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Implementation of School Improvement Program in Second Cycle Primary
Schools in East Showa Zone: The Case of Young Lives Ethiopia Project Sites

Dita Tefera

A Thesis Submitted to

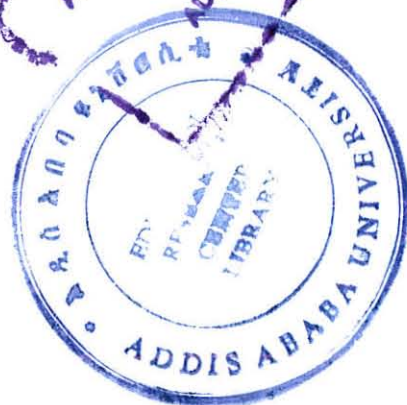
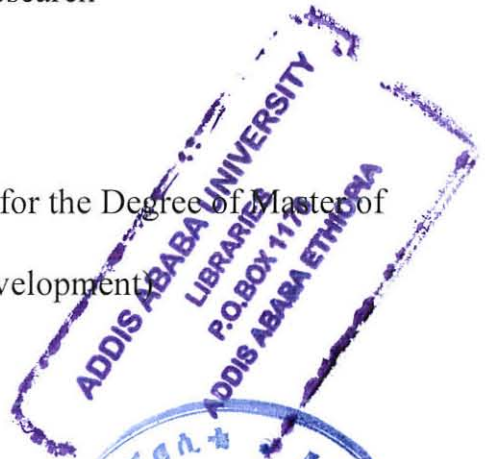
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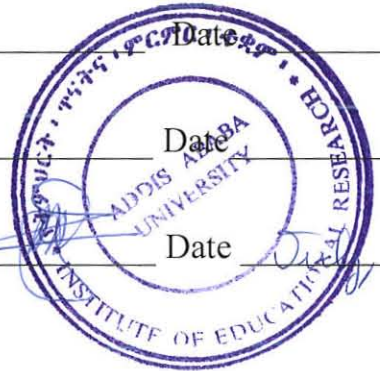
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Abstract

Implementation of School Improvement Program in Second Cycle Primary Schools in East Showa Zone: The Case of Young Lives Ethiopia Project Sites

Dita Tefera

Addis Ababa University, 2014

The overall purpose of this study was to investigate the current implementation status of SIP program in East Showa zone of Oromia Regional State. The study employed descriptive survey method. Both quantitative and qualitative data were collected from Dugda Bora and Ade'a woredas. Both primary and secondary data sources were used. The primary data sources were school teachers and students from the two Woredas. The school principals, School Improvement Committee (SIC) members, and clusters' supervisors were also the primary data sources. Pertinent documents were reviewed and used as secondary data sources. The populations of the study were 49 male and 15 female teachers, and 222 male and 118 female students of six selected second cycle primary schools. School principals, SIC members and clusters' supervisors were also the data sources. English and Afan Oromo versions of self-administered questionnaires, interview guides, FGD questions and observation checklist tools were used to gather the data. The result showed that the learning and teaching activities to implement SIP in the sampled schools was in a moderate status. The overall performance of school leadership to implement SIP was not strong. The status of sampled schools in preparing safe learning environment is moderate and encouraging. The involvement of community in school affairs was low. However, the study revealed that girls are not free of threat and discrimination while attending their education in the sampled schools. On this point, the teacher and student respondents were differed significantly in their responses. Hence, this needs further research.

Acknowledgement

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Then, my next gratitude goes to Dr. Firdissa Jebessa, my MA Thesis Advisor, for his valuable assistance, professional and technical advice, and giving me constructive comments which enabled me to accomplish the entire research work.

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Last but not least, I would like to appreciate my wife, Tigist Ketema and our children Bereket, Kenean, and Amanuel for their love, patience and support during my whole study.

Dedication

This thesis is dedicated to my beloved father, Ato Tefera Dadi,
whom I lost by sudden death on April, 2014.

Acronyms

ESDP:	Education Sector Development Program
ETP:	Education and Training Policy
FGD:	Focus Group Discussion
GEQIP:	General Education Quality Improvement Package
MoE:	Ministry of Education
NGO:	Nongovernmental Organization
PTSA:	Parents-Teachers-Students-Association
SAF:	School self-Assessment Form
SGP:	School Grants Program
SIC:	School Improvement Committee
SIDA:	Swedish International Development Agency
SIP:	School Improvement Program
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations International Children's Emergency Fund
USAID:	United States Agency for International Development
YLE:	Young Lives Ethiopia

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Chapter One

1. Introduction

1.1. Background of the Study

People are looking at education to enhance knowledge, improve skills and develop attitudes. Progress in education is taken to be essential for sustainable development, environmental protection and improvement in child health and participation in democratic, social, and political processes. Education is also currently becoming the single most important contributor to national economic growth since the development level of any country depends to a large extent on the level and quality of education of its citizens (Rao, 2003; Derebissa, 2008). Therefore, the provision of quality education for all school age children is primarily the responsibility of all countries.

The Government of Ethiopia prepared the existing Education and Training Policy (ETP) to expand the education system, improve its quality and relevance throughout the country. However; achievements in access to educational opportunities have not been accompanied by adequate improvements in quality education. As a result, students' achievement is below the required levels and the quality has also declined during the period of expansion (MOE, 2005b). In response to the poor education scenario, the MOE has placed a high priority on improving the quality of education. Thus, School

Improvement Program (SIP) is one of the important means to ensure the provision of quality education to school age children.

The Ministry of Education developed General Education Quality Improvement Package (GEQIP) as a new intervention plan for education quality improvement to remedy identified weakness of education at both primary and secondary school levels. The draft GEQIP developed in 2007 encompasses four key areas of intervention: the teachers' development program, curriculum improvement, leadership and management, and the school improvement program. There are also other two complementary components; civic and ethical education, and information and communication technology (World Bank, 2008). Since GEQIP is very broad with different program components, it is difficult to discuss all the components in this study. Therefore, only SIP has been treated as the focus of this study.

School Improvement Program (SIP) is one of the very important pillars of GEQIP. It focuses on the journey to success and the necessary conditions to support successful change in providing quality education to school age children at school and alternative basic education (ABE) centers. It is a systematic and sustained effort aimed at change in learning situations and other internal conditions of schools with the ultimate aim of accomplishing educational goals more effectively (Verspoor, 2006). Proper implementation of SIP is therefore believed to improving students' academic performances and their learning outcomes.

In Ethiopia most schools face a shortage of discretionary funds on which they can make an immediate decision to execute teaching learning activities. To avoid a shortage of

budget, the MOE initiated a SIP in 2006 by developing School self-Assessment Form (SAF) through which each school can identify its problem areas, and develop priorities based on identified problems. Ultimately, school develops a school improvement plan to address prioritized needs of the school (World Bank, 2008). Besides, schools are expected to establish partnership with NGOs, private sectors and local community to get additional supports to implement SIP at school level. Therefore, SAF is an opportunity for the school to enhance stakeholders' participation and developing the sense of ownership among them.

According to MOE (2011c) and World Bank (2008), SIP consists of four domains: learning and teaching, safe and healthy school environment, school leadership and management, and parent, community and other stakeholders' participation in the school affairs. These four domains of SIP were identified by the SAF study as the most significant areas in need of improving school activities. SIP has also four major objectives for implementing at school level. They are to: improve the capacity of schools to prioritize their needs and develop a school improvement plan, enhance community participation in local resource mobilization, improve the government's capacity to deliver school grants to all schools, and improve the learning environment for all students by providing basic operational resources to schools.

The purpose of this study was therefore to investigate the implementation status of SIP in the study sites. It was also to assess factors that can affect its proper implementation, so that it will assist in understanding the problems and taking remedial actions on education

sector to bring about quality in education at second cycle primary schools in East showa zone at Young Lives project sites.

Young Lives Ethiopia (YLE) is an International humanitarian non-profit research organization that has been focusing on the study of childhood poverty. It has been involving 12,000 children in four countries in the world over 15 years. It is led by a team in the department of International development at the University of Oxford in association with research and policy partners in the four study countries: Ethiopia, India, Peru, and Vietnam (Yisak, et.al 2009). So far, it has conducted three rounds of data collection in different regions of Ethiopia on equity of education for education access and quality education in Ethiopia on early childhood education to secondary education.

1.2. Statement of the Problem

Improving quality in education in developing countries has become a topic of strong interest. This helps the countries to exert their efforts to maintain quality in education particularly in the context of quantitative expansion of educational provision. Whether explicit or implicit, a vision of improving quality in education is always embedded within countries' policies and programs. The Government of Ethiopia prepared the existing National Education and Training Policy (MOE, 1994) and Education Sector Development Programs (MOE, 1997). The first ESDP was launched in 1997 and currently the country is in its ESDP-IV (MOE, 2010) as part of a twenty-year education sector plan. This shows that, the Government has been doing significant progress in the sector to improve the quality of education that helps to achieve the intended outcomes in the life of each learner.

The quality of education needs to be improved in order to increase students' completion rate since quality education facilitates the learning situation for students. It also creates conducive environment for teachers to effectively use their skills, and to maintain the confidence of parents in the school system. High quality education has paramount importance to the individual, society, countries, and the world as a whole. It has also a great significance for economic, social, and cultural development. Besides, quality education is also a key for creating, applying, and spreading knowledge. As a result, SIP is one of the program launched (2006) to improve quality in education to be provided in the school including the management of school in order to solve the problems related to students achievements. Therefore, the purpose of implementing SIP is to improving quality of education to enhance students learning achievement and outcomes (MOE, 2007).

According to MOE (2007), lack of a sufficient number of qualified teachers was a persistent problem in relation to improving quality in education; inadequate planning and management capacity at the lower levels of the government education structures such as Woreda education offices and schools are the critical problem in realizing the goals of education especially with regard to primary education level. Besides, according to the research findings on the implementation status of SIP at primary and secondary school levels in Oromia regional state (Abdurahman, 2011; Abera, 2011; Adugna, 2011, and Tolossa, 2009), there was a problem in addressing nationally planned program objectives of SIP and less attention was given to the SIP plan and its implementation. This then affected the provision of quality education to students.

The researcher's formal and informal observations also show that there were some constraints in the implementation of SIP that can affect the proper delivery of quality education. Engaging major stakeholders including local community in the school decision making in East Showa zone was one of the problem areas observed by the researcher. There was also a doubt of the researcher that SIP program was properly implemented in the way that it helps for the delivery of quality education in second cycle primary schools in the zone. The status of local community awareness and participation in school system to support the program were not fully dealt by the previous researchers. These were some of the uncovered issues in the study of other researchers.

This study therefore has tried to investigate the implementation status of SIP and major factors affecting the program implementation in the zone at the Young Lives project sites. Hence, it is different from other previous studies by studying detail on the implementation of each domain of SIP especially stakeholders engagement in the processes of improving quality in education. Descriptive survey method was employed to answer the following basic research questions.

1. To what extent are learning and teaching activities linked to SIP implementation at second cycle primary schools of East Showa zone?
2. How far is the school environment safe for the students' learning in the zone?
3. What is the current status of school leadership and management contribution to implement SIP-in the zone?
4. To what extent are parents and community members involved in the implementation of SIP at primary school level in the zone?

5. What are the major factors negatively affecting the implementation of SIP in the zone?

1.3. Objectives of the Study

The overall purpose of this study was to investigate the current implementation status and constraints of SIP in the delivery of quality second cycle primary education in East Showa zone.

Specifically, the study intended to achieve the following objectives.

1. Review the extent to which learning and teaching are related to SIP that is being implemented at second cycle primary schools in East Showa zone.
2. Assess how far school environment is safe for the students' learning in the zone.
3. Examine the current status of school leadership and management contribution to SIP implementation in the zone.
4. Ascertain the extent to which parents and community members were involved in the implementation of SIP at primary school level in the zone?
5. Identify the major factors that can negatively affect the implementation of SIP in the zone.

1.4. Significance of the Study

The effectiveness and efficiency of any education system depends on thorough understanding of the problems that may affect its successful accomplishment. The major aim of this study was therefore to investigate the current implementation status of SIP and related problems that have been affecting the delivery of quality second cycle primary education in East Showa zone. The researcher believed that this study would

make a difference in identifying the existing problems related to the implementation of SIP in the zone. This would contribute to the improvement of quality in education. Thus, the results of the study will benefit the stakeholders in helping them adjust SIP implementation processes and design appropriate methods of supervision, monitoring and evaluation system in the zone.

In general, the results of this research will become more useful and applicable for:

1. Timely considering the problems related to the implementation of SIP in the zone.
2. Suggesting appropriate solutions to be considered by concerned bodies such as school principals, supervisors and other educational administrators for the identified problems in relation to SIP implementation.

Besides, the result of the study will be the foundation for further study.

1.5. Delimitation of the Study

The study has been delimited to some selected government second cycle primary schools in the two woredas of East Showa zone i.e Dugda Bora, and Adea Woredas, where Young Lives Ethiopia (YLE) project sites are being implemented. The rationale for selecting these sites was due to the experience and interest of the researcher with these research sites. It is also believed by researcher that there is rich information for the study. The researcher collected both quantitative and qualitative data for the study purpose. The study was mainly focused on the investigation of implementation status of SIP and constraints to properly implement it in the way that can help to deliver quality education at second cycle primary schools. Besides, due to the large number of potential participants in the study population (teachers and students), the population

involved in the current study focused only on population members of teachers and students from the study sites.

1.6. Limitations of the Study

The limitation of the study was mainly due to focusing on some selected second cycle primary schools in East Showa zone. Hence, the findings may not be generalized to all second cycle primary schools in the zone. Besides, this study did not include the learning outcomes of SIP program even though the conceptual framework of review of related literature put as the dependent variable of the program implementation. The research skill of the researcher may also be the limitation of this study. However, the study will lead us to understand the problem related to the implementation practices of SIP in micro level in the East Showa zone. Hence, these limitations didn't affect that much the results of this study since the research process was properly handled by the researcher. Consequently, this limitation may point to future research.

1.7. Operational Definitions

The following definitions are provided to ensure uniformity in understanding of these terms throughout this study.

Community participation in school: is the strategy that should be used to achieve educational goals. This may take place in different forms such as assisting in the increase of students' enrolment by encouraging their members to send their children to schools (particularly girls), contributing to the initial provision, maintenance and management of schools (MOE, 1998).

Learning and teaching: The education activities to support the human interaction between students and teachers while delivering the actual lesson. It is also the

school-based activities to improving students' learning time, teaching strategies, student assessment and ultimately improve students learning outcomes (MOE, 2010).

Safe school environment: it is a school environment that is healthy, safe, protective and gender-sensitive, and provides adequate resources and facilities for all students learning (UNICEF, 2000).

School Improvement Program (SIP): SIP is a national program developed by the MoE to improve students' results in primary and secondary schools (MOE, 2005a). It is the school-based program through which schools identified their problem areas, developed priorities based on identified problems and ultimately developed a school improvement plan to address prioritized needs to provide quality education to all children (MOE, 2007).

School leadership: it is the instructional leadership to improving instructional quality through building school capacity such as increasing teachers' knowledge and instructional skills, instructional program coherence, and resources mobilization (Fullan, 2002). It is also the schools decision-making and administrative processes (including data collection and analysis, and communicating with parents) to carried out teaching and learning effectively (MOE, 2010b).

1.8. Organization of the Study

This research paper is organized into five chapters. The first chapter comprises the introductory part of the study which consists of background of the study, statement of the problem, objective, significance, delimitation and limitation of the study. The second chapter deals with review of related literature pertinent to the research. The third chapter

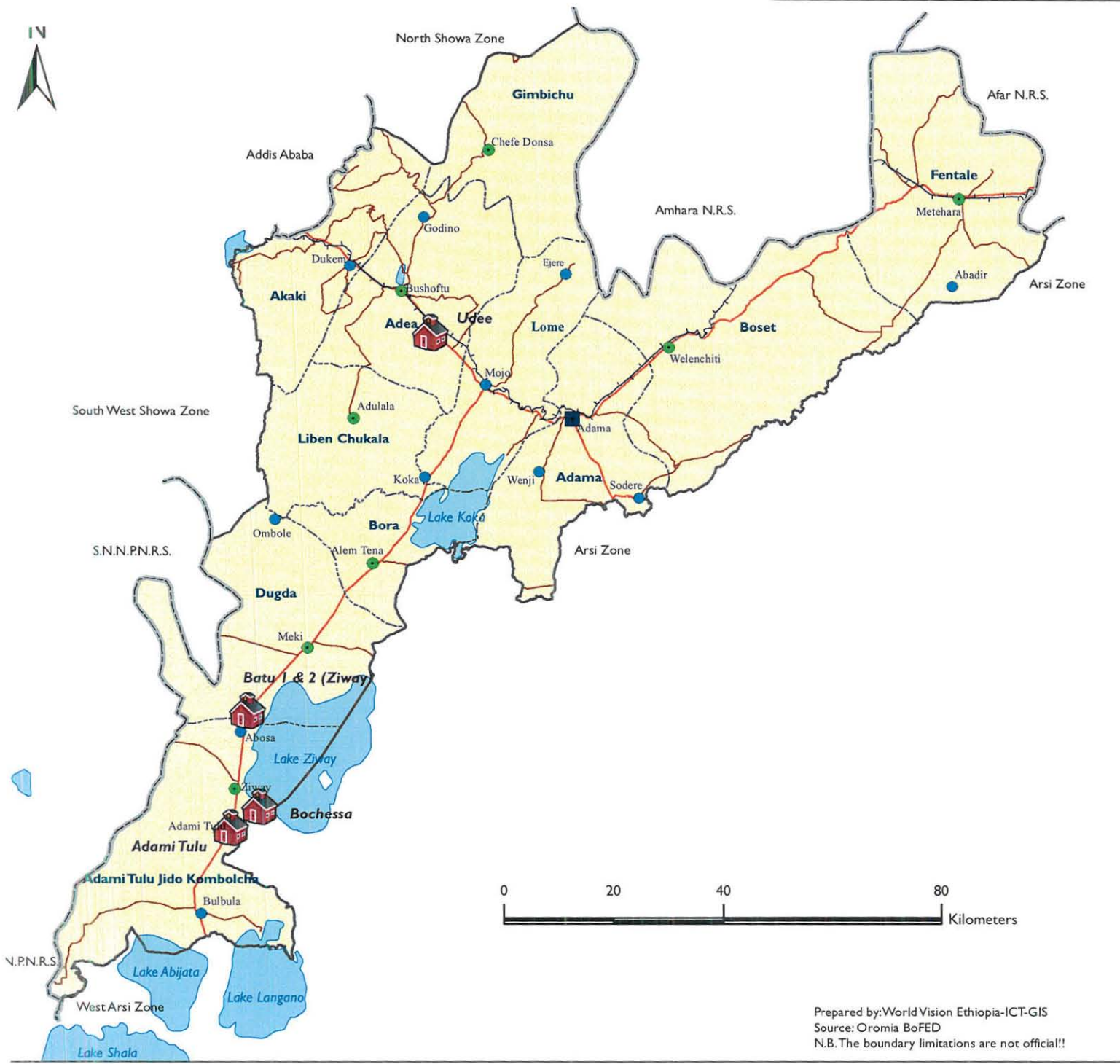
discussed about research methodology. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research findings and forwarded conclusion and recommendation on the basis of the major findings of the study. Reference and appendixes which include questionnaires, interview formats, and Focused Group Discussions (FGD) format have been part of the document.

1.9. Short Description of the Study Sites

Young Lives is a long-term international research project investigating the changing nature of childhood poverty in four developing countries-Ethiopia, Peru, India (in the state of Andhra Pradesh) and Vietnam-over 15 years. This research institution has conducted three rounds of data collection in different regions of Ethiopia on equity of education, education access and quality education in Ethiopia on early childhood education to secondary education for its research project. Two Woredas (Dugeda Bora and Adea' Woredas) in East Showa zone are also the research project sites for Young Lives Ethiopia (YLE). The study sites for this study are also the YLE selected primary schools in the Dugeda Bora and Adea' Woredas from East Showa zone of Oromia regional state. For this study therefore, four schools were selected from Dugeda Bora Woreda and two schools from Adea' Woreda. This is indicated in the study sites Map.

Please, see the Map of location of study area in the next separate page.

Location of Study Area of SIP in East Showa Zone

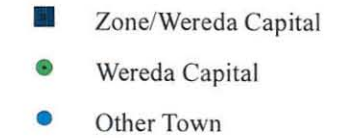


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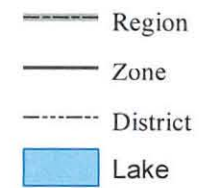
Schools



Town



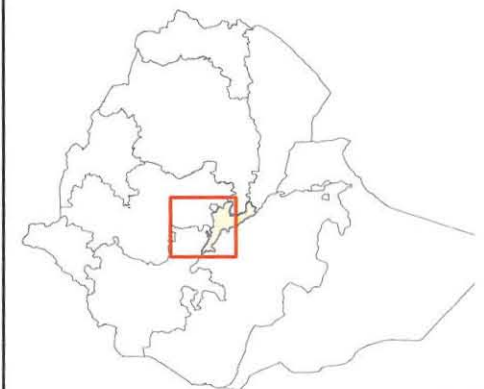
Boundary



Roads



Prepared by: World Vision Ethiopia-ICT-GIS
Source: Oromia BoFED
N.B. The boundary limitations are not official!!



Chapter Two

2. Review of Related Literature

This chapter is devoted to review the related literature with due focus on the basic questions posed and the objective of the study. Among the points raised in this chapter are: overview of School Improvement Program (SIP), objectives and significance of SIP, education reform and SIP in Ethiopia, education sector development program (ESDP), General Education Quality Improvement Package (GEQIP), SIP and school grants, domains of SIP, conceptual framework of SIP implementation, challenges to implement SIP in Ethiopia, experiences of SIP implementation in some other countries are the major focus of this chapter.

2.1. Overview of School Improvement Program

The implementation of School Improvement Program (SIP) has become widespread globally since 1996. This has an evidence of impact on the work of teachers and their relationships to students and community members as well (Fullan, 1999). SIP is the important component of education quality improvement program intended to focus on the dynamics of teaching and learning activities within the classroom and the individual school to improve students learning outcomes. It is a means of making schools better places for students learning. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the

expectations of children and their parents. It is, therefore, a systematic approach that improves the quality of schools through determining the implementation of teaching and learning success.

According to MoE (2010) and World Bank (2008), the purpose of implementing School Improvement Program (SIP) in Ethiopia is to improve the capacity of schools in prioritizing their needs and develop a school improvement plan, enhance school and community participation for resource mobilization, improve the Government's capacity to deliver specified amounts of school grants and to improve the school environments for teaching and learning processes. Besides, the implementation of SIP enables schools to conduct the School Self- Assessment for planning and also provides school grants. The provision of school grant is based on the enrollment rates to all schools and Alternative Basic Education (ABE) centers for its proper implementation by financing the elements of the program.

The implementation of SIP has many purposes to be accomplished. According to MOE (2010), SIP has the following summarized objectives:

1. Ensure support to every aspects of a school essential in creating the best learning environment for children.
2. Promote the active participation of children and communities in school governance.
3. To hold the individual school management accountable for children's enrolment, attendance, learning and successful completion. Moreover, it aims to increase learning outcomes of students by changing the students' behavior and learning conditions.

School Improvement Program (SIP) is also aimed to establishing a relevant curriculum for pre-school children to ensuring that children are properly prepared for regular school. It is also to provide good health and nutrition and access to early childhood care and education (ECCE) and the support of parents. It also aimed to ensuring empowered, supportive school leaders, and advocating for supportive supervision from the Government side and an acceptable level of Government budget allocation. All the core areas listed above are equally important for the success of SIP implementation. However, if any one of are weak, the strength and the success of the whole SIP implementation will be affected. From this, it is possible to conclude that all core elements of SIP enables a school to work on children school regular attendance for learning effectively and complete their education successfully.

The availability of infrastructure for schools can improve learning of the students in the provision of basic education. But, in school where poor infrastructures may affect the number of girls' school participation, rates of attendance, reading, writing and numeracy levels of children and in general the active participation of children in learning (MOE, 2005). From this, it is possible to conclude that poorly organized schools' infrastructure can affect the provision of quality basic education that resulted in reducing students' school participation.

Education quality cannot be achieved through more conventional support where schools simply request inputs without being required to demonstrate specific improvements in organization, functioning and governance. Real improvement in a school requires the genuine cooperation and meaningful participation of major stakeholders such as students, communities, teachers and principals are equally important. The implementation of SIP

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management, planning and budget capacity of the MOE and the Regional Education Bureaus as well (MOE, 2008). The MOE has placed a high priority on improving the quality of education to respond to the dreadful education development in the country. The program is developed as a new intervention plan for improving quality in education. It encompasses four key major areas of intervention: teachers' development program, curriculum improvements, leadership and management, and the school improvement program. There are also other two complementary components; civic and ethical education, and information and communication technology (World Bank, 2008). Thus, SIP is the primary focus of this study and it will be discussed hereafter in detail.

2.2.2. School Improvement Program

According to MoE (2009), SIP consists of two major sub-components: (a) the School Grants Program (SGP) and (b) School Improvement Program (SIP).

2.2.2.1. School Grants

School-based planning processes have limited impact without resources to finance the plans. Most Ethiopian schools face an acute shortage of discretionary funds. Schools generally do not receive cash from Woreda. This is the acute constraints on Woreda budgets which results in a much lower overall level of disbursement across the country (MOE, 2009). To improve this problem, GEQIP has been designed with interlocking sub-components to ensure in the process of addressing the problems in: (i) funding unpredictability (ii) competing budget priorities (iii) lack of autonomy in decision making and related authority and (iv) weak monitoring and evaluation mechanisms (MOE, 2009).

From this, it is possible to conclude that school grant is the funding sources for all schools to address the identified schools' problems to solve the acute shortage of discretionary funds.

The provision of school grants through GEQIP program is expected to address needs identified through school-based needs assessments and planning for education quality improvements. Capacity building support will also be provided through GEQIP at the Woreda and school levels in the areas of planning, community participation, financial management, accountability and monitoring, in collaboration with the management and administration program (MAP) team (MOE,2009). The school grants program under GEQIP in general has been designed to address the schools budget constraint through the provision of a minimum amount of funds based on enrolment rates to all schools, including ABE center throughout the country. Therefore, school grant can be considered as the entire budgets which reflect the priorities for improving student achievement. It is an efficient resource allocation that aligned with school improvement goals, and ultimately improves student outcomes.

The grant amount per school is determined based on the latest enrolment data and a per student amount specified at each grade level. It supplements the region or woreda school grant allocation. Regions and Woredas strongly encouraged making up the difference from their own non-salary recurrent funds. The funds flow through MOFED to the BOFEDs and then down to the WOFEDs. WOFED is responsible for ensuring that the school principals and ABE representatives receive the cash, and will keep a record of each school/center and the amount disbursed. This record should be shared with the

WEO. Regular woreda supervision by the WEO should focus on how the grants are handled at school level and how they contribute to improvements in school quality.

2.2.2.2. School Improvement Program

School personnel, parents and communities are best placed to make informed decisions regarding some aspects of school resource utilization. To enhance community participation and ownership of schools, the MOE initiated the SIP in the country. According to MOE (2009), SIP included development of a School Assessment Form (SAF) for schools, through which schools identified problem areas, developed priorities based on identified problems and ultimately developed a school improvement plan to address their prioritized needs. To implement this program effectively, every school is expected to form School Improvement Committee (SIC) which comprises members from PTSA, local community, school principals and other school's stakeholders. The chairperson of SIC is school principal. From this, it is possible say that SIC has a responsibility to lead and implement SIP at school level in order to ensure the provision of quality education to all school age children.

The self-assessment encourages schools to identify areas of concern in teaching and learning processes. The process includes consensus building among major stakeholders such as parents, teachers, community members, and others. The School Improvement Committee (SIC) takes the lead to develop a three-year or five-year School Improvement Plan, a strategic plan that identifies how schools address the problems identified through the SAF and an annual year operational plan (MOE,2009).

The MOE has designed SIP and being implementing at all primary, secondary and alternative basic education centers throughout the country. It aimed at increased learning outcomes of students by changing the students' behavior and learning conditions. The goals of SIP include those related to pupils, teachers, and school organization. Its ultimate aim is also to enhance pupil's academic progress, achievement and development. Globally, SIP understood as the one of education quality improvement program that emphasizing pupil's learning outcomes and change management capacity of schools (Stoll and Fink, 1996, MOE, 2010). From this, it is possible to conclude that SIP is the broad school improvement program that primarily gives attention to pupils, teachers and school organization and ultimately to improve the students' learning outcomes.

2.3. Domains of School Improvement Program

According to MOE (2010) and World Bank (2008), there are four domains of School Improvement Program. These are:

1. Learning and teaching
2. Safe and healthy learning environment for students
3. School leadership and management
4. Parents and community involvement in schools



2.3.1. Learning and Teaching

Since learning and teaching is at the core of education, quality improvement in education involves changes in the classroom interactions between teachers and pupils. Changes to

the learning and teaching require that teachers act differently. If these are poorly understood, it is difficult to bring about change in education system at a large scale (Williams and Leherr, 1998). From this therefore, it is possible to deduce that teaching and learning activities require attention in classroom level factors that directly affect students learning, students' learning time, teaching strategies, and student assessment.

The focus of learning and teaching is on the effects of the changes in classroom inputs on classroom practices. Classrooms inputs are essential as material inputs in achieving quality education. These include curriculum improvements, instructional practices (methodology), and teacher development opportunities (Fullan, 1999). In this process, the individual teacher performance is critical and needs to be supported within the school. Besides, schools and teachers will need support from outside for learning new forms of pedagogy and in how to assess the development of classroom qualities that foster effective learning.

2.3.1.1. Teachers Professional Development

Teachers have strong influence on the students' better learning. Three things may be considered for teachers to be effective in learning and teaching activities. Teachers continuously updating their knowledge, adequate numbers of teachers in the school, willingness and efficiency on their teaching profession are identified to be important conditions to improve the quality of education (UNICEF, 2000). It is possible to conclude that the highest quality teachers therefore those who are capable of helping their students

learn, deep mastery of both their subject matter and active learning pedagogy (learner-centered pedagogy).

The preparation that teachers receive before beginning their work in the classroom is very important to bring learning outcomes in the lives of the students. These preparations include teachers training (pre-service and in-service training) and the pedagogical skills required for good presentation of the subject matter (Carron & Chau, 1996). These affect positively the education quality improvement in general and students' achievement in particular. From this, it is possible to infer that the trained and committed teachers can contribute to maintain the quality in education in general and School Improvement Program in particular.

Teachers' professional competency contributes to school efficiently in teaching and learning processes. Teachers' efficient use of school time has a significant impact on student learning achievements. Real learning occurs when teachers engage students in instructional activities (Fuller, et al., 1999). The students' opportunity to learn and the time on teaching and learning task have been critical for delivering of quality education. In general, the quality of a school and the quality teaching of the individual teacher can make more efficient use of the available time of teachers and pupils. This indicates that teachers' proper use of instructional time correlates strongly with academic achievement of students in the school.

Teachers' ongoing professional development can help to overcome shortcomings in their professional competency. Teachers' pre-service education can keep teachers abreast of new knowledge and practices in the field. According to World Bank (2008), teachers

ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career, contributes significantly to student learning and retention that can help to ensure quality in education. Hence, it is possible to conclude that ongoing professional training for teachers can have a direct impact on students' learning achievement.

Effective professional development may take many forms. It should not be limited to formal off-site kinds of programmes. According to UNICEF (2000) and MOE (2010), dialogue and reflections with colleagues, peer and supervisory observations and keeping journals are effective ways for teachers to advance their knowledge. Therefore, it is possible to deduce that teachers supported with in-service activities in the schools and external workshop and training as in-service training can improve significantly in their abilities to use child-centered teaching and learning pedagogy.

Teachers' education, both pre-service and in-service, should help teachers develop teaching methods and skills that take new understanding of how children learn into account. The curriculum implementation by teachers should be child-centered and relevant. The instructional methods also need to be relevant to the achievement of the students. Instruction should help students build on prior knowledge to develop attitudes, beliefs, cognitive skills and expand their knowledge base. Teaching practices of teachers need to be learner-centered and relevant to students' lives that link lessons to the daily life of pupils. This facilitates active students learning rather than promote passivity and rote memorization. This represents a new and difficult paradigm for many teachers;

however, every teacher needs to aware of and put into practice the active learning pedagogy if learner outcomes are to be improved and ensure quality in education.

2.3.1.2. Active, Standard-based Participation Methods / Learner-centered Methodology/

Education that supports and empowers both teachers and students through democratic processes increasingly defines quality. Schools that organize learning activities around active, standard-based participation principles can improve educational quality. In these processes, principals and teachers can develop action research opportunities for solving learning problems of students that would exemplify to empowering student-centered education. In such schools, teachers may identify the students' problem area and select it for study. They collect and analyze data from the selected students for the study. Based on these data, they may devise systems to solve the problems of students learning. According to UNICEF (2000), active and standard-based teaching method promotes the students' critical thinking, problem solving, teamwork, and community involvement in the school affairs. From this, it is possible to conclude that this type of learning activities can build the attitudes and values in children to ensure their good learning achievements.

Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices of students. This helps teachers to evaluate individual student learning and adapt activities according to students' needs. The process of evaluation and assessment should include both performance and assessment of factual knowledge. To make effective assessment, teachers should be trained in evaluation techniques.

According to Colby (2000), many teachers in educational systems continue to rely almost exclusively on traditional paper-and pencil tests of factual knowledge. This situation tends only to promote rote memorization rather than developing students' higher order thinking skills.

The way instructional time is used in the school is related to school priorities and expectations. Quality education puts students at the center of the process, students achievement must also be the school's first priority since schools exist because of students. Some teachers may not always believe in the school's ability to help all students because of the complexity of educational systems. Sometimes, there is a little awareness of the school's role in preventing pupils' failure and dropout. Instead, they tend to blame the pupils and their family. However, teachers should believe that all students can learn together through the special attention of teachers. In doing this, inclusive education can be improved in all schools.

Low expectations for students' achievement permeate educational systems. Rather than setting high standards and believing that students can meet them, teachers and school administrators in many developing countries expect that up to half of the students will drop out or fail, especially in primary grade levels (UNICEF, 2000). However, schools those who committed to students' learning communicate expectations clearly. They give frequent and challenging assignments, monitor students' performance regularly, and give students the chance to participate in and take responsibility for diverse school activities that can help them learn well.

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Student achievement gains are more influenced by teacher quality than by many other factors, like class size or student demographics (Darling-Hammond and Youngs, 2002). Fully qualified teachers who are equipped to teach core content using appropriate subject-specific pedagogy can ensure that all students will have achieved high quality learning outcomes. From this context, it is possible to conclude that competent teachers who are using active-learning pedagogy in teaching learning processes enable their students achieving good learning outcomes.

While teacher quality is the foundation for improved classroom instruction, relevant professional development for teachers is also necessary to improve student achievement and instructional programs. Students benefit most when qualified teachers equipped with professional development and have collective goal to raise students' academic achievements. From this, it is possible to conclude that teachers' professional competency and proper use of instructional time in the school can contribute broadly to the implementation of SIP and delivery of quality learning and teaching activities.

2.3.2. Safe and Healthy Learning Environment for Students

This is one of the very important domains of SIP that can contribute to quality learning and teaching processes. According to Fraser (2003), the classroom environment strongly influences student's academic achievement. The good school and safe classroom environment can be created as a result of the implementation of a school improvement and renewal program. It has a strong improvement in students' academic achievement through a consistent focus on the enhancement of the teaching-learning activities. It contributes to the transformation of the school into a motivational and child-friendly

learning environment (MOE, 2010). The safe school environment that students are exposed is extremely important for effective instructional processes. Thus, it is possible to say that quality learning environment for student is an essential element for a successful learning.

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems conducted in quality and safe learning environments. Safe school environment is a child-seeking, child-centered, gender-sensitive and a school where inclusive education implemented. Quality and safe learning environment for students is the environment made up of physical, psychosocial and service delivery elements of the education system. Physically safe school environments are places where formal learning and teaching processes occur. It ranges from relatively modern and well-equipped buildings to open air gathering places. According to Willms (2000), children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well-equipped. Thus, it is possible to conclude that school infrastructure does influence the delivery of quality education and learners' academic achievements as well.

The quality of school building may be related with other school issues that can affect the learning outcomes of the students. The presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches can greatly affect the students learning outcomes. The on-site availability of sex segregated toilet rooms and a clean water

supply, classroom maintained, play space and furniture availability all have an impact on the critical learning factors of students. The absence of sex segregated toilets can also affect attendance and leads to absenteeism amongst girls in most cases (Bernard, 1999). From this it is possible to say that there is a relationship between school infrastructure and other education quality dimensions that can contribute to create safe school environment for students learning.

Clean water supply facilities encourage school attendance among boys and girls. However, when pupils have to leave school and walk significant distances for clean water, they may not always return back to classes. In addition, parents may be reluctant to allow children especially girls to attend school if the schools are located too far away from children's homes. In most cases, parents often consider the location and condition of school environments when assessing school quality (UNICEF, 2000). This indicates that condition of school environment especially clean water supply can influence students' school participation and their academic achievements as well.

Teachers are notably happier, more efficient and able to give children individual attention when the size of classes is kept low. In this learning situation, higher quality student-centered learning practices can be ensured. According to UNICEF (2000), quality education and learning situation does not take place simply by packing children into large, standardized classes. But, appropriate class size with the appropriate number of students will bring the quality in education when it is accompanied by the teaching of

modern pedagogy. Thus, it is possible to conclude that class sizes and students' academic achievement will have strong relationship in the process of ensuring quality education.

A welcoming and non-discriminatory school climate is essential to create safe environment for students. According to Sutton (1999), in many countries in the world, attitudes discouraging girls' school participation have been significant barriers to providing quality education equitably. To avoid these problems, establishment of equity committee, research to better understand various communities' needs and attitudes are the good solution. Policy reforms related to pregnancy of school-age mothers, sex segregated latrines in the school are psychosocial elements of the safe learning environment. Institutional reform that brought more women into teaching and administrative positions and a sensitization campaign to raise community awareness about the value of girls' education are also other psychosocial elements for creating peaceful learning environment. From this, it is possible to infer that efforts to improve the psychosocial elements of learning environment for all students can lead to real results in students' learning.

Girls may experience both direct physical threats and more subtle assaults on their confidence, self-esteem and identify even after once gain access to schools (Pigozzi, 2000). The journey to school may be unsafe, since many girls experience harassment and physical attacks either on public transportation in cities or remote paths in rural areas. At schools, often teachers require girls to do maintenance, and cleaning work while boys study or play. Girls must often sit at the back of the classroom, where teachers may call

on them infrequently. In some cases, extreme physical assault, including rape, may be perpetuated against girls at school. The threats that come in the form of unequal treatment, harassment, bullying and undervaluing girls harm them in profound and long-lasting ways in their learning achievements.

Teachers sometimes create unsafe environment for students learning. This is an important concern of both girls and boys students, parents, educators and researchers. A study conducted in Ethiopia found that in some schools, male teachers sexually harassed girls, lack of discipline, violence of teachers towards pupils (corporal punishment), and the risk of pregnancy due to the male teachers' behavior (Verwimp, 1999). This may lead parents to withdraw their girl children from schools. From this, it is possible to say that teachers' behaviors may affect the quality of learning since learning cannot take place when the basic needs of survival and self-protection of students are threatened.

Schools which have effective school discipline policies can manage well teaching and learning processes. Well-managed schools and classrooms contribute to educational quality. Students, teachers and administrators should agree upon schools and classrooms rules and policies. This should be clearly and understandably communicated to the school community. Good order, constructive discipline and reinforcement of positive behavior communicate a seriousness of purpose to students. To ensure these therefore schools' policies are also needed on bullying, harassment, drug and tobacco use, and anti-discrimination with regard to disabilities, HIV/AIDS and pregnancy.

2.3.2.1. Inclusive Environments

The concept of school inclusiveness is directly related to ensuring realization of the right of all children to education. It is the agenda of creating child-friendly school environment. In this sense, “a child-friendly school (CFS) is an inclusive environment for children when it seeks out children who are not attending school and does not exclude, discriminate, or stereotype on the basis of differences (UNICEF,2010). Rather, it welcomes nurtures and educates all children regardless of their sex, physical, intellectual, social, emotional, linguistic, or other backgrounds. Thus, it is possible to say that inclusive school environments need to include all children for better learning together in different circumstances so that special needs education will be implemented.

Reducing different forms of discriminations in school is essential to implement education quality improvement program. Most countries in the world, struggle with effective inclusion of students with special needs and disabilities. According to UNICEF (2000), an implication of special education policies and practices found that although most of educational policies include some philosophy of inclusion, significant gaps between policies and actual practices in schools and classrooms exist. Children of ethnic and language minorities, politically or geographically disfavored groups, and groups at low socio-economic levels may also suffer from discriminatory policies and practices. The problem can be occurred by excluding such children from school or by excluding their participation in school once they are attending. To improve this situation, continued restructuring of most learning environments need to be occurred to improve learning



opportunities for children of all abilities and backgrounds. Thus, by doing such activities, it is possible to ensure that the inclusive learning environment for all children equitably.

The good school service environment can also contribute to learning in different important ways. The combined provision of health services and education can contribute to children learning first by reducing absenteeism, and inattention since illness is a primary cause for students' absenteeism and class repetition. The potential of school-based interventions in improving academic performance is becoming increasingly clear as problems of protein-energy mal-nutrition; micronutrient deficiency disorders, helminthic infection and temporary hunger among children continue to plague developing countries (Donald, et.al, 2000). As a solution, school-based deworming programs for children can lead to increased achievement in students' learning outcomes. Moreover, maximum benefit-cost ratios can also be achieved when deworming is combined with sanitation, clean water supply and health education. Therefore, it is possible to conclude that creating safe school environment for all students is one of the important components of SIP in which quality of education can be ensured.

2.3.3. School Leadership and Management to Implement School Improvement Program

School leadership and management are the structures and processes exist to support shared leadership in which every stakeholder has collective responsibility for student learning. They have the responsibilities to formulate school polices, regulations and procedures. These should be communicated effectively to the stakeholders and also

making follow up for the implementation success (MOE, 2010). These include data collection and analysis, and communicating with parents and other stakeholders are the major tasks that the school leadership should do. Effective instructional leaders are improving instructional quality through building school capacity such as increasing teachers' knowledge and instructional skills, instructional program coherence, and resources (Fullan, 2002). Thus, it is possible to deduce that school principals' abilities are central to the task of building schools that promote powerful teaching and learning activities for all students.

As Elmore (2000) described that the role of principals in designing school improvement strategies and professional development activities need to be consistent with the strategies, while simultaneously buffering teachers from non-instructional issues. Knapp, et.al (2003) also proposed five mutually reinforcing goals for improving learning and teaching activities: establishing a focus on learning, building professional communities, acting strategically and sharing leadership, creating instructional coherence, and engaging external environments in the schooling processes. Hence, the school principals must have a clear understanding of curricular materials and methods of delivery to monitor implementation, provide feedback and guidance to teachers, and set expectations for school-wide instructional reform. In general, the effectiveness of instructional leadership is dependent on principals' abilities to serve as multi-subject instructional leaders and building momentum for school-wide improvement.

Instructional leaders must know how to cultivate and learning occurs under conditions of complex and rapid change (Fullan, 2001). In successful schools, leaders hold professional values essential ingredients for change. Leading by personal examples provides an

impetus movement for others to follow. Demonstrating trust builds confidence and encourages others. This study examined the role of school principals and PTSA, collectively School Improvement Committee (SIC) in implementing the SIP. Thus, it is possible to say that instructional leaders can influence the school-level environment and bring about sustained change among teachers for teaching and learning effectiveness.

Instructional leaders are expected to be educational visionaries, instructional and curriculum leader, assessment experts, disciplinarians, community builders, public relations and communications experts, budget analysts, facility managers, special program administrators, and guardians of various legal, contractual, and policy mandates and initiatives (Thomas, Hywel, Martin, Jane 2003). In addition, they are expected to serve the often conflicting needs and interests of many stakeholders including students, parents, teachers, and other stakeholders of education system.

2.3.3.1. Essential Elements of Good School Leadership

School principals, as pedagogical leaders, have to be able to contribute meaningfully for the overall development of their school improvements. According to some research findings reflections, there are some standards for the professional practice of school leaders. These standards provide a set of common expectations for the knowledge, skills, and dispositions of school leaders grounded in principles of powerful teaching and learning. These include leader direct participation in curriculum design and implementation, support and promote effective instruction and student assessment practices (Waters & Grubb, 2004). Therefore, it is possible to say that the good school leadership should recognize individual and school accomplishments and adapt their

leadership to address the context- specific needs of teachers, students, and other schools' stakeholders.

School-based management and leadership is a reform that may naturally encompass parents and community involvement in school affairs. This helps to improve learning outcomes of students and also affects it positively. It is also educational decentralization to local levels (schools and Woreda levels) for making effective decisions. Educational decentralization often refers to the devolution of some authorities to the school and local community level (Fullan, 1999). As a result, it can produce best results in education system that enables to achieve students learning outcomes.

When school supervisors engaged in the school activities, such as in giving supports and technically evaluating teachers, it contributing to professional development and improved teaching-learning practices. Principals and administrators need to have formal training in the leadership functions of schools to lead schools properly. Besides, their promotions to leadership positions should also base on leadership and management skills and capacity. Thus, it is possible to deduce that interventions in school leadership can have a real impact in the quality teaching and learning processes.

Instructional supervision is an organizational behavior system that interacts with the teaching behavior system to improve the quality of education for students. According to (UNICEF, 2000), it includes advocating for better conditionings and professional development, respecting teachers' autonomy and professionalism, and developing

inclusive decision-making processes. This is assumed to have the functions of facilitating instructional improvement, curriculum development and human development in the educational organization. Hence, active school principals can have a strong influence in ensuring quality education in their schools by providing proper instructional supervision.

A school is essentially a human organization where adults and children interact with the common purpose of creating and acquiring new knowledge, skills and attitudes. A good school leadership therefore can contribute to the implementation of SIP to ensure the provision of quality in education. The well-organized primary school, the type of leadership available, and the various external and internal factors to influence school will contribute to the managerial effectiveness and efficiency of a school. Obviously, principals of the primary schools are the key figures in determining these characteristics of the schools. It is because every primary school represents the efforts of society to create an organizational arrangement for imparting education to children.

The administrative arrangement at Woreda and Kebele level determines the overall context in which each individual school has to function. It determines the scope and limits for power, authority and responsibility of the school. In operating a school in this context, the role of the school principal has invariably been found to be a crucial factor for determining the processes that take place within the school. Besides, a school principal who is adequately equipped in terms of professional training can play a good leadership role to ensure quality in education.

A number of teachers in the schools and the role of school principal's matter in the process of education system. Major task visualized for a school principal is an effective management of human resources available in the school. This involves proper allocation of duties to different teachers and other staff, monitoring the working-out, providing necessary guidance and professional support, and possibly working out measures for their professional development. However, these tasks become meaningful only in schools where a reasonable number of staff is available for proper role division and sharing responsibilities among staffs.

The final assessment of the quality of an educational institution is the quality of its academic activities in general and of classroom teaching-learning process in particular. The role of the principal in this regard is to ensure that the teaching activities are systematically and effectively carried out. School supervision may relate to methods of internal supervision adopted by the school principals and nature and frequency of inspection and supervision by external authorities. The school leadership therefore needs to give much emphasis on professional reflective practice, school development planning and setting priorities, participatory management to implement the SIP program effectively.

In summary, the major responsibilities of SIC in improving schools program are: prepare long and short term school improvement plan, organize a method from school self-assessment to plan implementation, supervise and oversee the implementation of school improvement plan, provide the necessary leadership and guidance, inputting to the use of School Grant and other resource mobilization, present annual report to the school community (MOE, 2005). Therefore, it is possible to conclude that school leadership

needs to give much emphasis on professional reflective practices, school development planning and setting priorities, participatory management to implement the SIP program effectively.

2.3.4. Parents and Community Participation in the School Affairs

When parents and communities are involved in schools, education improves. The engagement and good relationship between the community and the school can enhance the learning of students. Successful schools always actively pursued the engagement of parents and using local community resources in their schools. According to (Fullan, 1999), successful schools maintain a sustained focus on strengthening the involvement of parents in their children's schooling. They also actively seek to strengthen the ties with the local community on the caring of children. As these personal interactions expand and become institutionalized in the life of the school, the quality of the relationships between local professionals and their community changes. As a result, greater trust and mutual engagement begin to characterize these encounters and quality learning situations can be ensured.

Parents' level of education has a multifaceted impact on children's ability to learn in school. According to Willms (2000), children whose parents had primary education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary education. It is because parents with little formal education may also be less familiar with the language used in the school for instruction. This may limit their ability to support learning and participate in school-

related activities of their children. Therefore, it is possible to infer that a good parental level of education can contribute a lot to the learning achievement of their children.

According to Redding (2000), schools can play a role in helping parents to enhance the parental involvement in their children's education. The strategies may include partnering with organizations that can positively affect parenting of children in the pre-school years such as public health providers and non-governmental organizations (NGOs). Asking parents to participate in assessment of their children's academic progress, offering clear, regular, non-threatening communication, and including parents in decision making groups at the school are the best way in which family gives supports for learning of their children. Thus, it is possible to say that parental involvement in their children schooling is vital for pupils' academic progress and contributing to the learning outcomes of their children as well.

It is known that the government cannot be successful by itself in the effort to distribute education, to improve its quality, and ensure its appropriateness and solve all educational problems. As a solution for the educational problem, a strategy should be formulated and implemented through which the partnership of the community, private sectors and NGOs is strengthened in school system. The partnership of parents, local community, private sectors, NGO agencies and government administrative bodies are the good stakeholders to improve quality in education.

The contribution of parental involvement in their children schooling may include providing the student's uniform and educational materials, keeping their children's

hygiene; supervising their children's daily activity at the school to discussing with school officials on issues such as, students discipline, girls school participation, student dropouts and students' academic weakness for looking solutions for identified problems are other important aspects to improve children's academic performances. The community, private sectors and NGOs' involvement in school system can be characterized by providing material and financial support to establish schools, build additional classrooms, rehabilitate and upgrading existing schools, and provide other educational recourses that can support to implement SIP at school level.

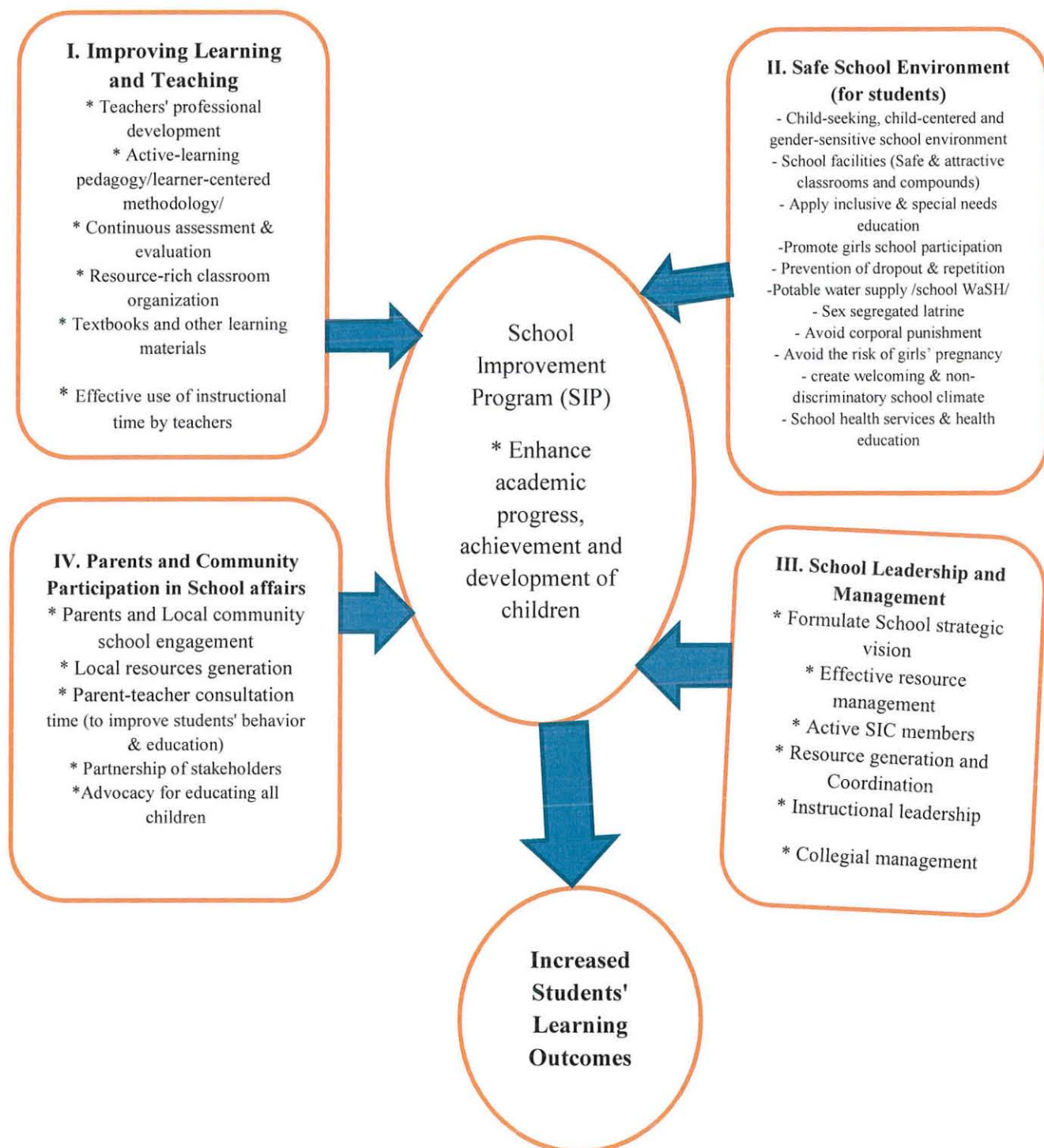
The responsibility for educating a child lies jointly with the school, home and the community. It is necessary for the school authorities to obtain cooperation and involvement of parents and community members in school development activities. Besides, the quality of learning takes place in the school as reflected in the behavior of the children need to be jointly assessed by the school and parents through formal and informal means. Therefore, it is possible to infer that applying corrective measures for school quality improvement demands co-operation and involvement of the parents and local community as a pre-requisite.

In order to sustain community involvement in school activities, it is necessary to create a stable mechanism for interaction among parents, community members, school authorities and teachers. The stable interaction among the major stakeholders can be established through the formation of different committees such as parent-teacher-student-association (PTSA), Keble Education and Training Boards (KETB) and School Improvement

Committee (SIC). Currently, SIC is the leading body of school administrative function. According to MOE (2005), School Improvement Committees (SIC) formed to run the SIP program at each school level from primary to secondary schools and ABE centers. The committee members comprises of teachers, school administration staff, students, parents, the local community members and the principal of each school. The committee is led by the school's principal and its life span shall be three years. Hence, stakeholders' engagement in the school can be ensured by being active members of different committee and resource contribution for school.

In general, the existing education and training policy calls for the greater local community, parents, NGOs, and other stakeholders' involvement in school system. This can be considered as a final and most localized level of decentralized school system and explicitly mandates the participation of stakeholders in school operation and management. To be effective in this regard therefore school leadership should engage all stakeholders in the school activities. This can contribute to the proper implementation of SIP in particular and ensure education quality improvement program in general.

2.4. Summary and Conceptual Framework for the Implementation of SIP



Note: This self-developed framework is as the summary of the review of related literature for this study, not copied from elsewhere.

2.5. Challenges to Implement School Improvement Program in Ethiopia

Since SIP by its nature is a complex educational process, it can be challenged by different factors while implementing it. As Fullan (2001) noted that when a new initiative is introduced, undoubtedly it will create difficulties to both individual and institutions. Thus, for success of the program it needs to forecast and consider challenging factors prior to the implementation of the program and in due processes.

According to World Bank (2006), most of the time SIP criticized for its school improvement strategies as it was derived predominantly from the western schools context from which totally different in context in African countries. In low income countries, including Ethiopia, the weak institutional structures is also identified as an additional challenge to implement SIP initiative. Lack of commitment and reluctance from the SIP implementers and other stakeholders is also other challenges to implement SIP successfully. These may happen due to lack of awareness on the purpose of the intended change, lack of knowledge and skills needed to make the change. The stakeholders' beliefs may be the changes will not make any difference to their students and school system in general. Therefore, as a solution for the challenges of SIP implementation, working to enhance commitment and creating common understanding among stakeholders are vital for the effective implementation of the intended change at school levels.

2.6. Experiences of Implementation of School Improvement Program in Some Other Countries

In this section, the emphasis is to consider the experiences of some other countries with regard to SIP implementation. An attempt has been made to assess certain global experiences of best practices as a lesson for implementing SIP in Ethiopia. It is believed by the researcher that the experiences of other countries in relation to SIP implementation can support this study. Thus, the experiences of the following countries have been reviewed for their implementation of SIP.

2.6.1. School Improvement Program in Australia

School Improvement Program has a long history in Australia. However, the recent initiatives are being implementing in the form of the “school excellence initiative” since 2004. It is the overarching framework and high standards of implementation in student learning, innovation and best practices in government schools. The center of the initiative is excellence in students’ achievement and learning (ACT, 2004).

According to ACT (2004), the primary outcomes of striving for school excellence in Australia is to create quality in education in the four domains of SIP: teaching and learning, leadership and management, community involvement and student environment. Thus, it is possible to say that the initiative and experience of Government of Australian in the implementation of SIP has much similarity with the SIP that is adopted in Ethiopia since 2006. The SIP in the two countries has similar domains and students are their target

groups to ensure quality learning outcomes. From this, it is possible to conclude that the Government of Ethiopia can draw a lesson from the best practices of Australia for its proper implementation of SIP at school level.

2.6.2. School Improvement Program in Some African Countries

According to World Bank (2004), the Aga Khan project in East Africa that focused on “Whole School Development Program” in Ghana and in South Africa are some of the School Improvement Programs implemented in Africa. The objectives of SIP implementation in these two African countries included improving school management efficiency, improving the quality of teaching and learning activities, improving the working environment for teachers, and getting more local community participation in school development. From this, it is possible to conclude that the SIP program in Ethiopia is almost similar in its domains with the SIP implemented in Ghana and South Africa. However, they differ on one domain of SIP. The SIP program in South Africa and Ghana focused on improving the working environment for teachers without considering students’ learning environments. Whereas, the SIP being implementing in Ethiopia is focusing on creating safe school environment for students’ learning. The other three domains of SIP are similar in Ghana, South Africa and Ethiopia.

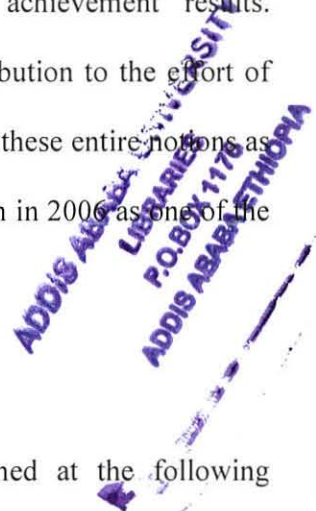
The “Whole School Development program” that had initiated since 1996 in Ghana was sought to promote child-centered education system. It was with the view to improve teachers’ competencies of teaching and learning through school-based teachers’ in-service training, participatory planning and resource management, and improve

efficiency in resource management in the school system (World Bank, 2004). Therefore, it is possible to deduce that the SIP program being implementing in Ethiopia is similar to the programs that were implemented in Ghana and South Africa.

2.7. Lesson Learned for Ethiopia

The experiences in implementing SIP in the Ghana and South Africa and school excellence initiative in Australia can give good lessons for the implementation of SIP in Ethiopia. Ethiopia, therefore, can draw the good lessons from Ghana, South Africa and Australia for the implementation of its SIP program at school level. Most of the African and other countries school improvement program were emphasized on: efficient school management, improving the quality of teaching and learning, improving the working environment for teachers, and getting more local community participation in school development program (World Bank, 2004). Similarly, the research findings that were conducted on the implementation of SIP were indicated that the ultimate aim of implementing SIP is to improving students learning and achievement results. Improvement in the GEQIP was also making an important contribution to the effort of government in the education system (Hopkins, 2002). Considering these entire notions as a lesson, the Government of Ethiopia has launched the SIP program in 2006 as one of the component of GEQIP in a pilot program (MOE, 2007).

In summary, the implementation of SIP in Ethiopia has aimed at the following objectives. Improving students' learning achievement and outcomes, ensuring democratic, participatory, open and accountable school management and administration



are the major ones. It is also to facilitate greater freedom in school leadership in the process of delivering quality education to students. Above all, MOE has intended to improve the learning achievement and outcomes of students as the basic aims of promoting SIP. The SIP implementation in Ethiopia has four domains as an area of intervention for education quality problem to improve the learning outcomes of students. They are improve teaching and learning, school leadership and management, safe and healthy school environment for students learning, and parents and community involvement in school affairs. It is believed that the complete implementation of SIP can improve the delivery of quality education to students at primary school levels in the country.

Chapter Three

3. Research Methodology and Design

The main purpose of this study was to investigate the implementation status of School Improvement Program (SIP) at second cycle primary schools in East Showa zone. To this effect, this chapter deals with the method of the research, source of data, sample of population and sampling techniques, instruments and procedures of data collection and data analysis techniques have been treated.

3.1. Research Design

The study employed descriptive survey method to assess the current status and constraint related to SIP implementation to deliver the quality education in the study area. This method is useful to describe and interpret relationships that exist, opinions that were held, processes that are going on, effects that are evident and trends that are developing (Martens, 2005). Therefore, this method helped particularly the study to draw valid conclusion from the fact that was observed and documented.

The researcher collected both quantitative and qualitative data from Young Lives Ethiopia study project sites in two different Woredas of East Showa zone (Dugda Bora and Ade'a woredas). The data enabled the researcher to make detailed description and analysis on the implementation status and constraints related to SIP implementation for the provision of quality education in the second cycle primary schools in the zone.

3.2. Sources of Data

This study employed both primary and secondary data sources. For this study, the primary data sources were second cycle primary school teachers, and second cycle primary school students from two Woredas of East Showa zone. The school principals, School Improvement Committee (SIC) members, and schools clusters' supervisors were also the primary data sources. They were selected by the virtue of their roles and responsibilities in the schools assuming to have better information on the problem studied.

To complement and supplement the primary data, secondary data were examined. In this case, pertinent documents available in the selected primary schools such as schools' strategy plan, copy of reports, SIP related manuals, minutes of different committees in the schools, school policy documents and others were reviewed and used as secondary data sources. Document review helped to enrich and enhance results obtained through questionnaires, interview schedules and FGD sessions. It also helped to triangulate results with survey findings. Besides, classroom facilities, pedagogical centers, laboratories, students' reading rooms and the whole school environment set-up were assessed and observed using pre-prepared checklists.

3.3. Population and Sampling Techniques

The populations of the study were 64 teachers and 1715 students of six selected second cycle primary schools, principals of the sampled schools, School Improvement Committee (SIC) members of the sampled schools and Schools clusters' supervisors. The

schools were purposively selected by the researcher from all Young Lives Ethiopia (YLE) study project sites in the zone to include them in the study. A purposive sampling technique was also used to determine the grades of students to be included to filling the questionnaire. Students from each second cycle primary schools were selected using a systematic sampling technique to make them fill in the questionnaire. This sample design made probability-based confidence estimate of various parameters of students that can represent the study population. The respondent teachers were selected purposively. All teachers who are teaching in the sampled second cycle primary schools were included in the study. Hence, all eligible teachers from second cycle school levels were considered to be the source of data.

Table 1. Total Population and Sample size of the Study

S/N	Types of Respondents	Total Population	Sample size	Percentage	Sampling Technique
1	Teachers	64	64	100%	Purposive sampling
2	Second Cycle primary school students	1715	345	20.11%	Systematic sampling
3	School principals	6	6	100%	Purposive sampling
4	Schools clusters' supervisors	4	4	100%	Purposive sampling
5	School Improvement Committee (SIC) members	36	36	100%	Purposive sampling

Judgmental purposive sampling was also employed for selecting school principals for interview. School clusters' supervisors and SIC team members were selected purposefully to conduct interview and FGD respectively. It was believed by the researcher that the subjects are most useful in studying this problem and they are in the

best position to provide valid information for the study. The school principals are leading and monitoring the school's daily activities. Schools clusters' supervisors are conducting supervisory activities and giving technical assistances to schools in regular basis. The SIC members are also the authorized body to lead and implement SIP at school level. Hence, six school principals and four cluster's supervisors were also the sources of data for this study.

Table 2. Respondents by Schools (from two Woredas of East Showa Zone)

Woreda	Name of Sampled Primary Schools	Status/Level of the Schools	Teachers			Students			School Improvement Committee (SIC) members		
			M	F	T	M	F	T	M	F	T
Dugeda Bora	Bochessa	Grade 1-8	8	2	10	39	21	60	5	-	5
Dugeda Bora	Adamitulu	1-8	9	2	11	37	16	53	4	-	4
Dugeda Bora (in one cluster)	Batu No.1 Zeway	1-8	8	3	11	36	22	58	4	1	5
	Batu No.2 Zeway	1-8	9	3	12	31	18	49	3	2	5
Ade'a Woreda(two schools are in the same cluster)	Ude primary school	1-8	8	2	10	39	24	63	5	-	5
	Ude primary and secondary school	5-10	7	3	10	40	17	57	4	2	6
	Sub Total	6	49	15	64	222	118	340	25	5	30
	Grand Total	6	64			340			30		

3.4. Instruments and Procedures for Data Collection

3.4.1. Instruments for Data Collection

In this study, the survey method and document analysis were employed to generate data. The survey method was employed with the intention to collect data concerning the characteristics, attitudes and perceptions of the subjects towards the implementation status of school improvement program. The survey data collection method involved using two versions (English and Afan Oromo) of self-administered questionnaires, interview guide, focus group discussion (FGD) and school observations checklist based on the reviewed related literature of the study.

The researcher collected the whole data from students, teachers, school principals, and SIC members of the sampled secondary cycle primary schools from the Young Lives study project sites in East Showa zone. The cluster supervisors of the selected schools were also the data sources of this study. For this reason, the researcher preferred to use different instruments pertaining to the subjects of this study as an appropriate tool to use in measuring subjects.

3.4.1.1 Questionnaire

In order to gather the appropriate information about current practice of school improvement program (SIP) of East Showa Zone, questionnaire was set for second cycle primary school teachers and second cycle primary school students, in light with the literature reviewed. All of the questionnaires for teachers were written in English language as the researcher believes that they could understand the questions. However,

the questionnaire prepared for students was written in Afan Oromo language to be answered appropriately by the student respondents. Finally, the self-developed questionnaires with open-ended and closed-ended question items were administered to student and teacher respondents of the sampled second cycle primary schools from the zone.

As a result, 27 question items of questionnaire with 5-point Likert scale was prepared for student respondents and 29 for teacher respondents. This instrument helped the researcher to know respondents' feelings on the subject of the study. In addition, it helped the respondents to choose one option from the given scales that best align with their views. The open-ended question items of questionnaires were included in order to give opportunity for respondents to express their feelings, perceptions, and intensions related to the implementation of SIP status in the sampled schools. All data collecting instruments contained question items on the domains of SIP regarding the problem areas of SIP implementation such as learning and teaching, safe learning environment for students, school leadership and management, parent and community involvement in the schools' affairs.

3.4.1.2. Interview Guides

The interview permits greater depth of response, which is not possible through any other means. The purpose of the interview was to collect more supplementary opinion to complement the questionnaire responses. With this in mind, interview guide prepared and conducted interview sessions with six sampled schools' principals, and four schools clusters' supervisors in their offices. It aimed to obtain relevant data regarding the

participants' personal perspectives and meanings, opinions, values and beliefs concerning the current SIP implementation practices in their respective schools.

In this interview schedule, semi-structured question items were developed and administered to the key schools' officials (principals and supervisors). The semi-structured interview items have the advantages of flexibility in which new questions could be forwarded during the interview schedule based on the responses of the interviewees and enable the researcher to ask for further clarifications of the issues under considerations. In this case, the process of interview was conducted in both Amharic and Afan Oromo languages. The interview schedules were supported by audio (tape recorder) in order to minimize loses of audio information. The recorded data were categorized based on similarities of responses and then transcribed into English language to prepare for data analysis.

3.4.1.3. Focus Group Discussion

The focus groups discussion (FGD) results are useful to triangulate with interview, questionnaire, and observation. There are several issues to be addressed in running focus group discussions. It was also to ensure that participants have something to say on the problem of the study within a short period of time since they have a responsibility to lead the SIP program in the school. It is believed to have rich information about the problem of the study. Based on this understanding, the FGD sessions held with the School Improvement Committee (SIC) members in Afan Oromo language in the school compounds.

3.4.1.4. Observation Checklist

Schools observations were done using pre-set checklists based on the review of related literature. In addition, documents analysis was done to uncover contextual understanding of the sampled schools regarding SIP policy and practical environment that underlie School Improvement Program at second cycle primary school level. There came the need for triangulation in order to search both for accuracy of the data and alternate explanations. Using different tools helped the researcher to collect data by different means and the hope is that there were convergences on the truth of the subject of the study.

3.4.1.5. Validation of Instruments/Pilot Testing

The self-developed tools were evaluated and validated before administering to data collection in appropriate manner. In this case, a quality education expert from Oromia region education bureau saw questionnaire instruments (for expert judgment) for professional comments. Finally, the pilot- study (field-test) was conducted to students and teachers in one second cycle primary school (Addis Alem second cycle primary school in Hidhabu Abote Woreda from Noth Showa zone). This school is similar to the sampled schools included in the study to test the reliability and validity of the baseline questionnaires.

For tool testing, Addis Alem second cycle primary school in Hidhabu Abote Woreda of north showa zone was used. In the testing area, the researcher provided explanation to the respondents about the objective of the study and how to respond the questionnaires. Ten teachers and 42 students were taken for responding to the respective questionnaires in the tool testing area. In this process, consistencies of measurement of the tools across all the

respondents were assured to test reliability of the tool. Test-retest reliability is done by administering the questionnaires to the same groups of individuals in the same schools on two different days. The correlation coefficient is obtained by this procedure. The characteristic being measured by the questionnaires for two groups of respondents (teachers and students) was almost stable over time and reliability of an instrument is ensured. Finally, taking into account the suggestions from the respondents to the questionnaire, further modifications were made before the actual data collection process. The marginal error (statistical significance) is set at $\alpha = 5\%$ confidence interval (CI).

The 27 question items for student respondents and 29 question items for teacher respondents were retained after polishing and correction as the good question items. Some other question items were excluded. Finally, the items of the instrument checked and commented by my thesis advisor for face validity and number limit of question items. Those items that seem vague for teacher and student respondents were modified and rephrased. To this effect, the study was carried out after checking the appropriateness of the instruments by including the feedback from the pilot-test and others' comments. Finally, 27 question items and 29 question items for student and teacher respondents were administered respectively. The instruments were found valuable to collect the data for the planned study and hence administered as scheduled.

3.5. Procedures for Data Collection

Before administering the instruments prior consent and willingness of the participants were asked. The questionnaires filled in the school compounds. Then after, the interview sessions held with school principals and schools clusters' supervisors at their

workplace. The FGD sessions were also held with the SIC members in the sampled schools' compounds. From these sessions, it aimed to obtain relevant data regarding the participants' personal perceptions and meanings, opinions, values and beliefs concerning the contents of SIP implementation practice and its status. In this process, the researcher used tape recorder to record the interview sessions. By following all these procedures, the researcher ensured triangulation of using multiple instruments, methods of data collection and analysis. This has also enabled the researcher to test the validity and reliability of the study instruments depend on the criterion of the research.

3.6. Data Analysis Techniques

The information obtained from relevant documents (document review), the opinion gathered through interview and FGD sessions, observations using checklists and data gathered through questionnaires from different participants /sources) were structured, organized and framed to suit analysis and interpretation.

In this study, the data collected through questionnaires were coded, cleaned, entered in to computer, and analyzed using the Statistical Package for Social Sciences (SPSS version 17) computer software. The quantitative data was reduced into descriptive statistics such as frequency counts, percentage and mean value. The qualitative data were also transcribed, coded and interpreted thematically. The thematic approach has followed to display the analyses and findings from both quantitative and qualitative data. The themes for data analyses have been grounded in accordance with the basic research questions that were derived from the review of related literature of the study.

In this study, the analysis of the data was based on the respondents' responses on five point Likert scale (1-5) that is 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree. The analysis of quantitative data have displayed first and then corroborated by qualitative data analysis in the form of texts and quotes. In the process of analyzing the data, quantitative methods have been used as the governing techniques.

Regarding qualitative data analysis, the researcher kept records of what happened in the field in detail on every setting starting the first day in the field and then wrote the summary of every day notes. The summary of interview points transcribed, categorized, coded and finally analyzed thematically in the way that it can complement and supplement the quantitative data analysis. As a result, some tables have been used for organizing and summarizing the whole set of data in tabulating the results. Finally, based on the findings and conclusions reached, recommendations have been proposed as a research output.

3.7. Ethical Consideration

The researcher considered ethical issues while conducting this research. Respects for the research participants especially respect for their autonomy to give own opinion is given much attention. Besides, the study participants' right to privacy and confidentiality is one of the major ethical considerations in this study. Informed consent has also done with the study participants for voluntarily confirms his and her willingness to participate in the study. After having been fully and completely informed of all aspects of the study, the study participants made their own decisions to participate in the study and done in that way.

Chapter Four

4. Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of the data gathered from the research participants using questionnaire, interview guide, and focused group discussion guide. The collected data were analyzed both quantitatively and qualitatively. The qualitative data includes the data gathered using the tools such as interview guide, focused group discussion (FGD), school observations using pre-prepared checklist and documents review. Hence, the qualitative data analysis part was believed to be complementary to the quantitative data analysis.

The quantitative data were collected from a total of 404 respondents. To this effect, a total of 64 copies of questionnaires were distributed to 64 second cycle primary school teachers and 345 students of second cycle primary schools in six schools from East Showa zone in two Woredas (Dugeda Bora and Adea' Woredas). The return rates of the questionnaires were 64 (100%) from teacher respondents, 340 (98.5%) from student respondents. Six schools' principals and four schools clusters' supervisors were also interviewed. Moreover, FGD sessions were also held with the SIC members from six different sampled second cycle primary schools.

4.1. Characteristics of the Respondents

The two groups of respondents were asked to indicate their background information on the questionnaire paper. The details of their characteristics are given below in Tables 4 and 5.

Regarding the FGD, it was held with SIC members of six sampled schools to collect information about the implementation status of SIP at their schools. The scheduled interview was also held with six school principals from sampled second cycle primary schools and four school clusters' supervisors. Schools' environments, physical settings and their facilities that needed for teaching and learning activities were observed to get complete picture of the sampled schools.

Basically, target groups were characterized in different aspects. These were discussed under their personal information. The teacher respondents were characterized by sex, age, educational background, and their work experiences. Student respondents were also characterized by their grade, sex, and age level. In order to analyze the respondents' distribution by educational level, sex, and age, the researcher has used tables to put summarized information in an organized manner and then discussed each of the issue that was mentioned in the tables. Finally, each of the characteristic of respondents were organized and discussed accordingly in this chapter.

Table 3. Respondent Teachers' Sex, Age, Educational Background and Work Experiences

S/No	Teacher Respondents			
			Number	Percent (%)
1	Sex	Male	49	76.56
		Female	15	23.44
		Total	64	100
2	Age (in years)	20 and below	-	-
		21-30	13	20.31
		31-40	32	50
		41-50	15	23.44
		51 and above	4	6.25
		Total	64	100
3	Educational Background	Certificate (TTI)	3	4.68
		Diploma	59	92.20
		Degree	2	3.12
		Total	64	100
4	Work Experience (in years)	1-10	13	20.31
		11-20	38	59.38
		21-30	11	17.19
		31 and above	2	3.12
		Total	64	100

As shown under item 1 of Table 3, the majority of the teachers, 49 (76.56%) were males. On the other hand, 15 (23.44%) teachers were females. This implies that the number of teachers of both sexes found to be non-proportional in number in the sampled schools. The participation of female teachers in the sampled schools was low in number. This indicates that the population of female teachers at this level is low. Besides, the majority of the interview participants (school principals, schools clusters' supervisors) were also males. From this, one can also infer that the number of female teachers is low and female teachers were not also equally assigned to the school leadership positions. Hence, more

female teachers need to be recruited for the teaching profession and encouraged to be a leader so that they can be a model for female students especially in rural areas.

Regarding the age distribution of the respondents as indicated under item 2 of Table 3, the majority of the teacher respondents were found in the age range of 31-40 years, which is 50% of the participants are found in this large group. Thus, teachers of these ages are matured enough to implement and deliver quality education program particularly SIP at school level to bring about good learning outcomes of the students.

Regarding the educational background of the teacher respondents as indicated in item 3 of Table 3, 59 (92.2%) and 2 (2.12%) of teacher respondents were diploma and degree holders respectively whereas, 3 (4.68%) teacher respondents were certificate (TTI) graduates. From this, we can infer that there is no significant problem in the qualification of teacher respondents. However, three teachers were under qualified (TTI graduates) to teach second cycle primary schools which is below the expected qualification. Actually, they are pursuing their diploma program in summer course program to upgrade their academic level.

Item 4 of Table 3 shows that 38 (59.38 %) of the teacher respondents had 11 to 20 years work experiences whereas, 13 (20.31%) teacher respondents had 1 to 10 years work experiences in teaching profession. The remaining 11 (17.19%) teacher respondents and 2 (3.12%) had 21 to 30 and 31 and above years' work experiences respectively. As it can be seen, the majority of the teacher respondents' work experiences were above ten years. Thus, it is possible to conclude that the majority of the teacher respondents were

experienced in the teaching profession so that they are capable enough to deliver quality teaching and learning activities at their schools.

Concerning the training to school teachers on SIP, teacher respondents from Dugeda Bora Woreda (44 teachers) did not receive so far, but the teacher respondents from Adea' Woreda (20) were trained once at a schools' cluster center by education experts. This indicates that the follow ups and giving special support from clusters' supervisors and Woreda education experts on SIP implementation is weak at all sampled primary schools. From this, one can deduce that the implementation of SIP was not supported by enough training and follow ups from the Woreda education office authorities in the zone.

With regard to work experiences of the interviewees, the majority of the principals and schools cluster supervisors found to have served 11 to 20 years as both teachers and educational leaders. They were also selected from school teacher positions and assigned to hold the instructional leadership positions. Some of the interview participants were graduates of educational planning and management and the majority of them were the graduates of both natural and social sciences field of study. This may show that the majority of interviewees were found out of instructional leaders by profession and less experienced as principals and supervisors. However, they have good experiences in the teaching profession. From this, it is possible to conclude that the majority of school principals, and school clusters' supervisors in the sampled schools seemed to have less instructional leadership experiences to perform their responsibilities.

Concerning the educational background of the interviewees, 8 (80%) and 2 (20%) were diploma and degree holders respectively. From this, we can conclude that principals and schools clusters' supervisors have appropriate educational level to lead their colleague teachers in helping each other to improving their professional competences and implement SIP. As a result, the provision of quality of education in second cycle primary schools will be improved.

Table 4. Student Respondents by Sex, Age and Grade Level

S/No.	Student Respondents							Percent (%)
	I. Grade Level	II. Sex			III. Age in Year			
		M	F	T	12-15	16-18	19-21	
1	5	35	20	55	55	-	-	16.17
2	6	45	21	66	59	6	1	19.41
3	7	61	42	103	68	29	6	30.30
4	8	75	41	116	58	38	20	34.12
Total		216	124	340	240	73	27	100

Regarding the grade level of student respondents as indicated in item 1 of Table 4, 219 (64.42%) were found in grade 7 and 8 and the rest of the others that is 121 (35.58%) of student respondents were from grade 5 and 6. From this data, we can infer that majority of the students were matured enough and understand well the concept of the questionnaire to give their answer.

As shown under item 2 of Table 4, the majority of student respondents that is 216 (63.53%) were males and 124 (36.47%) were females. This implies that the enrolment and attendance of female students in the second cycle primary schools in the zone were lower in number than male students. From this, it is possible to say that girls' education at primary school level needs much attention to improve their school participation in the zone. As a result, equity in education among boys and girls might be improved. In

general, this also shows that the parents and community participation in the implementation of SIP for encouraging girls' school participation are weak.

Regarding the age distribution of student respondents under item 3 of Table 4, some of the student respondents' age that is 100 (29.41%) was found out of the ranges of 12-15 years which is the appropriate age for students of second cycle primary schools completion. From this, it is possible to say that many student respondents were over aged compared to the standard age level for primary school completion which is 15 years to complete grade 8. Therefore, it is possible to conclude that the parents and local community awareness on benefits of children education is still weak especially in the rural areas where many children lately enrolled to attend schools. This may show that the implementation of SIP in creating awareness of girls education and involving the local community in school affairs were weak in those Woredas in the zone.

4.2. Implementation of School Improvement Program

The School Improvement Program (SIP) aimed at enhancing students' academic performances through implementing its domains such as improving learning and teaching, safe students' learning environment, school leadership and management, and parents and community participation in the school affairs (MOE, 2007). Hence, the results of analysis have been presented and interpreted hereafter based on the domains of SIP.

4.2.1. Learning and Teaching for the Implementation of School Improvement Program

Quality students' learning and teaching processes are central to the implementation of School Improvement Program. It is one of the very important domains of SIP implementation at school level. Learning and teaching of SIP covers an array includes standard-based teaching methodology, teachers' professional competency, tutorial support by teachers, and students' assessment. Both teacher and student respondents were asked about their perceptions on the learning and teaching activities of SIP implementation practices in their respective schools. The findings have been presented in the Tables below.

The analysis of the data was based on the respondents' responses on five point Likert scale (1-5): 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree.

Table 5. Learning and Teaching as a Domain of SIP Implementation as perceived by Teacher and Student Respondents

S/No	Question Items	Respondents		
		Teachers (N= 64)	Students (N= 340)	Mean Weight (MW)
		Mean (\bar{x})	Mean (\bar{x})	
1	School community understanding of SIP for quality education is high	2.49	2.34	2.42
2	Teachers apply active-learning methodology while teaching	3.51	3.23	3.37
3	Teachers do not use their instruction time effectively.	2.89	2.80	2.85
4	Teachers' competency in mastery of subject matter knowledge is high	4.82	4.70	4.76
	Grand Weighted Mean (GWM)	3.43	3.27	3.35

Note: The weighted mean(WM) values were interpreted as 0-3.00 “low”, 3.01-4.0 were as “moderate” and 4.01- 5.00 “ were as “high”. “ \bar{X} ” stands for mean, WM stands for weighted mean values of the two groups and GMW stands for grand weighted mean value of the table.

As can be seen from Table 5 of item 1 for the understanding of SIP among the school community, it was rated as “low “with the weighted mean (WM) value of 2.42. In item 2 and 3 of Table 5, teachers’ application of active learning pedagogy and teachers’ poor use of the instructional time in teaching and learning process were rated as “moderate” with the weighted mean (WM) value of 3.37 and 2.85 respectively. The weighted mean value for item 4 of Table 5 for teachers’ competency in mastery of subject matter knowledge was 4.76 which were rated as “high”. The grand weighted mean (GWM) score for Table 5 was therefore 3.35. This confirms that the overall performance of learning and teaching activities according to Table 5 in general is “moderate”. This shows that the learning and teaching activities to implement SIP on the question items above were moderate in the sampled primary schools.

Table 6. Responses on Tutorial Class Provision and Students’ Assessment as Perceived by Teacher and Student Respondents

S/ N	Question Items	Response	Teachers		Students		Average percentage (%)
			Frequency	Percent (%)	Frequency	Percent (%)	
1	Implementation of continuous assessment for evaluating students’ academic performances	Yes	55	85.94	195	57.35	71.65
		No	9	14.06	145	42.65	28.35
		Total	64	100	340	100	100
2	Tutorial classes delivered to students	Yes	54	84.38	285	83.82	84.1
		No	10	15.62%	55	16.18%	15.9
		Total	64	100%	340	100%	100

Key: 1-50% was “low”, 51-75%, as “moderate”, and 76-100% as “high”.

The result in Table 6 shows that the continuous assessment applied by teachers for evaluating their students' academic performances was rated as high (85.94%) by teacher respondents, but was rated as a moderate (57.35%) by student respondents. Thus, there is a significant difference between teacher and student respondents' ratings. This difference may come from the understanding of teacher and student respondents on the concept of continuous assessment. In general, the average percentage rate of the two respondent groups was rated as moderate (71.65%). From this, it is possible to say that the majority of the sampled schools were applying continuous assessment to evaluate their students' academic performances. This can contribute to the implementation of SIP in the primary schools.

In item 2 of Table 6, the result on the provision of tutorial classes to students was rated as 'high', that is 84.38% and 83.82% by the teacher and student respondents respectively. This indicates that the majority of teachers in the sampled schools have been giving additional tutorial classes to improve their students' academic performances.

Additional analyses of qualitative data were carried out to substantiate the findings of quantitative data on teaching and learning domain. The findings show great concern among the interview participants (principals, clusters' supervisors) regarding less attention from higher education authorities to implement SIP that can contribute to improve quality in education. One of my principal interviewees from Dugeda Bora Woreda said:

The theory of education quality improvement program told a lot in different ways. The practical implementation is still low. No enough training to school community on the program. We do not have enough budgets to purchase necessary teaching aids that can help to facilitate active teaching and learning pedagogy. Besides, there is no technical support from Woreda education office experts (Int4, 23/12/2012).

This seems to suggest that the attention from zonal education department and woreda education offices are less to implement SIP in the zone.

With regard to teacher's professional competency and mastery of subject matter knowledge, all my interviewees (school principals and schools clusters' supervisors) share the same ideas that the majority of the teachers are competent enough to implement SIP and deliver quality education to their students. However, there was no consistent training for teachers to support the implementation of education quality improvement program. Therefore, it is possible to conclude that teaches were not supported by in-service trainings which can help them to deliver the teaching and learning activities successfully.

4.2.2. School Leadership and Management for SIP Implementation

Effective school leadership influences student achievement through support and development of teachers and the implementation of effective organizational processes. In this section, an attempt has been made to analyze data on the skills of leadership to engage stakeholders in the school affairs, SIC formation, leadership commitment to implement SIP, resource mobilization for SIP implementation, and schools clusters' supervisors support in the process of implementing SIP. The data gathered from both teacher and student respondents' perceptions about school leadership to implement SIP were analyzed. The findings are summarized in Table 8 below.

The analysis of the data was based on the respondents' responses on five point Likert scale (1-5); 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree.

Table 7. School Leadership and Management to Implement SIP as Perceived by Teacher and Student Respondents

S/No	Question Items	Respondents		
		Teachers (No= 64)	Students (No=340)	Weighted Mean (WM)
		Mean(\bar{x})	Mean(\bar{x})	
1	School leadership continuously communicating SIP program to all stakeholders	2.89	2.83	2.86
2	School leadership is strong in engaging the community and other stakeholders into the school affairs	2.67	2.40	2.54
3	The school leadership is not committed to implement SIP as per required	2.42	2.67	2.55
4	The school leadership is well coordinating the resources to implement SIP.	2.93	2.45	2.69
	Grand weighted mean(GWM)	2.73	2.59	2.66

Note: The weighted mean(WM) values were interpreted as 0-3.00 "low", 3.01-4.00 were as "moderate" and 4.01- 5.00" were as "high". " \bar{x} " stands for mean and WM stands for weighted mean value of the two respondent groups. GWM stands for grand weighted mean value of the Table.

As indicated in Table 7 items 1, 2, and 4 on SIP program communicated to all stakeholders, engaging major stakeholders into the school affairs, and coordination of available resources to implement SIP were rated as "low" and their weighted mean values were 2.86, 2.54, and 2.69 respectively. In the case of the school leadership less commitment to implement SIP which is indicated in item 3 of Table 8, both respondents were rated "moderate" with the weighted mean value of 2.55 and this shows that the

school leadership have been doing some efforts to implement SIP in their schools. The grand weighted mean (GWM) value of Table 7 was also 2.66. This indicates that the overall performance of school leadership and management to implement SIP was “low” in its implementation status. Besides, there is no significant difference in the ratings of teacher and student respondents on the performance of the school leadership to implement SIP in their respective schools.

The result of interview sessions held with the school principals and clusters’ supervisors confirmed that there was also less attention from the Woreda education offices and Zonal education department to implement SIP and General Education Quality Improvement Package (GEQIP). Delivery of trainings and necessary follow ups to implement education quality improvement program has not given much attention from the concerned government authorities. This seems that the frontline actors did not fully own the program. This has also contributed to the weaknesses of school leadership to implement SIP at their school.

School principals from other schools also shared the prevailing challenge and expressed their concern regarding the poor attention from Woreda education office to implement SIP. As one of the interviewees and FGD participants put, ‘since the school grant fund allocation is based on the number of students enrolled in the academic year, we do not have enough amount of budget to implement SIP properly (Int6, 25/12/2012 and FGD4, 22/12/2012). The results suggest that the necessary attention from Woreda education offices and other education sectors to implement SIP was below expectation.

Table 8. Formation of School Improvement Committee (SIC) as Perceived by Teacher and Student Respondents

Question Items	Response	Teachers		Students		Average percentage (%)
		Number (N= 64)	Percent (%)	Number (N= 40)	Percent (%)	
The school formed School Improvement Committee (SIC) to lead SIP implementation.	Yes	41	64.10	231	67.94	66.02
	No	23	35.90	109	32.06	33.98
	Total	64	100	340	100	100

Key: 1-50% was considered as “Low”, 51-75%, as “moderate”, and 76-100% was as “high”

With regard to the formation of School Improvement Committee (SIC) at school level, as it was presented in the Table 8 above, the teacher and student respondents were rated “yes” 64.1% and 67.94% respectively. The average percentage for the rate “yes” for the two respondents according to Table 8 was also 66.02%. This indicates that the majority of the sampled schools have formed SIC in their respective schools and rated as “moderate” as a general status. However, some schools did not form SIC at their schools as per government rule and regulation.

Similarly, the interview schedule held with school principals and schools clusters’ supervisors revealed that two schools out of six sampled schools did not form the SIC and still led by PTA. One of the FGD sessions held with SIC members reported that:

No training on how to implement the SIP and education quality improvement program. We did not have consistent and planned meeting times. We did not perform our responsibilities especially in planning and evaluating the school activities as per policy and guideline of SIP. Besides, there is no regular meetings as a committee member to make follow ups and make different decisions related to the implementation of education quality improvement program (FGD4, 22/12/2012).

The arguments discussed above suggest that the newly formed SIC is not functional as per the standard and expectation set for the program.

From documents review analyses results, it has been learnt that the four schools which have formed SICs were not implemented as per the guidelines and manuals of SIP. They were weak in the quality of school development plan, inconsistent minute's recordings on the SIP implementation, poor recording in schools' Self-assessment and Evaluation form/SAF/. From this, it is possible to conclude that SIC is not an active committee as a mandated entity to implement SIP in the majority of schools.

From the analysis of the qualitative parts of the questionnaires (open-ended question items) to both teacher and student respondents, the school principals have not been playing major roles to implement SIP as required. They have tried to introduce SIP to the school community, parents of the children, local community, and students. However, it did not have consistency in the way that it creates the full awareness and enhance commitment among the major schools' stakeholders. From all these analyses, it is possible to conclude that the schools' leadership and management activities were weak in the process of implementing SIP in their respective schools.

4.3. Safe and Healthy School Environment for Students Learning

Safe and conducive school environment can contribute to the better academic achievement of the students. Skilled school leaderships can create safe school environments for students learning. Safe schools improve the efficacy of teachers, administrators, students and engage parents and community members to participate in the

school affairs. Hence, school leaderships need to create healthy, safe, protective and gender-sensitive school environment for students' better academic achievements.

Safe and conducive school environment foster sustained student engagement in learning. This is believed to enhance students learning experiences. In this section, the following characteristics of safe school environment for students learning will be treated. Safe classroom and encouraging learning environment, commitment to prevent students' dropout, attention for inclusive education, girls free of threat and discrimination, and attention for students with special needs education are the major focus of this section. Both teacher and student respondents were asked about their perceptions on creating safe environment for students learning to implement SIP in their respective schools. The findings are presented in the tables below.

Table 9. Safe and Healthy School Environment for Students Learning as Perceived by Teacher and Student Respondents

S/ N	Question Items	Respondents		
		Teachers (N= 64)	Students (N= 340)	Weighted mean (WM)
		Mean (\bar{x})	Mean (\bar{x})	
1	Safe and encouraging school environment for all students learning	3.22	3.14	3.18
2	Strong commitment to prevent students' dropout	3.82	3.82	3.82
3	Attention for inclusive education in the school is weak.	2.79	2.67	2.73
4	Girls are free of threat and discrimination in the school	4.21	3.73	3.97
5	Teachers encouragement to students with special needs education is low	3.78	3.37	3.58
	Grand weighted mean(GWM)	3.56	3.35	3.46

Note: The weighted mean (WM) values were interpreted as 0-3.00 “low”, 3.01-4.00 was as “moderate” and 4.01- 5.00“ was as “high”. “ (\bar{X}) ” stands for mean and WM stands for weighted mean of the two respondent groups and GWM for grand weighted mean value of the table.

As depicted in Table 9, teacher and student respondents were asked to rate their schools on the presence of safe and encouraging learning environment for all students, school commitment to prevent students’ drop out, and weak attention for inclusive education in the school as indicated in items number 1, 2, and 3. They rated “moderate” with their weighted mean (WM) values of 3.18, 3.82 and 2.73 respectively. In the case of item number 5 of Table 9, low attention for students with special needs education was rated as ‘low’ with its weighted mean value of 2.73. This shows that the sampled schools have some understanding about special needs education. However, the schools not yet started to execute inclusive education.

In the case of item number 4 in Table 9 on the point of girls’ treatment in the school by their teachers and other school conditions, teacher respondents replied as “high” with the mean value of 4.21. Whereas, the student respondents rated “moderate” with the mean value of 3.73 on the same question item. The weighted mean value for the two groups of respondents was 3.97, and this shows that the program is moderately implemented in the schools. On this point, there is a significant difference on ratings between teacher and student respondents. From this, it is possible to suggest that girl students were not free of threat and discrimination while attending their education both in the classrooms and school compounds. The reason why the two groups of respondents differ in their

responses on the same question item may be due to the threats and discriminations that the girl students face can be from their teachers and other conditions in the school environment.

The interview schedule held with school principals and schools clusters' supervisors supported the students' responses on this issue. They forwarded their views as follows:

Majority of the teachers did not treat girl and boy students equally. They favored the boys both in the classroom and in the school compound as well. Some teachers also did not value the girls' contributions to peer-group, classes, and other school activities. As the result of this, girls' Self-esteem and confidence were yet low in some cases (Int3, and Int4, 24/12/2012).

From the analysis of qualitative data therefore it is possible to say that the gender equity especially good attention for girls and inclusive education approach in the sampled schools were threatened and needs further improvements.

The grand weighted mean (GWM) score for Table 9 was also 3.46 which were rated as "moderate" for the implementation status of creating safe school environment for students learning. This reveals that the overall conditions of school environment that needed to be safe and healthy for students learning was rated as "moderate" for the status of its implementation in the sampled primary schools.

Table10. The Presence of Separate Toilet Rooms as Perceived by Teacher and Student Respondents

Question Item	Responses	Teachers (N=64)	Students (N= 340)	Average percentage (%)
Separate toilet rooms for both boys and girls in the school	Yes	90.63	91.76	91.20
	No	9.37	8.24	8.80
	Total	100	100	100

Key: 1-50% is taken as "Low", 51-75%, as "moderate", and 76-100% as "high".

As far as toilet rooms concerned, Table 10 reveals that the presence of separate toilet rooms both for boys and girls in the sampled schools was rated as “high” that is 90.63% and 91.76% by teacher and student respondents respectively. The average percentage for the two respondents was also rated as “high” with the percentage value of 91.20%. Besides, from the responses of the interview schedule held with the school principals and schools clusters’ supervisors, and observations made by the researcher to schools using checklists, all sampled schools have separate toilet rooms both for boys and girls. However, in some rural sampled schools the qualities of toilet rooms were poor and not conducive especially for girls. From this, it is possible to conclude that the sampled schools have separate toilet rooms; nevertheless some of the toilet rooms were inferior in quality. It seems that due to this reason some teacher and student respondents denied its existence.

4.4. Parents and Community Involvement in School for SIP Implementation

Effective SIP implementation requires active participation and commitment of all stakeholders. Parents and local community are the major stakeholders and partners for implementing SIP at school level. Their willingness to serve the school and active involvement in the implementation of SIP at school level is critical for the success of this program. According to MOE (2005, the community would contribute money, labor and local materials to schools. Through its representatives, the PTAs and SIC, it is expected to be involved in the day to day management of the schools. Therefore, school leaders should secure parents and community participation and support to better achieve the desired goals of schools through collective effort of stakeholders.

This section includes parents and local community engagement in the school affairs, parents' support to schools, active contribution in the SIC, teachers and parents quality time on students schooling. Both teacher and student respondents were asked about their perceptions on this domain of SIP in their respective schools. Therefore, the findings are presented in the tables below.

Table 11. Parents and Community Involvement in the School Affairs as Perceived by Teacher and Student Respondents

S/N o	Question Items	Respondents		
		Teachers (N= 64)	Students (N= 340)	Weighted mean (WM)
		Mean \bar{X}	Mean (\bar{X})	
1	Local community and parents involvement in the school affairs is low	2.36	2.43	2.40
2	Parents and community support to school is currently encouraging	3.18	3.24	3.21
3	Parents and community representatives involved actively in the SIC	3.21	3.32	3.27
4	Teachers take quality time regularly with parents on students' schooling	2.46	2.32	2.39
	Grand weighted mean(GWM)	2.80	2.83	2.82

Note: The weighted mean(WM) values were interpreted as 0-3.00 "low", 3.01-4.0 was as "moderate" and 4.01- 5.00 " was "high". " \bar{X} " stands for mean, WM stands for weighted mean values of the two groups and GWM stands for grand weighted mean value of the table.

Teacher and student respondents were asked to rate their schools on the practice of engaging parents and local community in their schools' affairs. In Table 11 of items 1, 2 and 3 for low local community and parents' involvement in the school affairs, parents and community support to school, and parents and community representatives' active

involvement in SIC were rated as “moderate” with their weighted mean value of 2.40, 3.21 and 3.27 respectively. In these ratings, there were no significant differences between teacher and student respondents.

According to items 4 in Table 11, the rating for teachers’ quality time with parents on students’ schooling was rated as “low” with their weighted mean value of 2.39. The grand weighted mean (GWM) value of Table 11 was in general rated as 2.82 and this reveals that the overall involvement of parents and local community in their children’s education affairs was “low” in its status. From the results in Table 11 therefore, it is possible to say that the existing parents and community involvement in the schooling of their children was “low”. This needs much improvement in the way that to contribute in the process of providing quality education to the students at the primary school level in the zone.

In this regard, the interview schedule held with schools’ principals and clusters’ supervisors, and the FGD sessions held with the participants also revealed that the involvement of the parents and local community in the school affairs was low. One of the interviewees from the rural school principals explained the situation as:

The support from parents and local community to schools was in terms of a few financial contributions, assisting in the increase of school enrolment, labor contributions in school compound maintenance were the major supports. This support is not in a large scale and not enough. Majority of the parents and local community did not commit to help the schools. They expect everything from the government side. The interviewee extended his belief that many efforts should be done from the school’s leadership side to ensure local ownership of school (Int5, 23/12/2012).

Since the school principals are expected to play crucial roles in ensuring active participation of parents and local community in schools, the primary schools’ leaderships

need more improvement to encouraging the involvement of the parents and local community in all schools' activities especially in the practice of providing quality education in general and SIP implementation in particular.

Table 12. Allocation of School Grant Fund from Woreda Education Office as Perceived by Teacher Respondents

Question Item	Response	Number	Percent (%)
School is receiving school grant fund from Woreda education office regularly	Yes	64	100
	No	-	-
	Total	64	100

Key: 1-50% was taken as "Low", 51-75%, "moderate", and 76-100% was "high"

As can be seen from Table 12 above, teacher respondents were asked to rate on schools receiving school grant fund from Woreda education office regularly for their respective schools. About 100% (64) teachers from all sampled primary schools rated as "high" and all schools have been receiving fund from Woreda education offices regularly. There is no difference in the ratings of the teacher respondents on this point. Besides, the interview held with school principals and clusters' supervisors confirmed this fact. This was also supported by the FGD sessions participants. As one of my school principal interviewees said:

All schools have been receiving the school grant fund from Woreda education office based on the number of registered students in the academic year. Since the amount of this fund is very small, schools cannot afford to purchase all necessary materials for teaching and learning activities. Because of the limited amount of fund, we cannot purchase necessary teaching aids, laboratory equipment, and organizing pedagogical centers with appropriate facilities (Int5, 23/12/2012).

From the above analysis results, one can infer that all sampled schools have been receiving school grant funds, but the amount was inadequate and unsatisfactory to

implement fully the SIP program. They are not satisfied for receiving the small amount of fund. Thus, it is possible to conclude that the parents and local community involvement in schools should be improved and strengthened in the form of local resource mobilization. This is important to give additional supports for ensuring the provision of quality education to students.

4.5. Factors that Can Negatively Affect the Implementation of SIP

School improvement program is a vehicle for planned educational change to raise students' academic achievements. It involves a systematic and sustained effort aimed at change in student learning conditions and other schools' related internal conditions and ultimately to accomplish basic educational goals. This is only possible when each stakeholder of the program is involved. In the contrary, there are some possible factors that can negatively affect the implementation of SIP at school level. These are poor teachers' professional competency, poor understanding about SIP among school community, poor school facilities, less motivated teachers, low parents' and local community involvement in school affairs, shortage of budget in the school. Both teacher and student respondents were asked about their perceptions on the factors that can negatively affect the execution of SIP practices in their respective schools. Therefore, the findings are presented in the table below.

Table 13. The Proposed Factors that can negatively affect the Implementation of SIP at Second Cycle Primary School Level

Items	Respondents		
	Teachers (N= 64)	Students (N= 340)	Weighted mean (WM)
	Mean(\bar{x})	Mean(\bar{x})	
Poor teachers' professional competency	4.78	4.69	4.74
Poor understanding about SIP among school's community	4.56	4.43	4.50
Poor school facilities	4.77	4.67	4.72
Less motivated teachers	4.69	4.54	4.62
Low parents and local community involvement in the schools affairs	4.07	4.12	4.10
Shortage of budget in the school	4.86	4.67	4.77
Grand weight mean(GWM)	4.62	4.52	4.57

Note: The weighted mean (WM) values were interpreted as 0-3.00 "low", 3.01-4.00 as "moderate" and 4.01- 5.00" was as "high". " \bar{x} " stands for mean and WM stands for weighted value of the two respondent groups. GWM stands for grand weighted mean value of the table.

As can be seen from Table 13, all items (1-6) rated as "high" by both teacher and student respondents from all the sampled primary schools for the possible factors that can negatively affect the implementation of SIP at school level. There are no significant differences in respondents' ratings on these factors across the six sampled schools. From this analysis, it is possible to say that both teacher and student respondents were aware of the major factors that can negatively affect the successful implementation of SIP program at school level.

4.6. Factors that can enhance the Implementation of SIP

From the qualitative data analysis of open-ended question items asked, both teacher and student respondents on the factors that can enhance the successful implementation of SIP,

the following points have been forwarded. The responses of both respondents have been grouped in line with the basic research questions of this study.

4.6.1. Improve Teaching and Learning

1. Provide trainings on the implementation of SIP and provide fresh information on teaching and learning activities to the school community.
2. Give trainings to teachers on active learning pedagogy and action research.
3. Giving additional support to the students, such as tutorial classes, counseling and guidance services by teachers.
4. Improving living situations for teachers to enhance their commitment in the profession.
5. Moreover, practice-based student-centered teaching and learning methodology is very helpful for students' learning achievements.

4.6.2. Create Safe Environment for Students Learning

1. Construction of additional blocks and maintenance of the old ones to create safe learning environment for all students.
2. Furnish schools with necessary facilities such as combined desks for students, chairs and tables for teachers in the classrooms.
3. Provide learning facilities such as library with reference materials, laboratory room with equipment and chemicals, well organized pedagogical centers and teaching aids.
4. Equipping students with ethical issues and decrease in delinquency.

5. Improving learning environment for all students such as creating conducive school compound, sex segregated latrine, beautification of school compounds.
6. Giving special attention for girl's education, students with disabilities, and implement inclusive education in the school in general.

4.6.3. School Leadership and Management

1. Establish and strengthen the SIC as per policy and guidelines of MoE to implement the SIP more successfully.
2. Assign professionally competent and committed school leadership to lead the school properly.
3. Enabling schools to generate their own income to solve budget scarcity.

4.6.4. Parents and Community Involvement in the Schools Affairs

1. Stakeholders joint work to prevent students' dropout and grade repetition.
2. Engage parents, local community, governments' officials and education experts, non-governmental organizations, and civil society members in the school affairs.
3. Build strong relationship between parents' of students and school to deal with the students' academic performances and discipline.

Chapter Five

5. Summary, Conclusions and Recommendations

5.1. Summary of the Major Findings

This chapter provides a summary of the major findings, conclusions and recommendations of the study. The first section of the chapter begins with a brief overview of the research questions, followed by summary of findings vis-à-vis the research questions posed in chapter 1. Finally, conclusions and recommendations of the study for proper implementation of SIP at primary school level have been forwarded.

School Improvement Program (SIP) is one of the very important components of General Education Quality Improvement Program (GEQIP) that majorly focused on improving the quality of learning and teaching activities, efficient school leadership, improving learning environment for students and getting more parents and local community participation in school development. The ultimate aim of SIP is therefore improving the students learning achievements and outcomes. Realizing the importance of quality education, the Government of Ethiopian has taken quite a number of measures to improve quality of primary education by implementing SIP in the last seven years.

However, despite the concern for education quality improvement program, current conditions in most schools throughout the study zone face some problems in teaching and learning activities that can improve the implementation of SIP at the school level. In order to meet this purpose, basic research questions related to School Improvement Program (SIP) in the second cycle primary schools were raised. To guide the data collection and analysis, the main research problems of the study was broken into the following basic research questions:

- (1) To what extent are learning and teaching activities linked to SIP implementation at second cycle primary schools in East Showa zone?
- (2) How far is the school environment safe for the students' learning in the zone?
- (3) What is the current status of school leadership and management contribution to implement SIP in the zone?
- (4) To what extent are parents and community members involved in the implementation of SIP at primary school level in the zone?
- (5) What are the major factors negatively affecting the implementation of SIP in the zone?

To this effect, the study was conducted in purposively selected six government second cycle primary schools of East Showa zone. Then all 64 teachers who were teaching in the sampled second cycle primary schools were selected purposively. Students from each second cycle primary school grade levels were selected using a systematic sampling technique to make them fill in the questionnaires. Judgmental purposive sampling was also employed for selecting six sampled schools' principals and four schools clusters' supervisors as a sample since all are important for this study. All 30 School Improvement Committee (SIC) members from six sampled schools were also included in the study. In

this manner, the necessary information was gathered mainly through questionnaires filled by teacher and student respondents. However, five students were not returned the questionnaires. This reduced the sample of students from 345 to 340.

Interview was conducted with six school principals, four schools clusters' supervisors to extract necessary information. The data collected from the close-ended questionnaire was analyzed and interpreted using different descriptive statistics such as frequency counts, percentage and mean value. The quantitative data analyzed using the Statistical Package for Social Sciences (SPSS version 17) computer software. The data gathered through interview were analyzed qualitatively using narration thematically. Hence, based on the review of literature and analysis of the data, the study came up with the following findings.

5.1.1. Improving Learning and Teaching for Implementing School Improvement Program

The understanding of SIP among the school community was rated as “low “with weighted mean (WM) value of 2.42. This means that the understanding of SIP among the school community is less. Possibly, this has affected the implementation of SIP at school level.

Teachers' application of active learning pedagogy and teachers' weak utilization of the instructional time in teaching and learning process were rated as “moderate” with the weighted mean (WM) value of 3.37 and 2.85 respectively. This shows that teachers have

started to apply participatory teaching approach in their instructional time. This has a great contribution to implement SIP at the sampled schools.

Teachers' professional competency and mastery of subject matter knowledge was rated as "high" with the weighted mean value of 4.76. This can indicate that teachers are professionally competent enough both in subject matter knowledge and pedagogical skills. This is believed to be contributing to implement SIP and deliver quality education in general.

The majority of teachers in the sampled schools give additional tutorial classes to improve students' academic performances (84.1%). This shows that students are more benefiting from this service. This can contribute to the better academic achievement of the students.

The majority of the sampled schools was applying continuous assessment to evaluate their students and was rated as "moderate" with the average percentage of 71.65%. This indicates that the majority of the schools do apply continuous assessment to evaluate their students. This can contribute to ascertain the formation of all round profile of students and also encourage them for creativity.

In general, the learning and teaching activities linked with the implementation of SIP in the sampled primary schools were in a moderate status and encouraging. This means that teaching learning activities are in a better status in the way to improve the students' academic performances and better learning out-comes as well.

5.1.2. School Leadership and Management for SIP Implementation

School Improvement Program (SIP) communicated to all stakeholders, engaging major stakeholders into the school activities, and the coordination of available resources to implement SIP were rated as “low” with the weighted mean values of 2.86, 2.54, and 2.69 respectively. This means that school leadership efforts to engage stakeholders in schools affairs are weak and SIP is not well communicated to the major stakeholders. This can greatly affect the collaboration and communication among major stakeholders to implement SIP. This may arise from educational leaders did not consider schools as an integral part of the larger community.

The weak commitment of school leadership to implement SIP was rated as “moderate” with the weighted mean value of 2.55. This means that the school leadership has been trying to implement SIP in the sampled schools in certain extents.

In general, the grand weighted mean (GWM) value of Table 7 was also 2.66 and “low” in its implementation status. This shows that the school leadership is less committed to implement SIP in their schools. Possibly, this can affect the schools’ effectiveness and can also resulted in low students’ academic achievement.

The teacher and student respondents rated “yes”, 64.1% and 67.94% respectively on the question that the formation of School Improvement Committee (SIC) at school level to lead SIP. This indicates that the majority of the sampled schools have formed SIC in their respective schools and moderately being implemented. However, it was not functional up to expectations.

Delivery of trainings and necessary follow ups to implement education quality improvement program at school level was not given much attention from the concerned governments' education sector authorities (WEOs, schools clusters' supervisors and zonal education department). This has also contributed to the weakness of the school leadership to implement SIP at school levels. In this regard, there was no significant difference in the ratings of teacher and student respondents. This can significantly affect the proper implementation of SIP at school level.

5.1.3. Implementation of SIP by Creating Safe School Environment

Schools on preparing safe and encouraging learning environment, school commitment to prevent students' dropout, low attention for inclusive education in the school, and girls free of threat and discrimination in the school were rated as 'moderate' with the weighted mean (WM) value of 3.18, 3.82, 2.73 and 3.97 respectively. This means that the sampled schools in the zone are in a better situation regarding the creation of conducive school environment for students learning and this is encouraging.

Teachers' weak encouragement for students with special needs education while delivering their lessons in the sampled primary schools was rated as "low" with the weighted mean value of 3.58. This means that teachers' knowledge and commitment for implementing special needs education is weak and needs much improvement in the zone.

The girls schooling conditions especially whether they are free of threat and discrimination while attending their education was rated as "moderate" by student

respondents with the mean value of 3.73. Whereas, the teacher respondents replied as “high” with the mean value of 4.21 on the same question item. The weighted mean value for the two groups of respondents was 3.97 which were rated as “moderate”. On this point, there is a significant difference on ratings between teacher and student respondents. From this, it is possible to suggest that girl students were not free of threat and discrimination while attending their education both in the classrooms and school compounds. This needs further study since the two respondent groups differed significantly in responding to the same question item.

From this, it is possible to say that the majority of the sampled schools were safe environment for students learning to provide quality education to children. It was rated as “moderate” with the grand weighted mean value of 3.46. This shows that the current situation is encouraging compared to the previous times.

The presence of sex segregated toilet rooms in the sampled schools was rated as “high” that is 90.63% and 91.76% by teacher and student respondents respectively. However, the qualities of toilet rooms in some schools were poor as observed during direct observation made to the school environments using pre-set checklist.

The overall conditions of school environment that needed to be safe and healthy learning environment for students were moderately implemented. This shows that the creation of child-friendly schools, safe, and protective environment for students learning in the

sampled primary schools were “moderate” for implementing SIP. In general, this is encouraging and also needs to be improved further up to the standard.

5.1.4. Parents and Community Involvement in School for SIP Implementation

Support from parents and community to schools, low involvement of parents and community into schools’ affairs, and active involvement of community representatives’ in SIC were rated as “moderate” with the weighted mean value of 3.21, 2.40 and 3.27 respectively. This shows that the community started to value education and plays an important role in its children schooling. However, it needs much improvement.

The rating for teachers’ quality time with parents on students’ schooling affairs was “low” with the weighted mean value of 2.39. This shows that there is no appropriate discussion forum between teachers and parents on children’s behavior and academic status in the academic year. This needs much improvement for the students’ better academic achievements.

All sampled primary schools were rated as “high” for receiving school grant fund from Woreda education offices (100%). This indicates that all schools are receiving the school grant fund to implement SIP in their respective schools.

The overall involvement of parents and local community in school affairs to implement SIP was rated as “low in its implementation status” with the grand weighted mean (GWM) value of 2.82 (Table 11). Since parents and local community involvement in children schooling situation leads to students’ better academic successes, the low

involvement of parents and community will lead students to less achievements in their academic performances.

5.1.5. Factors that can Negatively Affecting the Implementation of SIP

The understanding of factors that can negatively affect the implementation of SIP at school level was rated “high” by both teacher and student respondents. The grand weighted mean value of their ratings was 4.57. On this factor, there is no significant difference in the respondents’ ratings across the six sampled schools. From this, it is possible to say that both groups of respondents aware of the major factors that can negatively affect the successful implementation of SIP program at school level.

5.1.6. Factors that can enhance the Successful Implementation of school Improvement Program

Regarding these factors, the following possible solution points were forwarded by all research participants/respondents:

Trainings on the implementation of SIP and active learning pedagogy training for teachers, improve living situations for teachers to enhance their commitment are proposed as a solution to improve teaching and learning activities in the school. Tutorial classes, counseling and guidance services to students have a vital contribution in the process of implementing SIP.

Construction of additional blocks, maintenance of the old classrooms, appropriate school furniture, learning facilities with appropriate materials such as library, laboratory, pedagogical centers, equipping students with ethical issues and decrease in delinquency, prevent student dropouts and grade repetition are proposed as the best solutions to

improve the implementation of SIP. Improving learning environment for all students such as sex segregated latrine, beautification of school compounds are also contributing factors for students learning. Special attention for girl's education, students with disabilities and inclusive education are also vital to improve quality education in general and implementing SIP in particular. This helps to promote and implement inclusive education at school level.

To improve parents and community involvement in schools' affairs, strengthening and establishing the SIC committee is the major emphasis of both groups of respondents. SIC is the mandated body to make informed school related decisions.

School leadership competence and good commitment, and enabling schools to generate their own incomes are the basic solutions to bring about sustainable change in the school activities. Educational decentralization also enables instructional leaders to devote themselves to effectively implement SIP at school level. Thus, the roles of schools' instructional leaders are vital to enhance the implementation of SIP at their school level.

5.2. Conclusions

Based on the above major findings of the study, the following conclusions are made.

The findings of the study noted that the general understanding about SIP among the school community was rated as "low". However, the status of learning and teaching activities linked to the implementation of SIP in the sampled primary schools in general

was “moderate”. According to UNICEF (2000), quality education can be delivered to students by the highest quality teachers who are capable of helping students learn, deep mastery of both subject matter knowledge and pedagogical skills. This finding supports the argument for teachers who are professionally competent enough and have good understanding about SIP program can contribute to improve education quality. From this, it is possible to conclude that the teaching and learning activities in relation to SIP implementation in general is encouraging in the East Showa zone.

School leadership is expected to form School Improvement Committee (SIC) which comprises different stakeholders. As a leading body of the School Improvement Program, SIC should have to have clearly defined objectives and expected outcomes. The findings of the study noted that the majority of the sampled schools have formed SIC in their respective schools. However, some SIC committees in different schools are not active and their performance is below expectation. They do not have consistent meeting schedules, recorded minutes, proper vision and plan of action for the committee. Besides, there were no enough attention and follow ups to the schools from Woreda education offices and zonal education department. Therefore, it is possible to conclude that educational leaderships at different levels were not adequately implemented the SIP program in the zone.

Committed instructional leaders can influence the school environment and bring about sustained change among teachers for effective teaching and students’ learning. However, the findings of the study revealed that the overall performance of school leadership and

management to implement SIP was not strong. Thus, it is possible to conclude that school leaderships are not committed to play their significant leadership role to implement SIP program properly at second cycle primary schools in the zone.

The safe school and classroom environment can be created as a result of the implementation of a school improvement and renewal program. This has a strong contribution to student academic achievement. It will have also a strong improvement in the transformation of the school into a motivational and child-friendly learning environment (MOE, 2010). In agreement with this argument, the findings of this study showed that the status of sampled schools in preparing safe and encouraging learning environment for all students were rated as 'moderately implemented' and this is encouraging. However, teachers' encouragements to students with special needs education in the sampled schools were "low". Besides, girl students were not free of threat and discrimination while attending their education. On this point, the teacher and student respondents differed significantly in their ratings. Therefore, this needs further research.

As the findings of the study revealed, the current involvement of parents and local community in the schooling of their children in the sampled schools was "low". Whereas, in reality the responsibility for educating a child lies jointly with the home, school, and the community. According to UNICEF (1993), it is necessary for the school authorities to obtain cooperation and involvement of parents and local community members in school development activities. From this, it is possible to conclude that local community and parental involvement in the school affairs in general is not adequate in the zone.

From the findings of the study, it is revealed that both teacher and student respondents were aware of the major factors that can negatively and positively affect the successful implementation of SIP program at their school. Thus, it is possible to conclude that they can work and contribute to alleviate the factors that can negatively affect the provision of quality education in general and SIP program in particular. Besides, they can easily contribute to enhance the proper implementation of SIP as well.

5.3. Recommendations

Based on the major findings and the conclusions made, the study forwarded the following recommendations.

1. The implementation of learning and teaching activities as a domain of SIP requires the cooperative effort of all stakeholders in the education system. Good understanding about SIP program implementation among stakeholders is paramount. In this regard, the findings of the study revealed that the understanding of SIP among the school community and other stakeholders were not sufficient. Thus, the school leadership, clusters' supervisors, and Woreda education office in the East Showa zone should plan and provide trainings to school stakeholders in the way that they can create good understanding about SIP program. Besides, the East Showa zonal education department needs to make close monitoring and provide adequate technical support to ensure the proper delivery of teaching and learning activities to implement SIP in the zone.
2. The way instructional time is used by teachers is related to school priorities and expectations to ensure the provision of quality education. Quality education

therefore puts students at the center of the process and their academic achievement is the priority. However, the findings of this study showed that teachers' effective use of the instructional times to benefit the students were not adequate in the majority of the sampled schools. Hence, teachers should use planned instructional time effectively to deliver appropriate learning and teaching activities. To ensure this, school principals as the instructional leaders should make appropriate follow ups and supervisions to learning and teaching activities in their schools to improve the situations.

3. Effective school leadership produces best results in education system that enables students to achieve better learning outcomes. However, the findings of the study reveal that the overall performance of school leadership to implement SIP was not strong. Since instructional leaders can influence the school level environment and bring about sustained change in the school system, they should be competent enough and committed to lead the schools. Thus, Woreda education office should assign professionally trained instructional leaders for school principal-ship, and make mentoring and coaching closely while they are discharging their school leadership responsibilities.
4. The positive learning outcomes sought by educational systems need to be conducted in quality and safe learning environments. School environment should be a child-seeking, child-centered, gender-sensitive school environment and a place where inclusive education implemented. However, the findings of the study reveal that girl students were not free of threat and discrimination while attending their education. The toilet facilities in some schools are inferior in quality.

Teachers' attention and encouragement to children with Special Needs Education in the sampled schools were also weak. Thus, schools need to build inclusive and sex segregated toilet rooms, and supply potable water in the school compounds. Besides, teachers and school administrations should create welcoming and non-discriminatory school environment for all students. Essentially, this needs a further research since the two respondent groups (teachers and students) differed significantly in their responses on the question item of girls' treatment in the classrooms and school compounds.

5. The parents and community involvement in their children schooling is vital to ensure their children learning. However, parents' and local community involvement in the school affairs, and teachers' quality time with parents on students' schooling situation in the zone was weak and not adequate. Therefore, school leadership should engage parents and local community in the schooling of their children especially in improving children's academic progresses. It should also work to have clear, regular, and smooth communication with parents and local community. Besides, the school leadership should include parents in the school decision making processes. These are the best ways in which family can give supports to learning of their children and contributing to their learning outcomes as well.

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Appendices

Appendix- A: Questionnaire to be filled by Teachers

ADDIS ABABA UNIVERSITY**Institute of Educational Research and Evaluation Post Graduate Program**

Implementation of School Improvement Program in Second Cycle Primary Schools in East Showa Zone: The Case of Young Lives Ethiopia Project Sites.

Section I-Background Information

- 1.1 . Name of school: _____
- 1.2 . Sex: (1) Male (2) Female
- 1.3 . Age in year: (1) 20 and below (2) 21-30 (3) 31-40 (4) 41-50 (5) 51 and above
- 1.4 . Educational background: (1) TTI/Certificate (2) Diploma (3) Degree
- 1.5 . Work Experiences in years: (1) 1-10 (2) 11-20 (3) 21-30 (4) 31 and above
- 1.6 . Did you receive trainings about School Improvement program (SIP) so far?
(1) Yes (2) No

Section II: School Improvement Program (SIP) Implementation

Note: Please, rate the degree of your agreement on the items in the tables below. And put (X) mark in the space provided under the numbers which closely represent your perception using the five point scale. And also write short answer for the open-ended questions in the space provided. Your response to these items of this questionnaire will remain confidential and the data will be used to examine the implementation status of SIP at government second cycle primary schools. I hope you will be able take time and carefully complete this questionnaire.

Thank you for your time,

The researcher

Explanation for five point Likert scale (1-5); 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

Domain of SIP Implementation

S/N	Questions Items	5	4	3	2	1
1	School community understanding on SIP to provide quality education to student is high					
2	Teachers apply active learning methodology while teaching					
3	Teachers do not use the instruction time effectively.					
4	Teachers mastery of subject matter knowledge is high					

5. Teachers are applying the continuous assessment while evaluating their students.

(1) Yes (2) No

6. Do the teachers give tutorial classes in addition to regular classes? (1) Yes (2) No

S/N	Questions Items	5	4	3	2	1
7	School leadership practices to communicating SIP program to all stakeholders is continuously done					
8	School leadership strongly working to engage the community and other stakeholders into the school activity					
9	The school leadership is not committed to implement SIP as per required					

10. The school has formed School Improvement Committee (SIC) to lead SIP implementation according to SIP guidelines.(1) Yes (2) No

11. The school leadership well coordinating the resources to implement SIP.

(1) Strongly disagree (2) Disagree (3) Undecided (4) Agree (5) strongly agree

12. To what extent the schools cluster's supervisors give support on SIP implementation to improve quality in education?

13. What roles the school principal has been playing in the process of SIP implementation so far?

S/N	Questions Items	5	4	3	2	1
14	Classroom is safe and encouraging learning environment for all students					
15	The school is strongly committed to working to prevent students' dropout					
16	School does not apply inclusive education in its teaching and learning activities.					
17	Girls are free of threat and discrimination in the school					
18	Teachers encouragement to students with special needs education is low					

19. There is a separate toilet rooms for both boys and girls in the school.

(1) Yes (2) No

20. Please, write a few things about the students' participation in teaching and learning activities. _____

S/N	Questions Items	5	4	3	2	1
21	Local community and parents involvement in the school teaching learning process in general is low					
22	Parents and community support for school is currently encouraging					
23	The Parent and community representatives are actively involved in the School Improvement Committee(SIC)					

24. Teachers take time to discuss with parents about their students' academic progress.

(1) Strongly disagree (2) Disagree (3) Undecided (4) Agree (5) strongly agree

25. In what ways local community and parents support your school so far? List in short.

26. School grant fund is allocated from Woreda education office to the school for the implementation of SIP. (1) Yes (2) No

27. Please, list down the factors that can hinder the implementation of SIP in your school in general.

28. Below are some possible factors that can negatively affect the implementation of SIP at second cycle primary school level. Please, rate to what extent these problems affect the SIP implementation as being observed currently in your school from “not at all affecting to very seriously affecting”. Please, put (X) mark in the space provided under the numbers which closely represent your perception using the five point scale.

The number indicates: 5= very seriously affecting, 4= seriously affecting, 3= undecided, 2= less affecting, 1= not at all affecting

S/N	Questions Items	5	4	3	2	1
28.1	Poor teachers professional competency					
28.2	Poor understanding about SIP among school's academic staffs					
28.3	Poor school facilities for all students					
28.4	Less motivated teachers to teach their students					
28.5	Low parents' and local community involvement in SIP implementation					
28.6	Shortage of budget in the school to implement SIP					

29. What do you suggest to enhance the implementation success of SIP at your school level?

THE END

Appendix- B: Questionnaire to be filled by Students

ADDIS ABABA UNIVERSITY**Institute of Educational Research and Evaluation Post Graduate Program**

Implementation of School Improvement Program in Second Cycle Primary Schools in East Showa Zone: The Case of Young Lives Ethiopia Project Sites.

Section I- Background Information

1.7 Name of school: _____

1.8 Sex: (1) Male (2) Female

1.9 Age in year: (1) 12-15 (2) 16-18 (3) 19-21

1.10 Grad level : (1) grade 5 (2)grade 6 (3) Grade 7 (4) Grade 8

Section II: School Improvement Program (SIP) Implementation

Note: Please, rate the degree of your agreement on the items in the tables below. Put (X) mark in the space provided under the numbers which closely represent your perception using the five point scale. And also write short answer for the open-ended questions in the space provided. Your response to these items of this questionnaire will remain confidential and the data will be used to examine the implementation status of SIP at second cycle primary schools. I hope you will be able take time and carefully complete this questionnaire.

Thank you for your time.

The researcher

Explanation for five point Likert scale (1-5); 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

Domain of SIP Implementation

S/N	Questions Items	5	4	3	2	1
1	School community understanding on SIP to provide quality education to student is high					
2	Teachers apply active learning methodology while teaching					
3	Teachers do not use the instruction time effectively.					
4	Teachers mastery of subject matter knowledge is high					

5. Teachers are applying the continuous assessment while evaluating their students.

(1) Yes (2) No

6. Do the teachers give tutorial classes in addition to regular classes? (1) Yes (2) No

S/N	Questions Items	5	4	3	2	1
7	School leadership practices to communicating SIP program to all stakeholders is continuously done					
8	School leadership strongly working to engage the community and other stakeholders into the school activity					
9	The school leadership is not committed to implement SIP as per required					

10. The school has formed School Improvement Committee (SIC) to lead SIP implementation according to SIP guidelines.(1) Yes (2) No

11. The school leadership well coordinating the resources to implement SIP.

(1) Strongly disagree (2) Disagree (3) Undecided (4) Agree (5) strongly agree

12. What roles the school principal has been playing in the process of SIP implementation so far?

S/N	Questions Items	5	4	3	2	1
13	Classroom is safe and encouraging learning environment for all students					
14	The school is strongly committed to working to prevent students' dropout					
15	School does not apply inclusive education in its teaching and learning activities.					
16	Girls are free of threat and discrimination in the school					
17	Teachers encouragement to students with special needs education is low					

18. There is a separate toilet rooms for both boys and girls in the school.

(1) Yes (2) No

19. Please, write a few things about the students' participation in teaching and learning process.

S/N	Questions Items	5	4	3	2	1
20	Local community and parents involvement in the school-teaching learning process in general is low					
21	Parents and community support for school is currently encouraging					
22	The Parent and community representatives are actively involved in the School Improvement Committee(SIC)					

23. Teachers take time to discuss with parents and community about their students' academic progress consistently. (1) Strongly disagree (2) Disagree

(3) Undecided

(4) Agree (5) strongly agree

24. In what ways local community and your parents support your school so far? List in short.

25. Please, list down the factors that can hinder the implementation of SIP in your school.

26. Below are some possible factors that can negatively affect the implementation of SIP at second cycle primary school level. Please, rate to what extent these problems affect the SIP implementation as being observed currently in your school from “not at all affecting to very seriously affecting”. Please, put (X) mark in the space provided under the numbers which closely represent your perception using the five point scale.

The number indicates: 5= very seriously affecting, 4= seriously affecting, 3= undecided, 2= less affecting, 1= not at all affecting

S/N	Questions Items	5	4	3	2	1
26.1	Poor teachers professional competency					
26.2	Poor understanding about SIP among school's academic staffs					
26.3	Poor school facilities for all students					
26.4	Less motivated teachers to teach their students					
26.5	Low parents' and local community involvement in SIP implementation					
26.6	Shortage of budget in the school to implement SIP					

27. What do you suggest to enhance the implementation success of SIP at your school?

THE END

Appendix- C: Questionnaire to be filled by Students

Gaaffileen Kun barattootaan kan guutamudha

Yuunversiitii Finfinnee (Addis Ababa University)

Dhaabbata qorannoo fi madaalli barnoota sagantaa digrii 2^{ffaa}f

Haala Hojiirra ooluu sagantaa fooyya'insa qulqullina barnootaa mana barnootaa giddu galeessa sadarkaa tokkoffaa godina shawaa bahaatti argamaniif: Naannoo Godinaalee oromiyaatti:

Kutaa I Gaaffilee dugduubee/waliigalaa

1.1 . Maqaa mana barumsaa _____

1.2 . Saala (1) Dhiira (2) Dubara

1.3. Umurii (1) 12-15 (2) 16-18 (3) 19-21

1.4. Sadarkaa barumsaa (1) Kutaa 5 (2) Kutaa 6 (3) Kutaa 7 (4) Kutaa 8

Kutaa II Hojiirra Oolmaa sagantaa fooyya'insa mana barumsaa

Yaadachiisa:- Gaaffiwwan armaan gadiitti jiraniif tartiiba yaadakee kan irratti walii galte kaa'i. Qabxiwwan jiraniif kanneen yaadakee bakka bu'u jettee itti yaaddeef mallattoo "x" qabxiilee shaman bakka buustee keessa. Gaaffilee banaa ta'aniif immoo deebii gabaabaa ta'e bakka duwwaa irratti barreessi. Deebiin kee qo'annoo kanaaf bu'aa waan qabuuf hojiirra ooluu sagantaa fooyya'insa mana barumsaa giddu galeessa sadarkaa tokkoffaa gadi fageenyaan ni xiinxala. Anis nan amana akka ati yeroo kee fudhattee ofeeggannoodhaan hojjetu.

Yeroo kee fudhattee waan hojjetuuf galanni koo daran guddaadha.

Ibsa waa'ee qabxiwwan sadarkaalee shananii (1-5); 5= Baayyen deeggara 4= nan deeggara 3= hin murtoofne 2= nan morma 1= baayyen morma

Gosa Gaaffii	5	4	3	2	1
1 Hubannoo sagantaa fooyya'insa mana barumsaa irratti hawaasni qabu kenninsa qulqullina barnootaaf olaanaadha.					
2 Barsiisonni yommuu barsiisan tooftaalee hirmaachisoo ta'an hojiirra hin oolchani					
3 Xiyyeeffannoo barsiisonni barnoota shamarraniif qaban akkasumas barnoota walii gala yommuu barsiisan gadi aanaadha.					
4 Beekumsa barsiisonni gosa barnootaa irratti qaban olaanaadha.					

5. Barsiisonni yommuu barattoota isaanii madaalan madaallii walitti fufaa hojiirra oolchuu?

(1) Eeyyee (2) Lakki

6. Barsiisonni sagantaa barnootaatiin ala barnoota dabalataa (titorii) ni kennuu?

1. Eeyyee 2. Lakki

	Gosa Gaaffii	5	4	3	2	1
7	Hooggansi mana barumsaa sagantaa fooyya'insa mana barumsaa irratti marii kanneen dhimmi isaa ilaallatu wajjin haala walitti fufaatiin ni taasifama					
8	Hooggansi mana barumsaa haala cimaa ta'een hawwasinfi qooda fudhattootni hojiilee jiran akka qooda keessatti fudhatan taasisaa					
9	Hooggansi mana barumsaa hojiirra oolchuu sagantaa fooyya'insa mana barumsaa akkaataa barbaadameen amanamumaan hin hojjetu.					

10. Manni barumsaa koree sagantaa fooyya'insa mana barumsaa hundeessee sagantaa fooyya'insa mana barumsaa hojiirra oolchuuf akkaataa sagantaa fooyya'insa mana barumsaatiin deemaa jiraa.

(1) Eeyyee (2) Lakki

11. Hooggansi mana barumsaa qabeenya mana barumsaa haala gaariitiin qindeessee sagantaa fooyya'insa mana barumsaaf oolchaa jira

(1) Baayyee nan morma (2) Nan morma (3) Hin murtoofne (4) nan deeggara

(5) Baayyeen deeggara

12. Hooganaan mana barumsaa gahee maalii bahuu danda'a/qaba jetta sagantaa fooyya'insa mana barumsaa keessatti?

	Gosa Gaaffii	5	4	3	2	1
13	Dareen barnootaa mijataa fi kan barattoota hunda barnootaaf kakaasudha.					
14	Manni barumsaa ciminaan barattoota mana barumsaa gadhiisanii fi keessa deebi'an irratti ciminaan hojechaa jira. (qisaasa yeroo barnootaa habisuuf)					
15	Manni barumsaa Ijoollee hundumaf bekatoti hinbasisu					
16	Ijoollee shamaranii/dubara irra miidhaa fi dararamni tokko illee mana barumsaa keessatti irra hin ga'u.					
17	Barsiisonni jajjabina barattoota fedhii addaa qabaniif deeggarsi wal qixaan godhan seera qabeessa					

18. Manni fincaanii kan barattoota dhiiraa fi shamarranii mana barumsaa keessatti addaan ba'ee jira.

(1) Eeyyee (2) Lakki

19. Mee, waan xiqqoo barreessi waa'ee hirmaannaa barattootaa adeemsa baruu barsiisuu keessatti.

	Gosoota Gaaffii	5	4	3	2	1
20	Hawaasni naannoo fi maatiin adeemsa waliigalaa baruu barsiisuu mana barumsaa keessatti hirmaachuun isaanii seera qabeessa.					
21	Deeggarsi maatii fi hawaasaa yeroo ammaa mana barumsaaf gochaa jiran jajabeeffamuu qaba					
22	Bakka bu'oonni maatii barattootaa fi hawaasaa koree fooyya'insa mana barumsaa keessatti galanii sirriitti hirmaachaa jiru					

23. Barsiisonni yeroo isaanii fudhatanii maatii barattootaa fi hawaasa wajjin waa'ee barattoota isaanii cimani akka baratan ni hirmaatu.

(1) Jabeeseen morma (2) Nan morma (3) Hin murtoofne (4) Nan deeggara

(5) Ciminaan nan Deeggara

24. Maatiin keessanii fi hawaasni haala kamiin mana barumsaa keessan deeggaraa jiru? Gabaabsii ibsi.

25. Mee, Kanneen hojiirra ooluu sagantaa fooyya'insa mana barumsaa ati itti barattu keessatti gufuu ta'an ibsi. _____

26. Kanneen armaan gaditti ibsaman hojiirra ooluu sagantaa fooyya'insa mana barumsaa miidhaa mana barumsaa giddu galeessa sadarkaa tokkoffaa irra ni ga'u, mee hagamiin rakkooleen kun hojiirra ooluu sagantaa fooyyainsa mana barumsaa ati amma keessa jirtu hammam miidhaa akka jiru ilaali garuu midhichi haala hammeenya geessisu miti. Kanaafuu qabxiiwwan yaadakee bakka bu'a jettee yaaddu kanneen shanan jiraniif mallattoo "x" kaa'i.

Lakkoofsichi kan bakka bu'u; (5)= baayyee haala cimaan miidhaa geessisa. (4)= haala cimaan miidhaa geessisa. (3) =hin murtoofne (2)= haala xiqqaan miidhaa geessisa (1)= walumaa galatti miidhaa hin fidu

	Gosoota Gaaffii	5	4	3	2	1
26.1	Hir'ina barsiisonni ogummaa isaanii irratti qaban					
26.2	Hir'ina barsiisota gidduu jiru hubannoo waa'ee fooyya'insa mana barumsaa irratti jiru					
26.3	Hir'ina manni barumsaa kan barattoota hundaaf guutuu qabu irratti qabu.					
26.4	Barattoota barsiisuu irratti barsiisonni muraasni qofti si'ato/onnataa ta'uu isaanii					
26.5	Hojiirra ooluu sagantaa fooyya'insaa mana barumsaa keessatti hirmaanaan maatii fi hawaasa naannoo gadi aanaa ta'uu isaa					
26.6	Hojiirra ooluu sagantaa fooyya'insa mana barumsaa irratti baajenni jiru xiqqaa ta'uu isaa.					

27. Sagantaan fooyya'insa mana barumsaa cimee hojiirra ooluuf mana barumsaa ati keessatti barattutti haala kamiin akka deemu/hojiirra oolu gorsitaa?
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Gelatoma !!

Appendix- D: Interview Guides for School Principals

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Institute of Educational Research and Evaluation Post Graduate Program

Implementation of School Improvement Program in Second Cycle Primary Schools in East Showa Zone: The Case of Young Lives Ethiopia Project Sites

1. How is the implementation of SIP in your school? How do you understand quality in education?
2. Do the teachers apply active learning methodology in your school?
3. How are teachers' subject mastery and professional competency in your school? Do the teachers in your school have professional competency especially in mastery of subject matters?
4. How do the Woreda/zone education authorities give support to implement SIP at school level? Have you received training on SIP so far?
5. Do you have the organized SIC at your school (from different stakeholders)? To what extent are they active to implement SIP?
6. Please tell me the benefit of schools cluster in teaching and learning process? What does it contribute for implementing SIP and quality education in general?
7. Do you have a mechanism of monitoring and self-evaluation while implementing SIP at your school?
8. How was your effort in mobilizing the local resources to implement SIP in your school effectively?
9. Are parents and other local community support your school? If it is so in terms of what?
10. Is your school safe for all students? Are girls free from any treat in the school? How about implementation of inclusive education approach in your school?
11. Do the teachers give attention to girls while delivering the instruction?
12. What do you think about the necessary conditions and resources required for the effective implementation of SIP that really effect in improving quality of education in your school?

Appendix- E: Focus Group Discussion Questions for SIC Members

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Implementation of School Improvement Program in Second Cycle Primary Schools in

East Showa Zone: The Case of Young Lives Ethiopia Project Sites

1. How is the implementation of SIP in your school? How about the understanding of quality in education?
2. How is the attention of teachers for girls' education and inclusive education while delivering instruction?
3. Do the teachers apply active learning methodology in your school?
4. How are teachers' subject mastery and professional competency in your school?
5. Did the training on SIP conducted at your school level by you or Woreda supervisors/others?
6. Do you have organized the SIC at your school from different stakeholders?
7. Please, tell me the benefit of schools cluster in teaching and learning process.
8. Are you receiving school grant fund from Woreda regularly?
9. Do you have a mechanism of monitoring and self-evaluation while implementing SIP?
10. How was your effort in mobilizing the local resource to implement SIP in your school effectively?(Community participation)
11. Is your school safe and conducive environment for all students learning? What effort has made to improve it?
12. What are the major observed problems/challenges in external and internal conditions associated with the implementation of SIP?
13. What solutions do you propose to improve the implementation of SIP at your school?

Appendix-F: Interview Questions for Schools' Cluster Supervisors

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Implementation of School Improvement Program in Second Cycle Primary Schools in East Showa Zone: The Case of Young Lives Ethiopia Project Sites.

1. How is the implementation of SIP in the schools under your supervision? How about the understanding of quality in education among the education stakeholders?
2. Do the teachers in your cluster apply active learning methodology?
3. How is the attention of teachers for girls' education and inclusive education while delivering instruction?
4. How are teachers' subject mastery and professional competency in your schools cluster?
5. Is there appropriate trainings in relation to SIP and quality education to the schools under your supervision?)
6. Do all schools under you supervision have organized school Improvement committee (SIC) from different stakeholders? What was your role in this area?
7. What support do you give to schools within the cluster on the SIP implementation?
8. Do you have a standard mechanism to monitor and supervise schools in the implementation of SIP?
9. Are the schools under your supervision safe and conducive environments for all students learning?
10. What roles did you play in mobilizing the local resources to support schools in the implementation of SIP?
11. What is the status of disbursement of school grant fund to schools to implement SIP?

Appendix-G: Observation Checklist on SIP Implementation for sampled schools

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Implementation of School Improvement Program in Second Cycle Primary Schools in East Showa Zone: The Case of Young Lives Ethiopia Project Sites.

The observation checklists focused on the: (1) school environment (2) Classroom facilities (3) learning facilities (4) School documents

Note: Put “✓” for present and “×” for absent of the items. Besides, write necessary points for the status of the items.

S/no	Items	Present	Absent	Remark/ status
	I. School Environment			
1	Well-kept and attractive school environment/compound			
2	Hygiene and school cleanness (school compound)			
3	Separate toilet rooms both for males and females			
4	Availability of water supply			
5	Recreation center for teachers			
6	Recreation center for students			
7	School fence			
	II Classroom facilities			
8	The classroom is bright, spacious/large and airy			
9	The availability of furniture such as desks/ arm chairs tables etc...			
10	Blackboard			
	II. Learning Facilities			
11	Library with necessary resources			
12	Laboratory room with equipment, chemicals, science-kits			
13	Pedagogical centers and teaching materials/aids			
	IV school Documents			
14	Vision, mission and core values of the school			
15	School development plans (short- term and/ long – term plans)			
16	Report documents (performance progress report, training report, minutes of different meetings and others)			
17	Self-assessment documents and data (SAF conducted so far)			
18	Students' assessment and evaluation documents (mark list, roster, groups' lists and other documents)			
19	School's policy document, Manuals and others			

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