

**Views of Teachers and Students on the Factors Affecting Quality of
Education in Government General Secondary Schools of Kirkos
Sub-City**

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This is to certify that the Thesis prepared by Admassu Yizengaw, entitled: *Views of Teachers and Students on the Factors Affecting Quality of Education in Government General Secondary Schools of Kirkos Sub-City* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abbreviations

AAEB	Addis Ababa Education Bureau
EGSECE	Ethiopian General Education Certificate Examination
EMIS	Education Management System
EQAO	Education Quality and Accountability Office
ESDP	Education Sector Development Program
ETP	Ethiopian Education and Training Policy
GEQIP	General Education Quality Improvement Package/ Program
GTP	Growth and Transformation Plan
LAMP	Leadership and Management Program
MAP	Management and Administration Program
MDGs	Millennium Development Goals
MOE	Ministry of Education
MoFED	Ministry of finance and Economic Development
NOE	National Organization for Examinations
PTA	Parent Teachers Association
PTR	Pupil Teacher Ratio
REB	Regional Education Bureau
TDPF	Teachers Development Program Framework
TVET	Technical and Vocational Education and Training

Table of Contents

Contents	Page
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	4
1.3 Objectives of the Study.....	5
1.4 Significance of the Study	6
1.5 Delimitations of the Study	6
1.6 Limitations of the Study	6
1.7 Definition of Operational Terms.....	7
1.8 Organization of the Study	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	8
2.1 What Is Quality?	8
2.2. Defining Quality in Education.....	11
2.3 Educational Standards.....	14
2.4 Factors That Affect the Quality of Education.....	15
2.5 Quality and Internal Efficiency: Ensuring Student Completion and Achievement.....	23
2.6 The Quality of General Secondary Education in Kirkos Sub-City.....	24
2.7 Summary of the Chapter	25

CHAPTER THREE:THE RESEARCH DESIGN AND METHODOLOGY	26
3.1 The Research Design	26
3.2 Sources of Data	26
3.3 Population and Sample	26
3.3 Sampling Techniques.....	27
3.5 Instruments for Data Collection.....	28
3.6 Techniques of Data Analysis	29
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	30
4.1 Presentation, Analysis and Interpretation of Data	30
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	45
5.1 Summary of the Findings.....	45
5.2 Conclusions.....	46
5.3 Recommendations.....	47
References.....	48
Appendix A.....	55
Appendix B.....	60

LIST OF TABLES

	Page
Table 1.1 Gross Enrollment of General Secondary Government and Private Schools of Kirkos Sub-City Education Office in 2012/2013.....	3
Table3.1: Teachers Population and Sample in the Study	27
Table3.2: Students Population and Sample in the Study	28
Table 4.1: Tutorial Sessions out of School and Students' Study program	31
Table 4.2: Checking of Students' Homework and Class work regularly by the Teachers	32
Table 4.3: Respondents Views on Whether There Is a Problem of Quality of Education at Present.....	33
Table 4.4: A t-test Result of Respondents on Factors Related School Facilities.....	34
Table 4.5: A t-test Result of Respondents on Factors Related to Teachers' Competency ...	35
Table 4.6: A t-test Result of Respondents on Factors Related to Teachers' Teaching Experience	37
Table 4.7: A t-test Result of Respondents on Factors Related to Teachers' Attrition.....	38
Table 4.8: A t-test Result of Respondents on Factors Related to Instructional Time	39
Table 4.9: A t-test Result of Respondents on Factors Related to Principals Leadership.....	40
Table 4.10: A t-test Result of Respondents on Factors Related to Students' Discipline.....	41
Table 4.11: A t-test Result of Respondents on Factors Related to Student Attendance.....	42
Table 4.12: A t-test Result of Respondents on Factors Related to Medium of Instruction	43

Abstract

Views of Teachers and Students on the Factors Affecting Quality of Education in Government General Secondary Schools of Kirkos Sub-City.

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This study was conducted to examine factors affecting the quality of education of government general secondary school in Kirkos Sub-City. A descriptive survey method was used by applying a two separate questionnaires for collecting data from students and teachers. The respondents for this study were grade 9 and 10 students and teachers. Simple random sampling technique was used to select students and teachers. The respondents were 406 students and 106 teachers. Percentages, means, chi-square and t-test were applied to investigate the views of students and teachers on the factors that affect the quality of education. The results obtained from the study showed that, the main school factors that affected the quality of education were lack of school facilities, teachers' competency, teachers' teaching experience, attrition of teachers, instructional time and principals' leadership, students' absenteeism, students' attendance and the medium of instruction. The respondents views on the factors that affect the quality of education significantly differed in the majority of cases. The conclusions are that the view of the teachers and students significantly differed and the extent to which these factors affect the quality of education is high. The recommendations are training principals in educational leadership skills and teachers in pedagogy. Last but not least, facilitate student learning by bringing all the stake holders together.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Education that is given at every level of the education system must consider quality of education as its most important and critical priority area. The rapid expansion of the education system has left a considerable financing gap between available funds and the anticipated cost of investments needed to improve and maintain quality according to General Education Quality Improvement Package (MoE, 2008). Quality is at the heart of education. Without quality education development will be impractical. For this reason studying the factors that affect the quality of education is essential.

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living. The Education Sector Development Program (ESDP IV) for the Growth and Transformation Plan (GTP) has the goal of producing democratic, efficient and effective, knowledgeable, inspired and creative citizens who can contribute to the realization of Ethiopia's vision of being a middle income economy (MoFED, 2011).

The ESDP IV focuses on educating and training a workforce that meets industries' needs at all levels, particularly the growing manufacturing industry. This is possible only when the quality of education provided at every level of the education system is quality education. It should produce competent, knowledgeable and skilled human resources. The concept of quality is complex and multidimensional. One of the definitions of quality is fit for purpose. The study tries to discuss quality based on this definition. The concern for quality is very important affair to deal with.

The plan for the GTP period has also taken into account the findings of the review of ESDP III. Based on that review, the ESDP IV was developed with a strategic direction to ensure equitable access to quality education at general, TVET and higher education levels, and also

ensure that these three education levels have strong linkages to, and interrelationships with, each other. The key objective over the next five years is to ensure the achievement of the Millennium Development Goals (MDGs) targets.

Strengthening human resource capacity and achievement of the MDGs, of which education is a key element, is a cornerstone of the Government's development strategy. This is clearly stated in General Education Quality Improvement Package (GEQIP) of 2008. To accomplish the strategic vision of the MOE, the education system at all levels must provide quality education. This is true to the general secondary schools located in Kirkos Sub-City.

The Sub-City Education Office has recently increased the number of government secondary schools from two to five. The number of students has reached to 4436(77.5%) in government general secondary schools compared to private general secondary schools which accommodate only 1269 students (22.5%) 2012/2013. These quantitative gains, however, are not matched with qualitative improvements since so many resources and other internal and external factors are involved affecting the quality of education in the general secondary schools in the Sub-City.

There are many definitions to the term quality. Quality is mostly defined in terms of "fitness for purpose". Hence quality education can be understood as whether the education provided is of good or poor quality depends on the degree to which education measures up to the stated idea, goals and objectives.

As to Kirkos Sub-City Education Office, access and equity are not major problems to students of general secondary schools, as there are five Governments, five Private, one Mission and one Community schools a total of which are 13 that provide general secondary education as shown in the following table. The gross enrollment rate has reached 77.5% and girls participation is 43.5% compared to that of male students participation which is 34.25% in the government general secondary schools as can be seen from the table below.

Table 1.1 Gross Enrollment of General Secondary Government and Private Schools of Kirkos Sub-City Education Office in 2012/2013

Grade	Number of Students in Government Schools			Percent			Number of Students in Private schools			Percent		
	M	F	T	M	F	T	M	F	T	M	F	T
9	1146	1398	2544	35.8	43.7	79.5	415	239	654	13.0	7.5	20.5
10	819	1073	1892	32.7	42.8	75.5	389	226	615	15.5	9.0	24.5
Total	1965	2471	4436	34.25	43.25	77.5	804	465	1269	14.25	8.25	22.5

Source: Kirkos Sub-City Education Office

Students have many preferences based on their economic status of their families. Those students attending government general secondary schools usually come from families whose socio-economic status is low. They are the majority (77.5%) of the student population in the Sub-City. Hence providing quality education to these students is very essential to achieve the desired vision of the Sub-City which is providing quality education.

This study focuses on the factors that affect the quality of education in the five government secondary schools. Quality of education is a very important issue to be considered. In spite of the variations in categorical definitions, there is a clear consensus that the provision of education is not only a quantitative (expansion) process, but is also of a qualitative one (UNU, 2009:9).

A broad range of factors affect quality of education in tertiary institutions including their vision and goals , the talent and expertise of the teaching staff, admission and assessment standards, the teaching and learning environment , the employability of graduates (relevant to labor market), the quality of the libraries and laboratories , management effectiveness, governance and leadership (Materu, 2007: 3-4). These factors are not exclusive to tertiary education only but also to secondary education because the secondary education is the feeder of the tertiary education. After completing grade ten students are placed to preparatory schools or technical and

vocational schools depending on the results they achieve in Ethiopian General Secondary Education Certificate Examination (EGSECE).

As stated above, studying the major factors that affect the quality of education at the general secondary level is a very critical issue to the Ethiopian education system in general and the Sub-City Education Office in particular. For the various reasons discussed above this study is very useful to the Sub-City Education Office.

1.2 Statement of the Problem

In order to achieve the educational goals set in the education policy of 1994 the quality of education should have a top priority. One of the specific objectives of the Education and Training Policy states: “to promote relevant and appropriate education and training through formal and non-formal programs” MOE (1994:8). From this statement one can understand that the quality and relevance of education is the top most priority of Ethiopian education system.

As part of the education system of the country, Kirkos Sub-City has a high aspiration to provide quality education to its students. In the recent past the number of government general secondary schools in Kirkos Sub-City was only two. Currently the government general secondary schools have increased to five. So access to general secondary education has increased. The expansion of schools from two to five has increased the students’ population and affects the quality of education at large because the quantity of educational resources and other numerous factors that affect the quality of education increase as a result of the expansion.

Although, resources are allocated proportional to the size of the schools, they are not enough to fulfill the various inputs needed by the schools nowadays. As a result many different factors affect the quality of education in different ways. This forces the education system to compromise quality at the expense of quantity.

The factors that affect the quality of education at any level in the education system are many to count. The following are some of indicators of these factors. The Education Quality Indicators Framework (2012) examines a range of factors organized into four categories:

Contextual indicators/ factors describe the economic and social forces that have an effect on the education system, but are beyond the direct control of the system. These include enrolment, socio-economic status, country of birth and language background, categories of special needs, and student mobility. Input indicators/ factors describe the resources that go into the system. They include student attendance, support personnel, teachers' qualifications and experience, accessibility and use of instructional materials, and use of computers in selected subjects. Process indicators /factors describe the activities resulting from the use and management of the input indicators within the school. Among these process factors are teachers' professional development, planning, and collaboration. Output indicators/ factors describe students' development while they are still in school, and include students' attitudes and achievement results.

The purpose of this study therefore is to identify some of the factors that affect the quality of education and investigate the views of teachers and students on these factors. The quality of students' performance remains a top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic achievement (the quality of education). These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004).therefore, his study tries to find out answers to the following basic research questions.

1. Are there significant differences between the views of teachers and students on the factors that affect the quality of education?
2. To what extent do the factors affect the quality of education in the schools?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is assessment of the major school and student factors that affect students' academic achievement in Kirkos Sub –City and suggest ways of alleviating the problem in the future.

1.3.2 Specific Objectives

- 1) To identify the major differences in the views of teachers and students on the factors affecting the quality of education in government general secondary schools.
- 2) To identify the extent to which school factors and student factors affect the quality of education in the schools.

1.4 Significance of the Study

The study is very significant in that:

1. It may help a step forward to solve the problem of quality in education in the Sub-City in the future.
2. It may help to identify the problems that can be solved at the Sub-City level to improve the quality of general secondary education in the future.
3. It may invite further research on the factors that affect the quality of education.

1.5 Delimitations of the Study

The study is delimited to government general secondary school students of only grades 9 and 10 at Kirkos Sub- City Education Office. In addition to this, the concept of quality of education is very wide in scope. As a result, the factors that affect the quality of education are very numerous in number. These include student factors, school factors, family factors, and peer factors just to mention a few. To make the study manageable, the factors are restricted in number to school factors- school facilities, teachers' competency, teachers experience, teacher attrition, instructional time, principals' leadership and student factors- student discipline, attendance and the use of medium of instruction. For these reasons narrowing down the study to a very small area of one Sub-City in government general secondary schools in Addis Ababa City Administration was found to be useful from the point of view of the manageability of the study.

1.6 Limitations of the Study

There are 13 secondary schools in Kirkos Sub-City Education Office. The study is confined only to government general secondary schools. This by itself is a limitation to the study. Shortage of financial resources for various expenditures is a serious problem to carry on the study. This can affect the results of the study. The researcher is novice in this field. This can affect proper data

collection, analysis and interpretation processes. The above mentioned points can be limitations to this study because they can affect the results of the findings of the study.

1.7 Definition of Operational Terms

Academic performance: is the level at which a student performs in education to achieve or score the entry point or pass mark of each grade according to the standard set by the Ministry of Education or the Regional Bureaus of Education. It is measured in average pass marks awarded by the school.

Attrition: loss of teachers from the general secondary schools for various reasons of their own.

Class- size: this refers to the number of students assigned to and enrolled in a specific class under the direction of a specific teacher in the general secondary schools. **Customers:** In the context of education are students, parents, governors and government.

Factor: cause or determiner that underlines on and influences performance.

General Secondary Education (Secondary First Cycle): refers to Grade 9 and Grade 10.

Preparatory (Secondary Second Cycle): this is preparatory for higher learning and includes grades 11 and 12.

1.8 Organization of the Study

This study is divided into five chapters. Chapter one provides background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitations of the study and definition of key terms. Chapter two deals with the review of related literature. Chapter three presents research design and methodology divided into the following sub-titles. Research design, method, types and sources of data, participants, sampling techniques, the study area, instruments of data collection, procedures of data collection and data collection and analysis. Chapter four deals with, presentation, analysis and interpretation of data collected through questionnaires and interview. Chapter five is the final chapter and deals with summary, conclusions and recommendations of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter is devoted to the review of the related literature that mainly focuses on some conceptual framework within which the research questions were formulated. The major issues discussed in this chapter are various definitions of quality, defining quality in education, educational standards, factors that affect the quality of education with special emphasis on school factors and student factors that affect the quality of education.

2.1 What Is Quality?

Many authors consider quality as a notoriously elusive term to define. It is Slippery to Harvey and Green (1993). It is multidimensional to Campbell and Rozsnyai (2000) (as cited in Mulu Nega, 2012) concept. Other scholars approach quality as it embodies both intrinsic and extrinsic elements (Ball, 1985, Barnett 1992). Still to other authors, quality is a philosophical concept that lacks a general theory in the literature (Westerheijden, 1999) (as cited in Mulu Nega, 2012).

To show the confusion associated with the understanding of quality, Pirsig, (1974, pp.163-164) states:

Quality... you know what it is, yet you do not know what it is. But that is self contradictory. But some things are better than others that are they have more quality. But when you try to say what the quality is, apart from the things that have it, it all goes poof. There is nothing to talk about. But if you cannot say what quality is, how do you know what it is or how do you know that it even exists? If no one knows what it is, then for all practical purposes it does not exist at all. But for all practical purposes it really does exist. What else are the grades based on? What else people pay for tunes for some things and throw others in the trash pile? Obviously some things are better than others.... But what is the "betterness"? ... so round and round you go, spinning mental wheels and nowhere finding any place to get traction. What the hell is quality? What is it?

This suggests that it is not possible to find a universally accepted and comprehensive definition of quality because it is very complex concept to define in simple terms. It has been subject to various and ambiguous interpretations. Others liken quality to the standards that must be met in order to achieve special purposes to the satisfaction of customers. Standards according to

Ashcroft and Forman Peck (1995), refer to the minimum threshold by which performance is judged. From the human capital perspective, Barnett (1992) correlated quality of education to both the character of the education development and the education achievements of the students engaged on the program of study in question.

Supporting this view, Dill (2003) equates quality with academic standards- the specific levels of knowledge, skills and abilities that students achieve.

Everyone is in favor of quality. But when it comes to deciding what quality is, let alone how it is best achieved, there is far less agreement (Stone, 1997:p.1) (as cited in Sara, 2006).

Sustaining the stake holders' views of quality, Harvey and Green (1993) identified five discrete but interrelated ways of thinking about quality. These are: quality as exceptional, quality as perfection, quality as fitness for purpose, quality as value for money and quality as transformation.

2.1.1 Quality as Exceptional

This notion is related to the traditional and elitist academic view that perceives quality as something special, and distinctive. In educational terms it epitomizes excellence, high level of performance, passing a minimum set of standards unattainable by most. In this view quality is achieved if the standards are surpassed. Such focus on exceptionally high standards of academic achievements would normally drive education institutions to selective intake.

2.1.2 Quality as Perfection

Quality is perceived as a consistent or flawless outcome. It focuses on the specification of processes. It is also culminated by the interrelated ideas of zero defects and getting things right first time. This view is based on the assumption that if consistency can be achieved then quality would be attained as a matter of course. This dimension of quality is not always applicable to education, since no education institution could be possible and soberly aim at producing identical or defect free graduates (Watty, 2003).

2.1.3 Quality as Fitness for Purpose

Conformity with institutional missions as well as capacity to fulfilling customer's requirements is the principal perspective underlying this. There is wide spread agreement on the critique that 'fitness for purpose' alone is too wide an interpretation of quality in education. Hence there is the need to accompany it by some discussion of 'fitness of purpose' (Westerheijden, 1999). This interpretation of quality as fitness of purpose is linked to the adequacy of the quality- to related intentions of an organization, which provides a check on fitness for purpose. This way of thinking is of paramount importance to external stakeholders interested in education.

2.1.4 Quality as Value for Money

This view perceives quality in terms of return on investment or expenditure. This view embodies efficiency, effectiveness and accountability. It focuses on how the inputs are efficiently used by the process in a manner that they produce the desired outputs. A simple instance could be an attempt to producing more graduates with less cost. This way of thinking seems to be of interest to those who fund education including government administrators, parents and students.

2.1.5 Quality as Transformation

Refers to the classic notion that views quality in terms of change of the learner from one state to another. In educational terms, transformation refers to the enhancement and empowerment of students or the development of new knowledge through the learning process. This notion of quality presupposes a fundamental purpose of education in terms of transforming the life experiences of students. The transformation concept, as argued by Harvey and Knight (1996), is a meta-quality concept.

The other concepts are possible operationalizations of the transformative process rather than ends in themselves. Harvey (2002) suggests that in an area of mass education, value added transformation ought to come the central element of any concept of quality rather than excellence, fitness for purpose, or value for money.

Furthermore customer centered and standard centered definitions are given by Stone (1997) as follows.

2.1.6 Standard Centered Definition

An additional means can be noticed in the efforts to define quality in relation to objective frame of prearranged standards or written specifications. Definitions of quality that are included in this category comprise definitions such as fitness for purposes and consistently meeting specification, the ability to satisfy stated or implied needs, conformance to requirements. Instances of this method in education contain the specification output competencies; achievement targets (Stone, 1997). From the various definitions of quality given by different authorities one can understand how the concept of quality is complex, ambiguous and multidimensional.

2.2. Defining Quality in Education

Educational services are often not tangible and are difficult to measure because they result in the form of transformation of knowledge, life skills and behavior modifications of learners according to Tsinidou, Gerogiannis, & Fitsilis (2010) (as cited in Farooq, Chaudhry, Shafiq, Berhanu, 2011). So there is no commonly agreed upon definition of quality that is applied to the field of education. The definition of quality of education varies from culture to culture (Michael, 1998). The environment and personal characteristics of learners play important role in their academic success. The school personnel, members of the families and communities provide help and support to students for their quality of academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school (Goddard, 2003). Besides the social structure, parents' involvement in their child's education increases the rate of academic success of their child (Furstenberg & Hughes, 1995).

Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; processes through which trained teachers use learner-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities; outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context and that quality of education is multidimensional and ambiguous concept to deal with. This definition also takes into account the global and international influences that propel the discussion of educational quality (Motala, 2000) while ensuring that national and local educational contexts contribute to definitions of quality in varying countries (Adams, 1993).

Contextualized understanding of quality means including relevant stakeholders. Stakeholders often hold different views and meanings of educational quality (Motala, 2000; Benoliel, O’Gara & Miske, 1999). Indeed, each of us judges the school system in terms of the final goals we set for our children, our community, our country and ourselves (Beeby, 1966). Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education’s challenges. New research ranging from multinational research to action research at the classroom level contributes to this redefinition. Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students (Glasser, 1990). Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes. Each of these will be discussed below.

2.2.1 Quality Learners

School systems work with the learners who come into them. The quality of learner’s life before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality learner, including health, early childhood experiences and home support. Good health and nutrition, early childhood psychosocial development experiences, regular attendance for learning and family support for learning are very important points to be considered when we talk about quality learners.

2.2.2 Quality Learning Environments

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. Physical elements include: quality of school facilities such as libraries, water supply, toilet and many other facilities; interaction

between school infrastructure and other quality dimensions and class size. Psychosocial elements include: peaceful, safe environments, especially for girls; teachers' behaviors that affect safety; effective school discipline policies; inclusive environments and non-violence. Service delivery includes: provision of health services and others.

2.2.3 Quality Content

Quality content refers to the intended and taught curriculum of schools. National goals for education and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum (UNICEF, 2000). Quality content encompasses: student-centered non-discriminatory, standards-based curriculum structures and uniqueness of local and national content.

2.2.4. Quality Processes

Until recently, much discussion of educational quality centered on system inputs, such as infrastructure and pupil-teacher ratios, and on curricular content. In recent years, however, more attention has been paid to educational processes —how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key factor in ensuring quality school processes because real learning takes place in the classroom.

Some of quality processes include: professional learning for teachers; teacher competence and school efficiency; ongoing professional development; continuing support for student-centered learning; active, standards-based participation methods; teacher feedback mechanisms; teacher beliefs that all students can learn; teachers' working condition; supervision and support administrative support and leadership; student access to languages used at school; using technologies to decrease rather than increase disparities; diversity of processes and facilities.

2.2.5. Quality Outcomes

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. Quality learner outcomes are intentional, expected effects of the educational system. They include what children know and can do, as well as the attitudes and expectations they have for themselves and their societies. These include: achievement in literacy and numeracy; using formative assessment to improve achievement outcomes; outcomes

sought by parents; outcomes related to community participation, learner confidence and life-long learning; experiential approaches to achieving desired outcomes; health outcomes; life skills and outcomes.

2.3 Educational Standards

The philosophy or ideology of government will implicitly or explicitly determine goals and specify standards for different aspects of education. As a result educational standards must be viewed as being relative to the particular purpose, place and time of student. Since conditions and needs differ from one country to another, and knowledge and technology are constantly changing. Educational standards must be regarded as fundamentally relative (Beeby, 1969). Furthermore, standards set should be periodically reviewed from time to time to satisfy the dynamic nature of education.

2.3.1 Measurement of Quality of Education

Quality in education is difficult to define and measure. Discussions on the quality of education usually focus on the levels of students' academic achievement, parents' satisfaction of the outcomes of education, relevant skills, attitude and knowledge acquired through learning and the conditions of learning environment. Whatever is to be measured, it should accurate and reliable. But, most of the above variables are too subjective to measure. To increase the objectivity of measurements in education, there are a number of educational indicators. Some of the indicators for the provision of quality education are the following. Students' academic achievement in national or school-based examinations, student-teacher ratios, class-size, qualification of teachers, availability of school facilities etc (ETUCE,2000).

2.3.2 Indicators of the Quality of Education

Quality of education is a complex matter to deal with. There is no simple way to measure the quality of education with fixed indicators. The indicators used usually differ from country to country depending on the development stage of that particular country. The indicators used in technologically advanced countries cannot be exactly the same as to those of economically and technologically poor countries. For instance, the European Trade Union Committee for Education (ETUCE) Working Committee (2000) set sixteen quality indicators: attainment

(mathematics, reading, science, foreign languages, learning to learn, ICT, and Civics); success and transition (dropout rates, completion of upper secondary education, participation rates in tertiary education); monitoring of school education (parental participation, evaluation and steering of school education) and resources and structures (educational expenditure per student, education and training of teachers, participation rates in pre-primary education, number of students per Computer).

The more common education quality indicators in developing countries like Ethiopia are academic achievement in national or school-based examinations, student-teacher ratios, class-size, qualification of teachers, availability of school facilities such as libraries, laboratories etc. Hence, input variables, process variables and output variables play enormous role in the provision of quality of education.

2.4 Factors That Affect the Quality of Education

Gender, ethnicity, and father's occupation are significant contributors to student achievement McCoy (2005); Peng & Hall (1995) (as cited in *Farooq, Chaudhry, Shafiq, Berhanu, 2011*). Above and beyond the other demographic factors, the effects of socio-economic status of parents are still prevalent at the individual level (Capraro, Capraro & Wiggins, 2000). The achievement of students is negatively correlated with the low socio-economic status of parents because it hinders the individual in gaining access to sources and resources of learning (Duke, 2000; Eamon, 2005; Lopez, 1995).

There is a range of factors that affect on the quality of performance of students (Waters and Marzano, 2006). A series of variables are to be considered when to identify the affecting factors towards quality of academic success. Identifying the most contributing variables in the quality of academic performance is a very complex and challenging task. The students belong to a variety of backgrounds depending upon their demography. The diversity is much vast and too complex to deal with.

The teacher resource is one of the most important inputs into the education system and, therefore, efficient management and utilization of teachers is critical to the quality of learning

outcomes. Continuous improvement in the quality of education services should entail continuous skills upgrading for teachers. Without qualified, professionally competent and knowledgeable teachers in the education system quality cannot be expected.

Some of the other factors related to student achievement are parental involvement, homework, class size, school facilities etc. Instructional time is another important factor that can affect the quality of education in one way or another. Medium of instruction is very important factor that can affect the quality of education provided in schools at any level of education. From among these diverse factors that can affect student academic achievement just a few of them will be considered as in below.

2.4.1 Involvement of Parents

Successful parent involvement can be defined as the active, ongoing participation of parents or primary caregivers in the education of their child. The most basic involvement of parents in their child's schooling is provision of basic needs. According to Fuller & Heyneman (1989) (as cited in Getnet, 2009) teaching materials and related material inputs that are linked directly to teaching are related consistently to higher pupil achievement. Lockheed & Verspoor (1991) (as cited in Getnet, 2009) also reported that the availability of textbooks and other instructional materials have a consistently positive effect on student achievement in developing countries. Hallak, (1990) (as cited in Genet, 2009) also stated that textbooks are the instructional device par excellence, and central to teaching. Parents provide school supplies, supervision of activities, and home environments that are learner friendly Bauch, (1994) and Epstein, (1995) (as cited in Getnet, 2009).

A bond of ownership is formed between the parents and the school, and parents can become comfortable communicating with the school. Communication between school and home is the goal of parent involvement. Parents can also participate in committees, parent-teacher organizations, and other groups involved in decision making for the school. They also develop knowledge of laws that govern the education of their child (Epstein, et al, 1997). Students whose parents are involved in their education reap many benefits.

The students will learn how to learn when parents work closely with the school community at large. There is a belief that parent involvement is a stronger indicator in student achievement than socio-economic status, parent education, or any other indicator (Fuller & Olsen, 1998). Academically, students have higher test scores, higher graduation rates, and more homework completion rates when parents are involved (Fuller & Olsen, 1998). When parents are involved in their child's education, students' academic and social lives show the effects. In short, parents make a difference in the improvement of the quality of education of the students.

2.4.2 Homework

Homework is defined as any type of academic work assigned by a teacher to be completed at home. Secondary school teachers were more likely to use homework to prepare students for work yet to come and to enrich classroom activities (Muhlenbruck, et al, 2000). Teachers also most frequently cite homework as a method of communication with parents (Carvalho, 2001). Lehr & Osborn (2002) list many reasons for homework assignments. These reasons include communication, practice, remedial teaching and preparation. It helps parents know what their child's strengths and weaknesses are academically (Epstein & Voorhis, 2001).

Teachers can and should use parent involvement practices to create more understanding of the school environment. Teachers sometimes use homework as punishment for misbehavior, or do not know how to assign proper homework. Ascher (1988) states that teachers often blame the parents for their child's low achievement and feel that poor achievement are the result of parents who do not care about academics. Homework is the most common point of intersection between parents, students, and school. Teachers need to realize that some parents may not be able to help their child complete homework due to the educational level of the parents (Capper, 1993).

2.4.3 Class Size

Crowded classrooms provide students with few opportunities to be engaged with the teacher one on one in meaningful conversation. The research on class size by Wang (2000) suggests that teachers of smaller classes confront fewer discipline problems, cover subject matter in more depth, have more one-to-one contact with students, and keep better track of student progress.

School principals also report that smaller classes have allowed them to establish and maintain better relationships with students, parents and families (Brophy, 2000).

2.4.4 School Facilities

It is quite known that clean, quiet, safe, comfortable, and healthy environments are an important component of successful teaching and learning. On this account, the literature indicates that some of structural features of schools that impact student achievement include indoor air quality, lighting, and facilities that support the delivery of curricular programs like libraries, laboratories, etc.

2.4.5 Teacher Competency

The teacher is the most important resource in an education system in any society Oliveria and Farell (1993). Educational quality has been shown to be largely a function of teacher quality according to Avalos and Hadad (1979); Fuller (1986). It is agreeable that the central tasks of teaching include planning for instruction, managing instruction (including the learning environment), and assessing student learning and each of these tasks depend on the quality of teachers (Feiman-Nemser, 2001).

Teacher educational level would seem to have a positive effect on student achievement. Goldhaber and Brewer (1999) analyzed the impact of teacher degrees on student achievement and found that having advanced degree in mathematics and science for mathematics and science teachers appears to be associated with increased student learning from 8th to 10th grade. Curricular factors are also important in shaping student performance.

The number and type of tests students are given, or the frequency of student assessment was also found to have an impact on student performance (Wenglinsky, 2000). Teachers' professional skills, mastery of the subject matter and professional code of ethics are very important for the delivery of lessons to the students and improve student academic achievement-the quality of education. Teachers are the most important inputs to any teaching-learning process.

2.4.6 Principals Leadership

The leadership of the principal is an important aspect of moving towards a learning community that in turn will restructure schools for improved student outcomes. Azumi and Madhere (1983) found that schools with principals who controlled teachers through a system of feedback and socialization had more teacher conformity and higher student achievement when compared to schools where programming and sanctions are used to control teachers.

The Chester and Beaudin (1996) study found that schools that offer opportunities for teachers to reflect on teaching and learning can create more positive changes than schools where such opportunities are limited. The study showed that new teachers that were observed five times in a semester had higher self-efficacy beliefs than those teachers that were not observed by the principal. Principals in schools should be instructional leaders rather than managers in order to achieve educational goals of the schools where they are assigned to lead. The primary goals of schools should be to help teachers to become better teachers by supporting them in instructional leadership such as classroom observation and giving them timely feedback consistently.

2.4.7 Medium of Instruction

Education presumes exchange of ideas between teachers, students, and members of the school community. The language of instruction is the concern of all in the teaching-learning process—teachers, students and the leadership. This is not simply because it is through the language of instruction that, the content of the subject is delivered to students, but also, because it is through linguistic interaction that, the students acquire the desired knowledge and skills as well as desirable attitudes. Without effective communication between the teacher and students a teaching-learning process would not be possible (MoE,2002).

The findings of various researchers have shown that English as a medium of instruction has created difficulties in the teaching-learning process in Ethiopian secondary schools. When students do not have language fluency, they cannot understand their teachers as well as the teaching materials which are written in English (Caillods, 1989:153). From this; it is possible to know the difficulty that the secondary school students face in learning in their second language – English. So a language problem is one of the serious problems that affect the delivery of teaching-learning process. In line with this (Wakitavi and Vendor, 1997:258) have indicated that,

in Kenya, as in other developing countries, teachers have limited proficiency in English and they find it difficult to help students with their academic problems. This is very true to many of the Ethiopian teachers too. Tekeste (2006) indicated that students' lack of proficiency in English. From this statement one can understand that proficiency in English is the problem of both the teachers and students. The English language is one of the factors that can affect the quality of education as it is a second language and the proficiency in this language is one of the difficulties.

2.4.8 Instructional Time

Time-on-task for both the student and the teacher is very essential in the teaching-learning process. The longer the learning time, the longer the student-teacher engagement in the teaching-learning process. The amount of actual time spent on the classroom process is consistently related to academic achievement of the learners. This means the longer time-on-task in schools, the more students learn. In general, evidences from both developed and developing countries suggests that how, and how much, time is used for both in-school and out-of-school learning may be extremely important (Cohn and Rossmiller, 1987, p: 396).

2.4.9 Students Capacity and Motivation to Learn

The principal source of children's capacity and motivation is the family through the direct provision of nutrients, healthcare, and stimulus according to the World Bank (1995, p.75). The quality of students' lives before beginning formal education greatly influence the kind of learners they can be. Many elements, therefore, go into making a quality learner, including health, early childhood experience and home support (UNICEF, 2000, p.3)

The capacity of secondary school students depends on quality of schooling at primary level. Hence the quality of learning that schools produce needs to be considered. This requires educational institutions to meet outcome criteria through standard setting. Bishop(1996,p.7) expressed that in standard-driven education system, schools will teach to standards, students would study and work with standards in mind, achievement of the student of the standards would be expressed in a fair and transparent manner ,and there would be positive consequence for students.

According to Amonoo (1989, p.110) the belief of the students is that success in life can be achieved outside formal education: trading, farming, politics, etc can be cited among other things. Students do not like the hardships that they may face in schools for a long period of time.

2.4.10 The Academic Skills of Teachers

Many studies show that students learn more from teachers with strong academic skills than they do from teachers with weak academic skills (Ballou, 1996). Because measures of teachers' academic skills are not routinely collected, the number of studies that look at this relationship is limited, and each uses a slightly different measurement method. The findings, however, are so consistent that there is broad agreement that teachers' academic skills are linked to student learning (Hanushek, 1996). This is not to say that academic skills perfectly predict how well a person will teach. Some educators argue that teacher quality has less to do with how well teachers perform on standardized tests than with how they perform in the classroom (Darling-Hammond 1998).

2.4.11 Teacher Experience

Studies suggest that students learn more from experienced teachers than they do from less experienced teachers. Murnane and Phillips (1981) reported that in a large city in the Midwest, after controlling for other student and teacher characteristics such as race/ethnicity and socioeconomic status, children taught by a teacher with five years of experience make three to four months' more progress in reading skills during a school year than do children taught by a first-year teacher.

A more recent study conducted by Rivkin, Hanushek and Kain (1999) found that 4th, 5th, and 6th grade students in more experienced teachers' classrooms in Texas over the course of one year gained about 0.10 of a standard deviation in reading and math compared with their peers in classrooms where teachers had less than two years of experience. The benefits of experience, however, appear to level off after 5 years, and there are no noticeable differences, for example, in the effectiveness of a teacher with 5 years of experience versus a teacher with 10 years of experience (Darling-Hammond 2000). However, teachers with 5 or 10 years of experience are more effective than new teachers.

Though it is impossible to limit the teaching force only to experienced teachers, the effects of new teachers may be diffused and reduced if new teachers are evenly distributed among the schools, and proper assistance is given to new teachers. Obviously, several other traits not measured on standardized tests (such as interpersonal skills, public speaking skills, and enthusiasm for working with children) influence whether someone will be an effective teacher, but to date the only way these traits are systematically assessed is through formal classroom observation.

2.4.12 Discipline

Researchers have found that a positive disciplinary climate is directly linked to high achievement (Barton, Coley, and Wenglinsky 1998). An orderly school atmosphere conducive to learning could be an example of a “necessary, but not sufficient” characteristic of quality schools. Quality schools with high levels of student learning may have an accompanying high level of orderliness and discipline throughout the school as students are actively engaged in educationally productive activities. And yet an orderly school by itself is neither directly responsible for the student learning that might occur nor sufficient to ensure that learning will happen.

Combined with other strong attributes of schools, teachers, and classrooms, however, a disciplined climate may be a necessary precondition that permits and perhaps enables good teaching and learning (Purkey and Smith 1983). The issues that school discipline policies are designed to address are well known and range from the disconcerting to the dangerous. They include student disrespect for teachers, absenteeism, tardiness, use of alcohol and controlled substances, fighting, and possession of firearms.

2.4.13 Academic Environment

One of the most frequently cited attributes of schools with high levels of student learning and consistent positive student growth is that schools emphasize (and students take advantage of) a challenging and appropriate curriculum (Bryk, Lee, and Holland 1993; Chubb and Moe 1990). Unless students are productively engaged in appropriately challenging academic study, a school’s orderly atmosphere will have little effect on student learning. Knowing what school-level policies and school-wide actions encourage students into recommended course-taking

patterns and toward academic success is useful information for schools searching for greater success.

To understand these issues, research suggests that we must know whether and how student performance is related to the school's course offerings (academic versus vocational) and the students' responses to those course offerings and the extent to which the school encourages students into particular enrollment patterns and holds high expectations for their success. The other very important factors that affect the quality of education are: the teaching-learning process, relevance of the curriculum, availability of sufficient text books, medium of instruction, the use of modern technology, etc. just to mention a few of the very numerous factors that affect the quality of education.

2.5 Quality and Internal Efficiency: Ensuring Student Completion and Achievement

The focus of Education Sector Development Program IV (ESDP IV) of MOE is quality and internal efficiency which are not yet achieved. It states "Notwithstanding major investments in improving the numbers and the qualifications of teachers and the availability of equipment, student achievement has not sufficiently improved." The gains in access are of little meaning if they are not accompanied by improved student learning.

If students do not acquire significant knowledge and skills, Ethiopia will not be able to compete within a global economy. It is necessary therefore 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 (such as: quality-focused school supervision, internal school leadership, increased student participation, school-community partnerships).

The General Education Quality Improvement Package (GEQIP), which was launched a few years ago, has started this process. Education policies aimed at improving quality will build on GEQIP and further develop the package. GEQIP will thus become an integral part of ESDP IV.

The challenge of quality is closely linked to the challenge of completion. So studying factors that affect the quality of education is a timely and important issue.

2.6 The Quality of General Secondary Education in Kirkos Sub-City

The quality of education is a country wide issue. Quality education is desired at each level of the education system and this is true to Kirkos Sub-City Education Office. The Sub-City is striving to provide quality education both in the primary and secondary levels in the schools present in the Sub-City Education Office. The factors that affect the quality of education are wide spread in the Sub-City as the Sub-City Education Office is functioning under the education supra-system that affects every part of the sub-system- Sub-City Education Office in this case.

Quality education is a complex matter, and it has varied features. One of these is its relationship to, or connection with the society's cultural, economic, and political realities and activities. Thus, quality implies that the student learns in his mother tongue and enriches his language, that there is equitable distribution of educational services, and that the relatively poorer and backward areas are widely covered by such services (MOE,2002).

The main factors that affect the provision of quality education are the teaching –learning process, proper utilization of instructional time, school leadership and management, availability of text books, relevance of the curriculum, the use of modern technology etc. The study on the factors that affect the quality of education in Government General Secondary Schools of Kirkos Sub-City will focus on school factors- school facilities, teachers competency, teachers experience, teacher attrition, instructional time, principals leadership and student factors- student discipline, attendance , the use of medium of instruction on their academic achievement.

2.7 Summary of the Chapter

The term quality is defined in different ways. The definition that better suits quality in education is “quality as fitness for purpose.” This definition more or less corresponds to the mission of the education system of our country. This is true to Kirkos Sub-City Education Office too as part of the education system of the country. In this chapter many issues concerning the factors that affect the quality of education are discussed in some details. More emphasis is given to school factors and student factors that affect the quality of education-school facilities, teachers’ competency, teachers’ teaching experience, teachers’ attrition, instructional time, principals’ leadership, discipline, student attendance and language of instruction.

CHAPTER THREE:THE RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the following major topics. These included the research method, the types and sources of data, the participants of the study, the sampling technique, the instruments used for data collection, variables and data collection and analysis.

3.1 The Research Design

The study examined ways of coping with challenges faced by general secondary schools in providing quality education in the Sub-City. Descriptive survey research design was used. The types of data collected were quantitative. In order to establish existing conditions in the schools, this design was found to be ideal. Studies that are interested in what people think and what they do, and different types of educational facts finding, can be done using this research design (Fraenkel and Wallen, 1993). According to Koul (2008) the descriptive research method has undoubtedly been the most popular and the most widely used research method in education. The method selected in the study can help to reveal the existing current major factors that influence the quality of education in the Sub-City.

3.2 Sources of Data

Primary and secondary sources of data were collected in this study. Primary sources were collected from the five government general secondary schools in Kirkos Sub-City. The participants involved were 302 teachers and 4436 students a total of which was 4738 from the Sub-City government general secondary schools. The schools were Abyot Kirs, Shimelis Habte, Misrak Goh, Temenja Yazh and Yetebaberut Memihiran general secondary schools. Secondary data were collected from the respective school record offices and Kirkos Sub-City Education Office documents.

3.3 Population and Sample

The Sub-City secondary school principals, teachers and grade nine and ten students of government general secondary school in the Sub City were the participants in this study. The total population of the teachers was 302. From a total of 302 teachers, 115 were taken as a sample. The total population of the students was 4436. From a total of 4436 students, 430 were taken as a sample.

3.3 Sampling Techniques

There are 10 Sub-Cities in Addis Ababa City Administration. The Sub-City selected for this study was only one. It is Kirkos Sub-City. It was selected by availability sampling technique. There are a total of five government secondary schools in the Sub-City. All of the government general secondary schools were taken as a sample by availability sampling technique. Teachers and Students were selected based on proportional allocation stratified random sampling technique. The population of teachers was 302. For sufficient representation of the population, 115 teachers were taken as a sample using simple random sampling technique. All of the 302 teachers were listed down and numbered from 1 to 302. A table of random numbers was used to pick out the 115 teachers out of 302. The population of the students was 4436. To sufficiently represent the student population, 430 were taken as a sample using simple random sampling technique. To use simple random sampling technique, the population of the students was listed down from 1 to 4436. From this population, 430 students were selected using a table of random numbers. Simple random sampling technique was selected due to the reason that it gives equal chance to be selected to all members of the population. The table given below shows the population and the participants that were taken as samples.

Table3.1: Teachers Population and Sample in the Study by School and Wereda

S.No	Name of School	Wereda	Teacher Population			Sample Teachers		
			M	F	T	M	F	T
1	Temenja Yazh Secondary School	2	35	10	45	9	3	12
2	Yetebaberut Secondary School	3	20	10	30	8	2	10
3	Abyot Kirs Secondary School	4	32	2	34	14	1	15
4	Misrak Goh Secondary School	8	64	17	81	26	4	30
5	Shimelis Habte Secondary School	11	95	17	112	39	4	43
Total			246	56	302	97	18	115

Source: The above Schools Record Offices

Table3.2: Students Population and Sample in the Study by School and Werda

S.No	Name of School	Werda	Student Population			Sample Students		
			M	F	T	M	F	T
1	Temenja Yazh Sec.School	2	275	372	647	18	40	58
2	Yetebaberut Secondary School	3	109	127	236	13	12	25
3	Abyot Kirs Secondary School	4	374	466	840	25	47	72
4	Misrak Goh Secondary School	8	517	565	1082	32	60	92
5	Shimelis Habte Sec.School	11	690	941	1631	78	105	183
Total			1965	2471	4436	166	264	430

Source: The above Schools Record Offices

3.5 Instruments for Data Collection

The instruments that were used in data collection were questionnaires.

3.5.1 Questionnaires

They were made by the researcher. Two sets of questionnaires were made for collecting data from teachers and students respectively. The questionnaires were close-ended. In order to test the validity and reliability of the questionnaires pilot testing was made on one of the schools of the study. A total 50 questionnaires were distributed for pilot testing. Comments and remarks suggested by the advisor were incorporated to improve the content validity of the instruments. In addition, the internal consistency of the instrument was tested. Cronbach's alpha (α) was computed and was found to be 0.750 for 43 items. Questionnaires for teachers had three parts. There were 4 multiple choice items in part one and 2 multiple choice items in part two and 43 Likert-type scale items in part three of the questionnaires. A total of 115 questionnaires were distributed to the teachers who were selected by simple random sampling technique using a table of random numbers and 106 were returned. Questionnaires for students also had three parts. There were 3 multiple choice items in part one and 4 multiple choice items in part two and 43 Likert-type scale items in part three of the questionnaires. A total of 430 questionnaires were distributed to the students who were selected by simple random sampling technique using a table of random numbers and 406 questionnaires were returned. Finally, the questionnaires were

distributed by the researcher to the sample schools to be filled by participant students and teachers. To this effect, 10 vice principals were involved to facilitate the timely distribution and collection of the questionnaires from the teachers and students. The collected data were checked, edited and coded and analyzed using SPSS soft ware.

3.6 Techniques of Data Analysis

The data generated in this study were analyzed using both quantitative and qualitative data analysis techniques. The quantitative data collected through the questionnaires were analyzed mainly using descriptive statistics such as percentages, frequencies and means. To make inferences possible, inferential statistics too were applied in the study. In this study, the inferential statistics used were chi-square and t-test. Results were displayed in tables which were given identification numbers.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires. The purpose of the study was to answer the basic questions. The basic questions were there significant differences between the views of teachers and students on the factors that affect the quality of education and to what extent do the factors affect the quality of education in the schools? Thus, quantitative data analysis techniques were incorporated into this chapter to find answers to the basic questions. The data were collected from a total of 106 teachers and 406 students. To this effect, a total of 115 copies of questionnaires were distributed to teachers and 106 (92.2%) were filled and returned. In the same way, 430 copies of questionnaires were distributed to students and 406(94.4%) questionnaires were returned.

4.1 Presentation, Analysis and Interpretation of Data

In this study, the following issues were considered. These include: tutorial sessions, students' study program, checking of students' homework and class work, problem of quality of education at present, school facilities, teachers' competency, teachers' teaching experience, teachers' attrition, instructional time ,principals' leadership, students' discipline, students' attendance and medium of instruction (the language proficiency of students)

4.1.1 Respondents' Views on School Factors and Student Factors

Table 4.1: Tutorial Sessions and Students' Study Program

Item	Responses	N	%
Who gives you tutorial at home?	my father	33	8.1
	my brother	76	18.7
	my sister	41	10.1
	a hired tutor	28	6.9
	no one tutors me	228	56.2
	Total	406	100.0
	more than 5 hours	44	10.8
How many hours do you study per day?	5 hours	25	6.2
	4 hours	49	12.0
	3 hours	91	22.4
	2 hours	84	20.7
	1 hour	77	19.0
	I do not have a study program at all	36	8.9
	Total	406	100.0

As is indicated in table 4.1 above, the total number of students who had tutors in one way or another was 178(43.8%).The number of students who have no tutors at all was 228(56.2%).

Regarding students' study program, those students who did study for more than 5 hours a day were 44(10.8%).The number of students who studied for 5 hours per day were 25(6.2%).Students who did study for 4 hours a day were 49(12.0%).The majority of the students who studied from 1 hour to 3 hours per day were 62.1%. There were 36 (8.9%) respondents who did not have any study schedule at all. Generally speaking, the majority of the participants did study only for a short period of time (1-3hours) or did not have any study program at all (71.0%).This in turn could affect the quality of education.

Table 4.2: Checking of Students' Homework and Class work regularly by the Teachers

Item	Responses	Teachers		Students		Total		Chi-Square Test	
		N	%	N	%	N	%	Value	p
Views of teachers and students on checking the students' homework and class work regularly.	Yes	95	89.6	308	75.9	403	78.7	9.498	.002
	No	11	10.4	98	24.1	109	21.3		
	Total	106	100.0	406	100.0	512	100.0		

In table 4.2, the majority of teachers (89.6%) and students (75.9%) agreed with the view that there was regular checking of students homework and class work. The agreement level significantly differed based on chi- square result ($X^2= 9.498$;sig<0.05).This means more teachers (89.6%) were in favor of the opinion that there was regular checking of the students' homework and class work compared to the students (75.9%).

Table 4.3 Respondents Views on Whether There Is a Problem of Quality of Education at Present.

Item	Responses	Teachers		Students		Total	
		N	%	N	%	N	%
There is a problem of quality of education at present. Do you agree with this idea?	Yes	94	88.7	250	61.5	344	67.2
	No	12	11.3	156	38.5	168	32.8
	Total	106	100.0	406	100.0	512	100.0

The majority of the respondents 343(67.2%) agreed with the idea that there was a problem in the quality of education at present. Only 168(32.8%) supported the idea that there was no problem in the quality of education provided at present. The agreement of teachers (88.7%) was much higher than the students compared to students (61.5%).

Table 4.4: A t-test Result of Respondents on Factors Related School Facilities

	Items				
		Teachers	Students		
		N=106	N=406		
		M	M	t	p
1	The textbook -student ratio is 1:1.	1.69	1.96	-2.138	0.033*
2	The school compound is conducive for teaching-learning process.	3.13	2.73	2.690	0.007*
3	The library is open at school time whenever students want to read.	2.53	2.63	-0.659	0.510
4	The library has the necessary reference materials.	2.69	2.58	0.722	0.470
5	A Physics laboratory is available in the school.	2.52	3.16	-4.028	0.000*
6	A Chemistry laboratory is available in the school.	2.42	2.72	-1.993	0.047*
7	A Biology laboratory is available in the school.	2.41	2.92	-3.171	0.002*
8	The available laboratories are equipped with the necessary apparatus and chemicals.	3.17	3.00	1.115	0.265
9	Natural Science teachers use the available laboratories frequently based on the activities given in the textbooks.	3.00	3.15	-0.985	0.325
10	There is sufficient water supply to the students in the school.	2.66	2.78	-0.726	0.468
11	There is a separate latrine for female and male students in the school.	2.63	2.74	-0.689	0.491
12	A place for lunch is available in the school.	3.62	3.80	-1.134	0.2507

* denotes significant difference at 0 .05.

Data regarding teachers and students perceptions about the items on school facilities are summarized in Table 4.4. There was statistically a significant difference in the mean scores of teachers (M=1.69) and students (M= 1.96) where $t=-2.138$ and $p= 0.033$ regarding item 1. This

indicated that both the teachers and students disagreed with the idea that the textbook-student ratio is 1:1. On item 2, the mean score of the teachers was 3.13 and those of the students was 2.73 where $t = 2.690$ and $p=0.007$. This showed that there was significant difference in the mean scores of the respondents. This indicated that both teachers and students did agree with the idea that the school compound is conducive for teaching-learning process. No other differences were significant at the 0.05 level for items 3 and 4 above where $t = -0.659$ and 0.722 respectively and $\text{sig} > 0.05$. This meant both teachers and students agreed on the views on item 3 and 4. The mean score differences were statistically significant for items 5 through 7 where $\text{sig} < 0.05$ for the three items. The availability of chemistry and biology laboratories was controversial. No other differences were significant at the 0.05 level for items 8 through 12 above. The implication of this was that both the teachers and students agreed on the views on items 8 through 12.

Table 4.5: A t-test Result of Respondents on Factors Related to Teachers' Competency

Items				
	Teachers N=106	Students N=406		
	M	M	t	p
1 Teachers give assignment to students regularly and give timely feedback.	1.99	2.20	-1.501	0.134
2 Teachers encourage students to be active participants in the teaching-learning process.	1.71	2.56	-6.364	0.000*
3 Most of the teachers' mastery of the subject matter is high.	2.10	2.89	-5.867	0.000*
4 The teachers follow up students' progress giving timely feedback continuously	1.94	2.97	-7.637	0.000*

* denotes significant difference at 0.05.

Data regarding teachers and students views about the items on teachers' competency are summarized in Table 4.5. On item 1 there was no significant difference between the mean score of teachers ($M=1.99$) and students ($M=2.20$) at $t= -1.501$ and $sig>0.05$. This indicated that teachers were not giving exercises and tests from time to time on a regular basis. As a result students learning could be affected. On item 2, there was statistically significant difference between the mean scores of teachers ($M=1.71$) and students ($M=2.56$) at $t= -6.364$ and $p =0.000$. On item3, the mean score of teachers was 2.10 and that of students was 2.89 which was statistically significant difference at $t=-5.867$ and $p =0.000$. The mean score of teachers ($M=2.10$) showed disagreement on teachers mastery of the subject matter. On the contrary, the mean score of the students was 2.89. This implied that the mastery of the subject matter of teachers was high according to the students. On item4, the mean score of teachers was 1.94 and that of students was 2.97 which was statistically significant difference at $t= -7.637$ and $p =0.000$. The mean score of teachers was 1.94 showing disagreement on teachers' follow up of their students and provision of timely feedback. On the contrary, the mean score of the students was $M=2.97$. This implied that the teachers' follow up of students' progress giving them timely feedback continuously was agreed by the students.

Table 4.6: A t-test Result of Respondents on Factors Related to Teachers' Teaching Experience

	Items				
		Teachers N=106	Students N=406		
		M	M	t	p
1	Experienced teachers teach better than those teachers with less experience.	2.33	2.42	-0.656	0.512
2	Most of the teachers in the school are experienced.	2.20	2.66	-3.230	0.001 *
3	Most of the teachers in the school are well prepared in presenting their lessons.	2.14	2.48	-2.541	0.011 *
4	Teachers prepare lesson plans and use it appropriately.	2.03	2.24	-1.562	0.119

* denotes significant difference at 0 .05.

Data regarding teachers and students views about the items on teachers' teaching experience are summarized in Table 4.6. On item 1, there was no significant difference between the mean score of teachers (M=2.33) and students (M=2.42). Both the students and teachers disagree with the view that experienced teachers teach better than inexperienced teachers. On item 2, there was statistically significant difference between the mean scores of teachers (M=2.20) and students (M=2.56) at $t = -3.230$ and $p = 0.001$. On item3, the mean score of teachers was 2.14 and that of students was 2.48 which was statistically significant difference at $t = -2.541$ and $p = 0.011$. On item4, the mean score of teachers was 2.03 and that of students was 2.24 where there was no

statistically significant difference at $t = -1.562$ sig > 0.05 . This indicated that both the teachers and students disagreed on the idea that students did not better understand lessons taught by experienced teachers compared to those who were inexperienced teachers.

Table 4.7: A t-test Result of Respondents on Factors Related to Teachers' Attrition

	Items				
		Teachers N=106	Students N=406		
		M	M	t	p
1	There is high rate of turnover of teachers in the school.	2.37	2.72	-2.554	0.011*
2	Teachers are changed from time to time as a result of high attrition rate.	2.56	2.87	-2.111	0.035*
3	The turnover of teachers from time to time is a great obstacle for the smooth running of the teaching-learning process.	2.12	2.60	-3.398	0.001*

* denotes significant difference at 0 .05.

Data regarding teachers and students perceptions about the items on teachers' attrition are summarized in Table 4.7. On item 1, there was statistically significant difference between the mean score of teachers ($M=2.37$) and students ($M=2.72$) at $t = -2.554$ and $p = 0.011$. This indicated that teachers disagreed on the view that there was high rate of attrition of teachers. On the other hand, the mean score of the students was 2.72. There was disagreement between teachers and students on item 1. On item 2, there was statistically significant difference between the mean scores of teachers ($M=2.56$) and students ($M=2.87$) at $t = -2.111$ and $p = 0.035$. This indicated that both the teachers and the students did agree on the opinion that teachers are changed from time to time as a result of high attrition. On item 3, the mean score of teachers was 2.12 and that of students was 2.60 which was statistically significant difference at $t = -3.398$ and $p = 0.001$. The mean score of teachers was 2.12 showing disagreement on the view that the

turnover of teachers from time to time was a great obstacle for the smooth running of the teaching-learning process. On the contrary, the mean score of the students was 2.60. This implied that students did agree with the view that the turnover of teachers from time to time was a great obstacle for the smooth running of the teaching-learning process.

Table 4.8: A t-test Result of Respondents on Factors Related to Instructional Time

No	Item				
		Teachers N=106	Students N=406		
		M	M	t	p
1	All of the teachers use their instructional time without wastage.	1.72	2.77	-7.413	0.000*
2	I use my learning/teaching time properly.	1.82	2.36	-3.942	0.000*
3	The proper utilization of instructional time by the teachers can highly improve student academic achievement.	1.58	2.34	-5.813	0.000*

* denotes significant difference at 0 .05.

Data regarding teachers and students perceptions about the items on instructional time are summarized in Table 4.8. On item 1 there was statistically significant difference between the mean score of teachers (M=1.72) and students (M=2.77) at $t = -7.413$ and $p = 0.000$. The mean score of the teachers was 1.72. This indicated that teachers disagreed on the view that all of the teachers use their instructional time without wastage. On the other hand, the mean score of the students was M=2.77. This implied that students did agree with the view that all of the teachers use their instructional time without wastage. On item 2, there was statistically significant difference between the mean scores of teachers (M=1.82) and students (M=2.36) at $t = -3.942$ and

$p = 0.000$. This indicated that both the teachers and the students did disagree in proper use of instructional time. On item3, the mean score of teachers was 1.58 and that of students was 2.34 which was statistically significant difference at $t = -5.813$ and $p = 0.000$. This meant both the teachers and students disagreed on the opinion that the proper utilization of instructional time by the teachers can highly improve quality.

Table 4.9: A t-test Result of Respondents on Factors Related to Principals' Leadership

No	Item				p
		Teachers N=106	Students N=406		
		M	M	t	
1	Principals involve teachers/students in decision making	2.51	3.00	-3.141	0.002*
2	Principals involve parents in different school activities.	2.74	2.90	-1.034	0.302
3	Principals regularly inform parents on their children's academic achievement.	3.10	2.93	1.283	0.200
4	Principals make regular classroom visits (when teachers are teaching) for support.	3.05	2.95	0.621	0.535
5	The school leadership is democratic	2.55	2.84	-2.114	0.035*

* denotes significant difference at 0 .05.

Data regarding teachers and students views about the items on principals' leadership are summarized in Table 4.9. On item 1 there was statistically significant difference between the mean score of teachers ($M=2.51$) and students ($M=3.00$) at $t = -3.141$ and $p = 0.002$. The mean score of the teachers was 2.51 showing neutral view of teachers. Students agreed on the view. On items 2, 3 and 4 there was no statistically significant difference between the mean scores of teachers and students at $\text{sig} > 0.05$. This meant both the teachers and students agreed on the views that were presented in items 2-4. On item 5, there was statistically significant difference in the

mean scores of the teachers ($M=2.55$) and the students ($M=2.84$) where $t = -2.114$ and $p = 0.035$. But both teachers and students agreed on the view under item5.

Table 4.10: A t-test Result of Respondents on Factors Related to Students' Discipline

No	Items				
		Teachers N=106	Students N=406		
		M	M	t	p
1	Most of the students disturb in the class and as a result the teaching-learning process is interrupted.	2.18	2.37	-1.313	0.190
2	Failure in classroom discipline is mostly teacher-caused.	3.32	3.03	1.864	0.063*
3	Failure in classroom discipline is mostly student-caused.	2.17	2.63	-3.498	0.001*
4	The improper behavior of student in the class extremely affects the teaching-learning process.	1.63	2.34	-5.371	0.000*
5	Students' misbehaviors highly affect the quality of learning.	1.50	2.23	-5.430	0.000*

* denotes significant difference at 0 .05.

Data regarding teachers and students perceptions about the items on students' discipline are summarized in Table 4.10. On item 1, there was no statistically significant difference between the mean score of teachers ($M=2.18$) and students ($M=2.37$) at $t = -1.313$ and $\text{sig} > 0.05$. This indicated that both the teachers and students disagreed on the view in item 1. On item 2, there was statistically significant difference between the mean scores of teachers ($M=3.32$) and students ($M=3.03$) at $t = 1.864$ and $p = 0.063$. This indicated that both the teachers and the

students did agree on the view that failure in classroom discipline is mostly teacher-caused. On item3, the mean score of teachers was 2.17 and that of students was 2.63 which was statistically significant difference at $t = -3.498$ and $p = 0.001$. This meant teachers disagreed on the view that failure in classroom discipline is mostly student-caused while the students agreed with this idea. On item4, the mean score of teachers was 1.63 and that of students was 2.34 which was statistically significant difference at $t = -5.371$ and $p = 0.000$. On item5, the mean score of teachers was 1.50 and that of students was 2.23 which was statistically significant difference at $t = -5.430$ and $p = 0.000$. The mean scores of the both teachers and students indicated disagreement on the view that students' misbehaviors highly affect the quality of learning.

Table 4.11: A t-test Result of Respondents on Factors Related to Student Attendance

	Items				
		Teachers N=106	Students N=406		
		M	M	t	p
1	Homeroom teachers' roll call regularly.	2.12	2.44	-2.145	0.032*
2	Roll call is a forgotten task in our school	3.29	2.65	4.243	0.000*
3	Roll calling is very important in order to reduce the number of absentees in the school.	1.65	2.22	-4.361	0.000*
4	Absenteeism from class strongly affects students' academic achievement.	1.70	2.25	-4.086	0.000*

* denotes significant difference at 0 .05.

Data regarding teachers and students perceptions about the items on student attendance are summarized in Table 4.11. On item 1, there was statistically significant difference between the mean score of teachers ($M=2.12$) and students ($M=2.44$) at $t = -2.145$ and $p = 0.032$. This indicated that both the teachers and students disagreed on the view that homeroom teachers roll

call regularly. On item 2, there was statistically significant difference between the mean scores of teachers ($M=3.29$) and students ($M=2.65$) at $t= 4.243$ and $p =0.000$. This indicated that both the teachers and the students did agree on the view that roll call is a forgotten task in the schools. On item3, the mean score of teachers was 1.65 and that of students was 2.22 which were statistically significant differences at $t= -4.361$ and $p =0.000$. This meant both teachers and students disagreed on the view that roll calling is very important in order to reduce the number of absentees in the school. On item4, the mean score of teachers was 1.70 and that of students 2.25 which was statistically significant difference at $t= -5.371$ and $p =0.000$. The mean scores of the teachers and students indicated disagreement on the view that absenteeism from class strongly affects quality.

Table 4.12: A t-test Result of Respondents on Factors Related to Medium of Instruction

	Items				
		Teachers N=106	Students N=406		
		M	M	t	p
1	I am proficient in English and have no any difficult in learning/teaching in it.	2.14	3.44	-9.050	0.000*
2	For most of the students the medium of instruction/English/ is difficult and as a result it has a negative effect on the teaching- learning process.	2.21	2.41	-1.508	0.132
3	The quality of teaching/learning is highly affected by inability in properly understanding what the teacher explain.	2.40	2.44	-0.289	0.773

* denotes significant difference at 0 .05.

Data regarding teachers and students perceptions about the items on medium of instruction are summarized in Table 4.12. On item 1, there was statistically significant difference between the mean score of teachers ($M=2.14$) and students ($M=3.44$) at $t= -9.050$ and $p= 0.000$. This indicated that the teachers disagreed on the view that proficiency was a problem while the students agreed with the idea in item 1. On item 2, there was no statistically significant difference between the mean scores of teachers ($M=2.21$) and students ($M=2.41$) at $t= -1.508$ and $sig>0.05$. This indicated that both the teachers and the students disagreed on the view that for most of the students the medium of instruction/English/ was difficult and as a result it had a negative effect on the teaching- learning process. On item3, the mean score of teachers was 2.40 and that of students was 2.44 which were not statistically significant difference at $t= -0.289$ and $sig>0.05$. This meant both teachers and students disagreed on the view that the quality of learning is highly affected by inability in properly understanding the language of instruction.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and draws conclusions on the basis of the findings. At the end, recommendations that are thought to be helpful to address the problems are forwarded. The purpose of the study was to identify the views of students and teachers on the factors that affect the quality of education in the government general secondary schools in the Sub-City. The instruments used were two separate questionnaires for students and teachers. The response rate of questionnaires for teachers was 92.2% and for that of students was 94.4%. The respondents were 106 teachers and 406 students. The basic questions were: are there significant differences between the views of teachers and students on the factors that affect the quality of education and to what extent do the factors affect the quality of education in the schools?

In this part of the study, an attempt was made to provide a summary of the major findings which would answer the basic questions raised in chapter one of the thesis. Whether a particular education system is of high or low quality can be judged in terms of input, output and process. For this reason studying the factors that affect the quality of education is essential at every level of the education system. In this study, emphasis was given to the views of teachers and students on the factors that affect the quality of education.

5.1 Summary of the Findings

After detailed analysis of the quantitative data, the following major findings were drawn.

1. There was significant difference in the views of the teachers and students concerning school inputs such as text books, laboratories, and library reference materials.
2. Both the teachers and students disagreed on the view that teachers give exercises and tests from time to time regularly. The views of the teachers and students were different regarding mastery of the subject matter by the teachers.
3. The views of both the teachers and students were similar regarding teachers' teaching experience.
4. Both the teachers and the students did agree on the view that teachers were changed from time to time as a result of high attrition.

5. Both the teachers and the students did disagree in the proper use of instructional time without wastage although there was significant difference in their views. This confirmed that there was wastage of instructional time by the teachers as well as the students.
6. Both teachers and students agreed on the view that principals involve teachers and students in decision making. Students considered the school leadership to be more democratic compared to the teachers.
7. There was statistically significant difference between the mean scores of teachers ($M=3.32$) and students. Both the teachers and the students did agree on the view that failure in classroom discipline is mostly teacher-caused.
8. There was statistically significant difference between the mean score of teachers and students. But, both the teachers and students disagreed on the view that homeroom teachers' roll call regularly.
9. There was statistically significant difference between the mean score of teachers and students. The teachers disagreed on the view that language proficiency was a problem while the students agreed with the view.

5.2 Conclusions

This section presents conclusions that were drawn from the findings and results of data analysis.

1. From the findings of the study for the majority of factors, there are significant differences in the views of the teachers and students on the factors affecting the quality of education in the schools studied.
2. Input factors and process factors play very important roles on the quality of education. There are shortage of school facilities in the schools as important inputs that affect the quality of education. Factors such as teachers low competency, wastage of instructional time, high rate of attrition of teachers, student absenteeism, difficulty in language of instruction affect the teaching-learning process to a high extent. Therefore the combined input and process factors can affect the quality of education to a high extent.

5.3 Recommendations

On the basis of the findings obtained and the conclusions drawn, the following recommendations are suggested for the enhancement of the quality of general education in the Sub –City.

1. Since quality of education is multidimensional concept and the factors that affect the quality of education are numerous, the researcher would like to recommend that other researchers better carry out a study on the factors that affect the quality of education on a wider scale in the future.
2. It would be better for the school leadership to lead the schools with knowledge and skill with commitment to instructional leadership. Most of the time of the principals is wasted on managerial tasks which are routine rather than on instructional leadership such as classroom observation which can help to improve teachers' performance.
3. It would be better for the teachers to accomplish their task with commitment to the profession with a wise use of their instructional time without wastage as much as possible.

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Appendix A
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning & Management
Questionnaire to Students

The objective of this questionnaire is to collect data for the research topic entitled “Factors that Affect the Quality of Education in Government General Secondary Schools of Kirkos Sub-City.”

The success of this study depends on your genuine responses to items in the questionnaire. Hence you are kindly requested to provide honest information to the items in the questionnaire.

Thank you in advance for your cooperation.

General Instruction

1. No need of writing your name.
2. Follow the instruction strictly when giving your responses.
3. Complete all of the items with your genuine responses.
4. Your responses will be kept secret.

PART I: Background Information

DIRECTION: Choose and encircle your response.

1. Sex: A) male
B) female
2. Age: A) less than 15 years
B) 15 years
C) 16 years
D) 17 years
E) More than 17 years
3. Grade: A) Grade 9
B) Grade 10

PART II: Encircle the response that you think is appropriate.

1. Who gives you tutorial at home?
A) My mother
B) My father
C) My brother
D) My sister
E) A hired tutor
F) No one tutors me
2. How many hours do you study per day?
A) More than 5 hours
B) 5 hours
C) 4 hours
D) 3 hours
E) 2 hours
F) 1 hour
G) I do not have a study program at all
3. Do teachers check your homework and class work regularly?
A) Yes
B) No
4. There is a problem of quality of education at present. Do you agree with this idea?

A) Yes

B) No

Part III. The following are items related to factors affecting quality of education.

Put a tick mark “✓” in the box in front of the given statement which you believe is right.

Direction: The following items indicate factors that contribute to quality of education. Each item is to be responded by selecting the most appropriate response from the five Likert -Type Scale alternatives.

5= Strongly Agree/SA/

4= Agree/A/

3= Undecided=neither Agree nor Disagree/U/

2= Strongly Disagree/SDA/

1= Disagree /DA/

No	Items	SA	A	U	DA	SDA
		5	4	3	2	1
1	Items related to school facilities					
1.1	The textbook –student ratio is 1:1.					
1.2	The school compound is conducive for teaching-learning process.					
1.3	The library is open at school time whenever students want to read.					
1.4	The library has the necessary reference materials.					
1.5	A Physics laboratory is available in the school.					
1.6	A Chemistry laboratory is available in the school.					
1.7	A Biology laboratory is available in the school.					
1.8	The available laboratories are equipped with the necessary apparatus and chemicals.					
1.9	Natural Science teachers use the available laboratories frequently based on the activities given in the textbooks.					
1.10	There is sufficient water supply to the students in the school.					
1.11	There is a separate latrine for female and male students in the school.					
1.12	A place for lunch is available in the school.					

No	Items	SA	A	U	DA	SDA
		5	4	3	2	1
2	Items related to teachers competency					
2.1	Teachers give exercises and tests from time to time regularly.					
2.2	Teachers encourage students to be active participants in the teaching-learning process.					
2.3	Most of the teachers' mastery of the subject matter is high.					
2.4	The teachers follow students' progress giving timely feedback continuously					
3	Items related to teachers teaching experience					
3.1	Experienced teachers teach better than those teachers with less experience.					
3.2	Most of the teachers in the school are experienced.					
3.3	Most of the teachers in the school are well prepared in presenting their lessons.					
3.4	Teachers prepare lesson plans and use it appropriately.					
4	Items related to teacher attrition					
4.1	There is high rate of turnover of teachers in the school.					

4.2	Teachers are changed from time to time as a result of high attrition rate.					
4.3	The turnover of teachers from time to time is a great obstacle for the smooth running of the teaching-learning process.					
5	Items related to instructional time					
5.1	All of the teachers use their instructional time without wastage.					
5.2	I use my learning time properly.					
5.3	The proper utilization of instructional time by the teachers can highly improve student academic achievement					
6	Items related to principals leadership					
6.1	Principals involve students in decision making					

No	. Items	SA	A	U	DA	SDA
		5	4	3	2	1
6.2	Principals involve parents in different school activities.					
6.3	Principals regularly inform parents on their children's academic achievement.					
6.4	Principals make regular classroom visits (when teachers are teaching) for support.					
6.5	The school leadership is democratic.					
7	Items related to student discipline					
7.1	Most of the students disturb in the class and as a result the teaching-learning process is interrupted.					
7.2	Failure in classroom discipline is mostly teacher-caused.					
7.3	Failure in classroom discipline is mostly student-caused.					
7.4	The improper behavior of student in the class extremely affects the teaching-learning process.					
7.5	Students' misbehaviors highly affect the quality of learning.					
8	Items related to student attendance					
8.1	Homeroom teachers roll call regularly.					
8.2	Roll call is a forgotten task in our school.					
8.3	Roll calling is very important in order to reduce the number of absentees in the school.					
8.4	Absenteeism from class strongly affects students' academic achievement					
9	Items related to the medium of instruction					
9.1	I am proficient in English and have no any difficult in learning in it.					
9.2	For most of the students the medium of instruction/English/ is difficult and as a result it has a negative effect on the teaching-learning process.					
9.3	The quality of learning is highly affected by inability in properly understanding what the teacher explains.					

Appendix B

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning & Management

This questionnaire is to be completed by government general secondary school **teachers** in Kirkos Sub-City in Addis Ababa.

To the Respondents

This questionnaire is prepared for the purpose of conducting a study on “Factors that Affect the Quality of Education in Government General Secondary Schools of Kirkos Sub-City” at Kirkos Sub-City in Addis Ababa. To accomplish the purpose of the study, your cooperation in completing this questionnaire is highly appreciated. The success of this study by and large depends on your **honest** and **sincere** responses to the questionnaire. The data you provide will be kept confidential and will not be disclosed to any third party. You are, therefore, kindly requested to provide your genuine responses.

Thank you in advance for your cooperation!

General Instruction

1. No need of writing your name.
2. Follow the instruction strictly when giving your responses.
3. Complete all of the items with your genuine responses.
4. Your responses will be kept secret.

I. Background Information

Instruction: Encircle the letter of your response.

1. Sex: A) male

B) Female

2. Age: A) Less than 23 years

B) 23-27 years

C) 28-32 years

D) 33-37 years

E) 38-42

F) More than 42

3. Teaching experience:

A) Less than 2 years

B) 2-6 years

C) 7-11 years

D) 12-16 years

E) 17-21 years

F) More than 21 years

4. Qualification:

A) Below diploma

B) Diploma

C) B.A/B.SC/BED

D) M.A/M.SC/MED

E) Above M.A/M.SC/MED

Part II: Select and encircle your appropriate response

1. Do you check the students' homework and class work regularly?

A) Yes

B) No

2. There is a problem of quality of education at present. Do you agree with this idea?

A) Yes

B) No

Part III. The following are items related to factors affecting quality of education.

Put a tick mark “✓” in the box in front of the given statement which you believe is right.

Direction: The following items indicate factors that contribute to quality of education. Each item is to be responded by selecting the most appropriate response from the five Likert -Type Scale alternatives.

5= Strongly Agree/SA/

4= Agree/A/

3= Undecided= neither Agree nor Disagree/U/

2= Strongly Disagree/SDA/

1= Disagree /DA/

No	Items	SA	A	U	DA	SDA
		5	4	3	2	1
1	Items related to school facilities					
1.1	The textbook –student ratio is 1:1.					
1.2	The school compound is conducive for teaching-learning process.					
1.3	The library is open at school time whenever students want to read					
1.4	The library has the necessary reference materials					
1.5	A Physics laboratory is available in the school.					
1.6	A Chemistry laboratory is available in the school.					
1.7	A Biology laboratory is available in the school.					
1.8	The available laboratories are equipped with the necessary apparatus and chemicals.					
1.9	Natural Science teachers use the available laboratories frequently based on the activities given in the textbooks.					
1.10	There is sufficient water supply to the students in the school.					
1.11	There is a separate latrine for female and male students in the school.					
1.12	A place for lunch for students is available in the school.					

No	Items	SA	A	U	DA	SDA
		5	4	3	2	1
2	Items related to teachers competency					
2.1	Teachers give assignment to students regularly and give timely feedback.					
2.2	Teachers encourage students to be active participants in the teaching-learning process.					
2.3	Most of the teachers' mastery of the subject matter is high.					
2.4	The teachers follow students' progress giving timely feedback continuously					
3	Items related to teachers teaching experience					
3.1	Experienced teachers teach better than those teachers with less experience.					
3.2	Most of the teachers in the school are experienced.					
3.3	Most of the teachers in the school are well prepared in presenting their lessons.					
3.4	Teachers prepare lesson plans and use it appropriately.					
4	Items related to teacher attrition					
4.1	There is high rate of turnover of teachers in the school.					
4.2	Teachers are changed from time to time as a result of					

	high attrition rate.					
4.3	The turnover of teachers from time to time is a great obstacle for the smooth running of the teaching-learning process.					
5	Items related to instructional time					
5.1	Wastage of instructional time for various reasons affects students' academic achievement strongly.					
5.2	I use my teaching time properly.					
5.3	The proper utilization of instructional time by the students can highly improve student academic achievement					
6	Items related to principals leadership					
6.1	Principals involve teachers in decision making					

No	. Items	SA	A	U	DA	SDA
		5	4	3	2	1
6.2	Principals involve parents in different school activities.					
6.3	Principals regularly inform parents on their children's academic achievement.					
6.4	Principals make regular classroom visits (when teachers are teaching) for support.					
6.5	The school leadership is democratic.					
7	Items related to student discipline					
7.1	Most of the students disturb in the class and as a result the teaching-learning process is interrupted.					
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8.2	Roll call is a forgotten task in our school.					
8.3	Roll calling is very important in order to reduce the number of absentees in the school.					
8.4	Absenteeism from class strongly affects students' academic achievement.					
No	Items	SA	A	U	DA	SDA
		5	4	3	2	1
9	Items related to the medium of instruction					
9.1	I am proficient in English and have no any difficult in teaching in it.					
9.2	For most of the students the medium of instruction/English/ is difficult and as a result it has a negative effect on the teaching- learning process.					
9.3	The quality of teaching is highly affected by inability in properly understanding what the teacher explains.					

DECLARATION

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

Name Admassu Yizengaw

Signature [Signature]

Place and date of submission: Addis Ababa University

June, 2013

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

Name: Asso.professor Ayalew Shibeshi

Signature [Signature]

Date of approval 13/06/2013