by sex, 1.4% female and 98.6% male teachers, in the case of educational leaders there was no female participation. This implies that there is male domination under the study area.
- With regard to educational background 100% supervisors, school principals, teachers, WEOHs and 7(21%) SICs had first degree. But, 9% SIC members had diploma, whereas 16(50%) SIC were grade 10 and below.
- Concerning the work experience 21% respondents served below 5 years and whereas 79% of respondents served 6 years and above.
- With respect to training on SIP implementation 100% of supervisors, WEOHs, 48.27% of teachers38.88% of school leaders and 46.87%SIC members were trained. But, 51.73%of teachers 61.12% of school principals 53.13% SIC of members were not trained.
- With regard to teaching and learning domain as frequency counts, percentages, weighted mean scores and t-tests respondents reported that student centered teaching method ,arrangements of tutorial program for female and slow learners, and continuous assessment is being implemented by teachers were fairly good. On the other hand, evaluation of curriculum; conduct action research; practical work in the laboratory and use of instructional media to motivate student learning, the result of study indicated that the practice was poor. The result of interview and field observation also confirmed that the majority of secondary schools under the study were had no laboratory room, on other hand, some schools had laboratories with enough equipments and chemicals, but not functional. This was because of absence of laboratory technician, fear of chemicals that stayed for long. In some schools the

three natural sciences were organized in the one room which was another problem to make laboratory room functional.

- Concerning learning environment domain, 8(44.44%) principal, 30(34.48%) of teacher respondents reported that school environment was moderately conducive to implement objectives of SIP. Consequently, respondents were expressed there is appropriate physical environment, adequate teaching and learning materials (text books, teacher guides). But, clear rule and policies of the school, access to standard toilet for female and male student, relationship among school community and library with sufficient reference books were respectively unsatisfactory. FGD and observation checklist also suggested that there is poor relationship among stakeholders, shortage of reference books in the library .In some schools toilet room are not available for female students and there is no pedagogical center at all sample schools, and some classes were not conducive for teaching learning process.
- With regard to domain of leadership and management, 50(57.49%) of teachers and 15(83.32%) reported that schools effort in promoting shared vision, mission, objectives and goals to improve students' learning, consistency implementation of school activities, instructional supervisors carryout classroom supervision and continuous follow up ,monitoring and support of student learning was fairly good, But school management is not committed for high student achievement, weak mobilization of community for SIP support, there is poor communication with stakeholders.
- Concerning to the community participation domain, the study identifies tasks expected from community participation to improve school were poorly practiced. For example,33(37%) teachers and 12(66.66%) reported that PTA members were not actively participate in the school improvement management, less participation in decision making, poor involvement of stakeholders and poor in comments up on their student learning. But, parents and community members have been involved in SIP implementation planning. It also found that the level of awareness of students'

parents, communities and teachers was moderately low. However, the level of awareness of supervisors, WEOHs and principals were high.

- As to the challenges of implementation of SIP program there were many factors .This study specifically focus on school improvement domain related factors. Concerning the challenges encountered the effective implementation of SIP. The study shows there is inadequate technical support from highest organ, lack of training and awareness for stakeholders to participate in SIP implementation, difficulty to change the existing school culture ,low commitment of local political leaders, shortage of materials and financial resource, poor collaboration among stakeholders and school to plan SIP implementation, lack of qualified (trained) principals in educational management, lack of encouragement for effective teachers, school leaders, parents and students and poor practice of school leaders in searching external funds to promote SIP and lack of committed principals to plan resources properly were among the challenges that need great attention.

The respondents were asked to list possible solutions through open ended questionnaire. Accordingly, assigning committed and qualified school principals, supervisors, WEOHs required for the position, creating awareness for stakeholders, allocating adequate financial resources, training teachers, students and other stakeholders, creating partnership with NGOs and for all to work for SIP effectiveness were stated as possible solutions for the challenges faced while implementing SIP.

In general the schools under investigation have more to improve student academic achievement. Based on the data the researcher felt they had not worked much to improve community participation and learning environment domain .This indicated that school did not use their efforts equally on the four domains. All the major challenges stated above were resulted from poor implementation of school improvement program. Furthermore, the study implies SIP was not practiced in line with the framework under the sample schools.

5.2. Conclusion

From the results of the study, it was implied that there were many factors that hinder effective implementation school improvement program in secondary schools of west Wollega zone. In order to implement the program effectively, enhancing the involvement of community and providing awareness for all stakeholders is most important. Accordingly, the findings of research indicated that training given on SIP was unsatisfactory and less consistent. The allocated budget in the study area was not sufficient to promote teaching and learning process in line with the intended education policy. With regard to teaching learning domain there were poor evaluation of curriculum, conduct action research, practical work in laboratory and use of instructional media. There was also a shortage of reference books, computers, laboratories with adequate equipment and chemicals.

Furthermore, the study revealed that there were low school management commitment for student achievement, poor community mobilization by school leaders, poor regular communication with stakeholders, and poor practices of community participation in SIP plan implementation. The study also shows most of educational leaders were not qualified in an area of educational leadership. Turnover of school leaders and less attractive salary were also lost commitment to implement SIP. Therefore, based on findings, it is possible to conclude that the implementations of school improvement program has not done much as indicated in SIP frame work in the sample schools .As a result, this clearly indicated that the school are not effectively addressing the needs of the learner. Generally, secondary schools of the study area were unsatisfactory in implementation of school improvement program.

5.3. Recommendations

Based on the findings and conclusions from the study, the following recommendations are given.

1. In order to implement SIP in line with the frame work, creating awareness and provide sufficient training for all stakeholders by Zonal Education Departments and WEO to carry out their responsibilities and to implement effectively school improvement program.

2. To implement teaching learning process in line with the standard set in the SIP frame work, the school leaders discuss with all stakeholders (School community, parents, teachers, principals) regularly on implementation of school improvement program.
3. In order to solve teaching and learning problems the school leaders in collaboration with the school community, WEO experts, supervisors, PTA members , local political leaders and OEB ,it seems important to establish sufficient laboratory rooms with equipped materials, ICT rooms with excess computers, library with sufficient reference books and assign trained laboratory technician.
4. To solve academic problems of students; utilization of laboratory, evaluation of curriculum, use of instructional media and conducting action research would help to promote learners academic achievement. It is advisable that school leaders in collaboration with highest organ (WEO, ZED, OEB and MoE) to facilitate training, motivate and encourage teachers for good practice.
5. The study indicated that community participation is low; this implies that school management practice less effort to enhance their participation in implementation of SIP. Therefore, the researcher felt to recommend that community participation should get more attention for supporting SIP implementation.
6. It is advisable to assign professionally qualified educational leaders in secondary schools, woreda education office with leadership position by WEO heads with different educational layers.
7. To put SIP in to practice, shortage of materials and financial resources, poor collaboration among stakeholders, low awareness and inadequate training, and difficulty to change the existing school culture were among factors that hampers SIP implementation. Therefore, concerned bodies (school principals, secondary school supervisors, WEO, ZED and OEB) should pay much attention for those negatively affect SIP implementation.
8. This study is not the final solution to solve the problems of SIP implementation of the study area, so the researcher recommends further researches.

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APPENDEX-A

Addis Ababa University

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Questionnaire to be filled by secondary school principals and teachers

Dear respondent: The main purpose of this questionnaire is to gather relevant data that help to assess the current practice of school improvement program (SIP) by secondary schools of west Wollega zone. I would like to assure you that this purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather the result of this study is believed to be as an input to improve the school improvement program practice. Hence, your genuine, frank and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Please Note that:

- You do not need to write your name on the questionnaire
- For questions with alternative choices put "√" in the bracket mark
- Write your opinion briefly for open ended questions on the space provided.

Thank you in advance for your cooperation!

1. Information

1. **Background** Name of the school _____
2. Name of woreda _____
3. Sex: a. Male ( ) b. Female ( )
4. Age (in years):
   a. 21 – 25 ( ) c. 31 – 35 ( )
   b. 26 – 30 ( ) d. 36 – 40 ( )
5. Qualification

   a. Diploma ( ) b. BA/BED/BSc ( ) c. MA /MED/MSc ( )

   d. any other _____

6. Teaching experience in years (only for teachers)

a. Below 5 years ( ) b. 6-10 years ( ) c. 11-15 years ( )

d 16-20 years ( ) e. 21-25 years ( ) f. 26 and above ( )

7. Work Experience as principal of the school (only for principal _____Years)

8. Area of specialization

Major _____Minor _____Other_____

1.10. Training on "School Improvement Program /SIP" a. Yes ( ) b. No ( )

2. Domains of school improvement program.

In order to improve the school and ensure the attainment of learning outcome of students there are four domains to be dealt on. Please show the level of your agreement and the extent to which the mentioned activities were implemented in your school based on your opinion and observation by putting "X" mark in the space provided corresponding to each item under the rating likert scales that represents your opinion.

2.1 Implementations of SIP with regard to Teaching and learning Domain

Please rate your level of agreement by putting an "x" mark in the box corresponding to each item to indicate your response among the following rates.

Strongly agree=5: Agree=4: undecided=3 Disagree=2: strongly disagree.

No	**Items**	**Scales**				
1	Students' classroom participation (as student centered) teaching method is employed by teachers.	5	4	3	2	1
2	There is arrangements of tutorial programs for female and slow learner					
3	There is active participation of students in school clubs.					
4	Evaluation of curriculum has been made by teachers					
5	Action research has been conducted by teachers					
6	The school implement continuous assessment					
7	There is functional laboratories and instructional media to motivate practical teaching and learning process					

8. List three weaknesses to the teaching and learning in respect to SIP implementation.

1._____

2._____

3._____

2.2. Learning Environment Domain

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

No	Item	5	4	3	2	1
1	There is appropriate physical environment (safe, stable and positive atmosphere in school compound) for teaching and learning process.					
2	There are clear rules and policies of the school that are communicated by the school community.					
3	There are adequate teaching and learning materials (e.g. Text books, teachers guides)					
4	School community has access to standard toilets particularly designated for females and male students with water.					
5	There is good relationship among principals, teachers, students and all the staff in the school.					
6	The school has library with recent reference materials.					

7. List any three strengths of your school in relation to establishing conducive learning environment.

1._____

2._____

3._____

8. List any three weakness of your school in relation to establishing conducive school environment.

1._____

2._____

3._____

2.3. Leadership and management domain.

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

	Items	Scales				
		5	4	3	2	1
1	Shared vision, Mission, Objectives and goals to improve student learning					
2	School management commitment for high student achievement					
3	There is consistency in implementation of school activities					
4	High mobilization of community for SIP support					
5	The school has created effective regular communication with all stake holders.					
6	Instructional supervisors carry out classroom supervision					
7	Continuous follow up, monitoring and support of student learning					

8. List three weaknesses of the school leadership and Management with respect to SIP leadership function/if any/_____

_____

2.4. Community participation Domain

Strongly agree=5, Agree=4, undecided=3, Disagree=2, strongly disagree=1

No	Item	Scale				
		5	4	3	2	1
1	Parent as PTA members actively participate in the school improvement management					
2	Parents have provided comments up on their children's learning.					
3	Stakeholders are involved in decision making on their children and the school issues in collaboration with school leaders.					
4	Teachers collect information about students progress and communicate parents regularly					
5	Parents and community members have been involved in school improvement program Implementation planning					

6. List any two weaknesses in respect to community participation domain**.**

1._____

2._____

3. Awareness of stake holders on school Improvement program.

By stakeholders we mean (students, teachers, principals, supervisors, woreda education office heads parents, school improvement committees, and the local community). Please indicate your level of agreement or disagreement by putting "X" in the space corresponding to each item under the scales that represent your opinion.

Strongly agree=5, Agree=4 undecided=3, Disagree 2, strong disagree=1

No	Items	5	4	3	2	1
1	Students have awareness on the school improvement program implementation.					
2	The school principals have awareness on preparing school improvement program implementation strategic plan.					
3	Parents and community members have awareness on school Improvement program implementation					
4	The school improvement committee members have awareness on school improvement program implementation					
5	The high school supervisors have awareness on school implementation.					

5. List any two strategies to increase the awareness of SIP stakeholders

1_____

2_____

4. School Improvement program implementation challenges.

The following are some of the major challenges that affect the effective implementation of school improvement program in the secondary school.

Please indicate your level of agreement or disagreement for each item under the scales that represents your opinion.

Strongly agree=5 Agree=4, undecided=3, Disagree=2 strongly disagree=1

No	Items	Scales				
		5	4	3	2	1
1	Poor technical support from highest organ					
2	Lack of training and awareness for stakeholders to participate in SIP					
3	There is inadequate materials and financial resource in the school					
4	Lack of qualified (trained) principals for the required position					
5	There is difficulties to change the existing school culture					
6	Local political leaders are less committed to support SIP.					
7	Poor collaboration among stake holders and the school to plan SIP implementation					
8	Lack of encouragement for effective school key actors (teachers, school leaders, parents and students).					
9	Poor practice of school leaders in searching external fund to promote SIP					
10	Absence of school improvement program Implementation plan in the school					

11. If you have any more factors that hinder effective implementation of the SIP please list three of them 1. _____

2._____

3._____

12. In your opinion, list three solutions that you want to forward to avoid such barriers.

1 _____

2 _____

3 _____

APPENDEX-B

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An interview Question for Woreda Education Office Heads Dear interviewee!

The purpose of this interview is to collect data about the implementation of the SIP at secondary schools in your Woreda. The type information you will provide determines the quality of the study. Please be sure that the information you will forward is used only for academic purpose. Therefore, you are kindly requested to give factual information for the interview.

Thank you for your cooperation!.

1. Background In formation
   1.1. Name of the school_____
   1.2. Age _____
   1.3. Sex_____
   1.4. Total service _____Years
   1.5. Work experience as Woreda education Office heads _____Years
   1.6. Qualification_____
   1.7. Area of specialization _____
2. Are you trained on SIP implementation?
3. Did your office arrange any training opportunity for the school community on issues related to the SIP?
4. Do you think the stakeholders have adequate awareness on school improvement program in your Woreda? What is their involvement look like at present time?
5. How does your office job performers follow up, Monitor and supervise the effectiveness of SIP implementation?
6. Do SIP materials and school finance are properly given to secondary schools to facilitate SIP implementation?
7. What challenges have you come across in the SIP implementation endeavor?
8. Do you have any more to say about the SIP strategic plan, implementations and challenges? What solutions are given to overcome the challenges?

Thank you once again!

APPENDEX-C

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Interview guide for high school supervisors

First of all I would like to thank you for consulting to spend your time to discuss with me on the implementation of the school improvement program in your school. The purpose of the interview is to collect data about the implementation of school improvement. It is also assured that the information that you would provide can be kept confidentially as the data to be used only for academic purpose. Since the information you will provide is invaluable for the success of the study. You are kindly requested to provide genuine information.

Thank you for your cooperation!.

1. Background In formation

1.1. Name of the school_____

1.2. Age _____

1.3. Sex_____

1.4. Total service _____Years

1.5. Work experience as supervisor _____Years

1.6. Qualification_____

1.7. Area of specialization _____

2. How do you explain the implementation the SIP in your respective secondary schools?

3. How do you explain the leadership function that you and the school management play with regards to the SIP?

4. What efforts have been exerted to make the physical and social environment of the class room and the school conducive for learning?

5. Could you explain any effort made to increase awareness of the stakeholders of SIP? What is their involvement look like at present time?

6. To what extent finance (school budget and school grant) and technical supports given to secondary school to facilitate SIP implementation?

7. What challenges have you come across in the SIP implementation endeavor?

8. What do you think the measure to be taken?

9. Have you any more to add?

APPENDEX-D

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PART-IV

Focus Group Discussion for school improvement committees of secondary schools (FGD guidelines)

Please speak out your ideas and comments clearly and openly without any fear!

1. Have you participated in SIP strategic plan preparation and implementation? If so, how do you describe the situation?
2. Do parents follow their students learning (doing class work and home work, Exam results, Motivating girls) disciplinary problems and discuss on the issue with teachers and the school?
3. What were the roles of SIP committees in creating awareness to community and stake holders on school improvement program implementation in your school?
4. Are education facilities and materials fulfilled? Are libraries with sufficient Reference books, laboratories with necessary equipments and chemicals, and functional pedagogical centre are available to support the teaching and learning process in your school?
5. What did the teaching learning methodology looks like in the class room? (Is it student-centered or Teacher-centered)?
6. How do you describe the relationship among teachers, principals, students and other staff members of your schools?

7. What challenges do you think constrain effective implementation of the SIP in your school?

5. Document Review

5.1. School strategic plan (1 year and 3years)

5.2. Report Document, Minutes of different meetings

APPENDEX-E

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PART-V

6. Observation Checklists

No.	Item	Conditions				
		V .good	**Good**	**Poor**	**V. poor**	**Remark**
I	***Classroom Facilities***					
A	Bright and Airy Room					
B	Student Seat(desk, chair)					
C	Functioning Plasma Screen					
II	***Learning Facilities***					
A	Laboratory Room					
B	Laboratory Equipment					
C	Chemicals					
D	Library with reference books					
E	Pedagogic centers, Teaching Aids					
F	ICT Room with Computers					
G	Access to internet					
III	***School environment***					
A	Toilet room for Male and Female students					
B	Water supply					
C	Attractiveness of school compound					

Declaration

I, the undersigned, declare that this thesis is my original work and hasn't been submitted for a degree in this or any other university and that all the sources used in this study has been properly acknowledged.

Name _____

Signature _____

Date _____

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

Name_____

Signature_____

Date_____