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THE PERCEPTION OF SCHOOL COMMUNITY ON SIP EFFECTIVENESS AND THE CONTRIBUTION OF SIP TO STUDENTS' ACADEMIC PERFORMANCE: A CASE OF LIDETA SUB-CITY GOVERNMENT HIGH SCHOOLS, ADDIS ABABA.

BY:Demissie Tilahun Legesse

A thesis **submitted to Department of Education Planning and Management for partial fulfillment and requirements of Master of Arts Degree in school Leadership.**

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Letter of Approval

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Declaration

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This thesis entitled "the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance: a case of Lideta sub-city government high schools, Addis Ababa" is submitted to me as a thesis advisor by Demissie Tilahun Legesse as student researcher for the purpose of obtaining my approval on the study, to which I have agreed.

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List of Acronyms

ACT	Australian Capital Territory
BSC	Balanced Scored Card
CEEP	Civics and Ethical Education Program
CIP	Curriculum Improvement Program
CPD	Continuous Professional Development
DFE	Department of Education
EFL	English as Foreign Language
EMIS	Educational Management Information System
ESDP	Educational Sector Development Program
ETP	Educational Training Policy
FDRE	Federal Democratic Republic Ethiopia
FGD	Focus Group Discussion
GCSE	General Certification for Science Education
GEQUIP	General Education Quality Improvement Package
GDP	Gross Domestic Product
ICT	Information Communication Technology
KPI	Key Performance Indicator
LAMP	Leadership and Management Program
MoE	Ministry of Education
NEA	National Educational Assessment
NEAES	National Education Assessment and Examination Services
NLA	National Learning Assessment
OECD	Organization for Economic Cooperation and Development
PTSA	Parent Teacher Students Association
PISA	Program for International Students Assessment
PLCs	Professional Learning Competences
SIP	School Improvement Program
SDG4	Sustainable Development Goal 4
SPSS	Statistical Package for the Social Sciences
SNNP	Southern Nations, Nationalities and People
SIPS	School and district wide Improvement Projects
STEM	Science, Technology, Engineering and Mathematics
SBM	School Based Management
TDP	Teacher Development Program
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
US	United State

ABSTRACT

This study was designed to assess the perception of school community on SIP effectiveness and its contribution to students' academic performance in Lideta sub-city government high schools, Addis Ababa, with a particular focus on outcomes in both classroom based assessments (Grades 9-11) and Grade 12 national examinations. Utilizing a mixed methods research design, the study combined quantitative data from 250 teachers and 180 students selected through stratified random sampling with qualitative insights from 6 principals, 6 SIP vice principals , 6 cluster principals , 6 PTSA members and 6 department heads through purposive sampling. Data collection methods included structured questionnaires which were distributed for 250 teachers and 180 students of which 230 (92%) from teachers and 168 (93.3%) were filled and returned respectively. Moreover, 6 school principals, 6 SIP vice principals and 6 head of cluster supervisors were interviewed in addition to this there was FGDs session with 6 heads of PTSA representatives and 6 heads of departments and document analysis covering student performance from 2014 to 2017 All the data obtained were analyzed based on the basic questions and objectives of the study. The analysis revealed that. While SIP significantly improved classroom performance in Grades 9-11 (reducing failure rates below 5%) , Grade 12 national examination results remained critically low (only 4.3 % scored above 50% in 2016),revealing systematic gaps in curriculum examination alignment ,teacher preparedness and English proficiency , as confirmed by stakeholder reports of inconsistent SIP implementation and persistent language barriers. The study also identified SIP's secondary benefits in social development, including enhanced students engagement and study habits. To address these findings targeted recommendations are proposed : aligning Grade 12 instruction with national examination standards through curriculum mapping , enhancing teacher training in examination focused pedagogy for high stakes subjects , implementing school based remedial program, intensifying national examination preparation , investing in continuous professional development for teachers, enhancing English language support , utilizing data driven intervention and promoting stronger collaboration among school leaders , teachers , parents and policymakers to ensure that achieves its intended goal of improving student outcomes at both classroom and national levels

Chapter 1: Introduction

This chapter provides an overview of the research study, outlining the background, problem statement, objectives, research questions, significance, scope, and limitations. It establishes the foundation for understanding the need to evaluate the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance: A case of Lideta sub-city government high schools, Addis Ababa. Key terms are defined, and the organization of the study is briefly explained to guide the researcher through the research framework

1.1. Background of the study

Education is widely acknowledged as a crucial factor in the development of any nation, serving as a catalyst for progress and change. Scholars like Lockheed and Verspoor (1991) have emphasized that education is fundamental to economic and social development, enabling individuals and society to actively participate in the developmental process by acquiring knowledge, skills, abilities, and attitudes (MoE, 1994). But, the rapidly evolving needs of society have compelled schools to adapt their systems to meet the changing requirements. In an increasingly competitive environment, schools are required to raise standards and improve the quality of their services (Harris, 2005). They must ensure the availability of relevant resources and revise the teaching learning process to provide students with a standardized education. Consequently, school improvement programs have gained significant attention as a dominant approach to fostering educational change and improving student achievement and the overall quality of education (Hopkins, 2001).

One such program is the SIP, which aims to bring about positive changes in schools and ensure quality education. According to the Ethiopian Ministry of Education, the SIP is one of the six general education quality improvement packages designed to enhance school capacity, prioritize needs, develop school improvement plans, promote community participation, improve resource utilization and decision making, and enhance the learning environment (MoE, 2007).

SIP focuses on four key domains: teaching-learning, school leadership and management, parent-community school relationships, and a healthy school environment. Each of these domains is of equal importance, and the strength of the whole program is contingent on the effectiveness of each domain (MoE, 2010).

SIP is a continuous and cyclic process that involves planning, implementation, evaluation, and reporting, all of which need to be consistently implemented at the school level (MoE, 2007). Given the significance of the SIP in improving education quality, this study aims to assess the effectiveness of SIP in improving student's academic performance. SIP is a distinct approach to educational change that focuses on enhancing student performance by improving teaching-learning processes and creating supportive conditions (Harris, 2005).

Previous studies by Hopkins et al. (1994) and Adelman and Taylor (2007) have highlighted the positive impact of the SIP program on education quality, emphasizing the role of best practices within the four domains of the program. Likewise, other researchers have explored the implementation, challenges, and opportunities of the SIP in different regions of Ethiopia, including Kifle and Tariku (2014), Mengistu (2017), Gezahegn and Abebe (2019), Solomon (2020), Jerusalem and Ali (2021), Dabesa and Cheramlak, (2021), and Yishak and Triegaardt (2022).

Some other studies were also conducted about perceptions and contributions of stakeholders to the SIP implementation, such as Solomon (2016), Solomon (2020), and Yishak and Triegaardt (2022). Moreover, Lemessa (2016) and Solomon (2016) investigated the status of SIP implementation, with Solomon focusing on preparation and Lemessa on actual implementation. However, the current study aims to provide a more comprehensive examination of the status of SIP implementation, focusing on its extent, implementation differences among the four domains, and the impact on students' academic results across different SIP implementation eras. This is important because prior research, including studies (Dereje , 2012). SIP was launched in Ethiopia in 1999 E.C. as part of broader education reform initiatives by the Ministry of Education (MOE, 2000).

SIP aims to address the multi-dimensional needs of students through interventions that enhance academic performance, emotional well-being, and social skills (Tekalign, 2021; UNESCO, 2016). Since its inception, SIP has undergone several cycles, each focusing on improvement in various domains of school infrastructure, teacher quality, and community involvement (World Bank, 2015). As MOE has entered the seventh cycles of SIP in 2018, therefore, this research aimed to assess the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance: A case of Lideta sub-city government high schools, Addis Ababa.

1.2. Statement of the problem

The school improvement program (SIP) was introduced in Ethiopia as a comprehensive educational reform strategy in improve the quality of education through strengthening school leadership, teaching and learning ,school environment , community participation and educational resources management (MoE,2007;MoE,2013).the program was intended to improve school performance and enhance students' academic achievement by promoting continuous school improvement and shared responsibility among stakeholders. Despite considerable investment in the implementation of SIP, students' academic performance in many government secondary school has remained below the expected level (MoE,2022)

Students' academic performance is influenced by several school-related factors, including effective leadership, quality teaching, availability of instructional resources, parental involvement and active participation of school community (Lezottee,2001;Hoy and Miskel,2013).the school improvement program was designed to address these factors through collaborative planning, implementation , monitoring and evaluation .however, studies conducted in Ethiopia have reported persistent challenges such as inadequate stakeholder participation, weak implementation of school improvement plans, insufficient monitoring and evaluation mechanisms, limited resources and low commitment among school community members which have reduced the effectiveness of the program (Mesfin,2014;Teshome,2018;MoE,2022)

Ethiopia's education system has undergone reforms, with SIP being a cornerstone in improving the infrastructure, teaching methodologies, and overall school environment. While various studies have explored the impact of SIPs on specific aspects of education, such as infrastructure and teacher development, less attention has been paid to their comprehensive effect on students' academic performance. Despite its longevity and continued investment, there is a lack of comprehensive understanding of the effectiveness of SIP in improving students' academic performance. Many assessments have been focused solely on cognitive development, neglecting social outcomes that are crucial for students' overall growth (Kedir & Bekele, 2022; Deribe, 2020). This research was designed to fill this gap by evaluating the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance: A case of Lideta sub-city government high schools, Addis Ababa. Despite the Ethiopian government's efforts to improve educational standards through SIP, it remains unclear whether these programs have significantly enhanced students' academic performance in the Lideta Subcity. The lack of comprehensive research on the effects of SIP on students' academic performance creates a critical knowledge gap that this study sought to address. Though SIP has been implemented for over two decades, there is still a gap in understanding its comprehensive impact on students' academic performance.

Previous empirical studies in Ethiopia have primarily focused on the implementation challenges and effectiveness of the school improvement program. While these studies have contributed to understanding SIP practices, limited attention has been given to examining the perceptions of different members of the school community regarding SIP effectiveness and the extent to which the program contributes to improving students' academic performance. Since the success of school improvement initiatives largely depends on the participation and commitment of school leaders ,teachers ,students ,parents and community members , understanding their perceptions is essential for evaluating the effectiveness of SIP (Fullan,2007;Senge,2006)

In Lideta sub-city government high schools, the school improvement program has been implemented for several years .nevertheless, variations in students' academic performance continue to exist, and little empirical evidence is available regarding how the school community perceives the effectiveness of SIP and its contribution to students' academic performance. This knowledge gap necessitated conducting the present study. Therefore, this study was conducted to assess the perceptions of the school community regarding the effectiveness of the school improvement program and to examine its contribution to students' academic performance in government high schools of Lideta sub-city, Addis Ababa. The findings of the study are expected to provide evidence for policymakers, education authorities, school leaders, teachers and other stakeholders to strengthen SIP implementation and improve students' academic performance.

1.3. Research Questions

1. To what extent has SIP improved students' academic performance in the selected government high schools of Lideta sub-city?
2. What strategies and practices have schools implemented to improve students' academic performance through SIP?
3. What are the major challenges affecting the effective implementation of SIP in the selected schools?
4. How do members of the school community (principals, teachers, students and PTA members) perceive the effectiveness of SIP?
5. What recommendations can be made to enhance the effectiveness of SIP in improving students' academic performance?
6. What are the main challenges encountered in implementing SIP in the sample high schools?

1.4. Objectives of the study:

1.4.1. General objective

To assess the perception of school community regarding the effectiveness school improvement program (SIP), and its contribution to improving of students' academic performance: A case of Lideta sub-city government high schools, Addis Ababa.

1.4.2. Specific objectives.

1. To assess the contribution of SIP to improving students' academic performance in Lideta Sub-city government high schools.
2. To identify the strategies and practices implemented through SIP to improve students' academic performance.
3. To identify the major challenges affecting the effectiveness implementation of SIP.
4. To assess the perceptions of principals, teachers, students and PTA members regarding the effectiveness of SIP.
5. To process recommendations for enhancing the effectiveness of SIP and its contribution to improving academic performance of students.

1.5. Significance of the study

This study is significant because it provides evidence on the effectiveness of the school improvement program (SIP) and its contribution to student's academic performance in Lideta sub-city government high schools.. The findings of the study will help school leaders understand the perceptions of school community regarding SIP implementation and identify areas that need improvement. It will also support teachers, education officials and policymakers by providing relevant information for better planning monitoring and strengthening of SIP practices. Furthermore, the study will contribute to improving the quality of education by identifying challenges and opportunities related to SIP implementation. Finally, it will serve as a reference for further researchers who are interested in school improvement programs, educational leadership and students' academic achievement.

1.6. Scope of the study

The scope of this study was delimited to assessing the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance: A case of Lideta sub-city government high schools, Addis Ababa. The study focused on selected government high schools found in Lideta sub-city and involved key stakeholders including students, teachers, principals , SIP vice principals , head of cluster supervisors, heads of department and PTSA members from these schools, providing a comprehensive view of SIP's effects within the specific context of the same sub-city. The study examined SIP related areas such as school leadership and management , teaching and learning improvement, school environment , community participation and their relationship with students' academic performance.

Methodologically, the study employed questionnaires; interviews focus discussion groups and document analysis to collect relevant data. The study was geographically limited to Lideta sub-city and the findings were intended to reflect the situation of the selected government high schools within the study area.

1.7. Delimitations of the study

Issac and Michael (2005) defined delimitation as" arbitrarily narrowing the scope of the study and focusing only on selected aspects of the problem, certain areas of interest, a limited range of subjects and level of sophistication involved" . In order to make the study more manageable, the study was delimited in geography, concepts, sampling techniques, data collecting instruments and statistical tools. Geographically the scope of the study was delimited to 6 governmental secondary schools (grade 9-12) in Lideta sub city which may not be representative of all schools in Addis Ababa. Regarding the concepts, it was delimited to the effectiveness of SIP in improving student's academic performance.

1.8. Limitation

Although the study attempted to provide reliable findings, it had some limitations. The study was limited by time, financial and resource constrains, which may have affected the extent of data collection. Some respondents might have provided socially desirable responses due to their personal views or concerns about evaluating school practices. In addition, the study focused only on selected government high schools in Lideta sub-city, Addis Ababa: therefore, the findings may not be fully generalized to all schools in Addis Ababa or Ethiopia. Furthermore, the availability and accuracy of school documents related to SIP implementation and students' academic performance could also affect the depth of the analysis. Despite these limitations, efforts were made to enhance the credibility of the study through the use of multiple data collection methods, including questionnaires, interviews, focus group discussions and document analysis.

Regarding the sampling technique, Quantitative and Qualitative sampling technique was employed. The data collecting instruments used for this study were questionnaires, interview and FGD and documents analysis. Concerning the time, the study is confined to school leadership effectiveness in the implementation of SIP during the 2014-2017 academic years.

1.9. Operational definition of key terms

School Improvement Program (SIP) :It is a school program anchored on teaching learning , school environment , leadership and management , Community participation domains to conduct implementation and self-evaluation to improve the educational inputs and process that enable students to score excellent results (MoE, 2010).

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

Academic performance: Measurable outcomes of student success, including grades, test scores, and overall progress in educational attainment, specifically for students in grades 9 to 12 (national examination of grade 12 after the new implementation of national exam strategy).

1.10. Organization of the study

The study is organized into five chapters. **Chapter One** introduces the study, covering introduction, the background of the research, the problem statement, the research questions, the objectives, the significance, the scope, limitations, delimitation, and the definition of key terms and organization of the study. **Chapter Two** reviews related literature, providing theoretical and empirical insights into SIP and holistic education. **Chapter Three** describes the research design and methodology, detailing the data collection and analysis methods. **Chapter Four** presents the findings, analysis, and interpretation of the collected data. Finally, **Chapter Five** summarizes the study, offers conclusions based on the findings, and provides recommendations for policymakers and educators

Chapter 2: Review of Related Literature

This chapter provides a comprehensive review of the existing literature pertinent to the perception of school community on SIP effectiveness and its contribution to students' academic performance. It presents an in depth review of both international and Ethiopian literature concerning the School Improvement Program (SIP) and its impact on students' academic performance. Drawing from a wide range of empirical studies, theoretical frameworks, and practical cases, the review integrates diverse perspectives that inform SIP design and implementation. It begins by exploring international experiences with similar school improvement initiatives, highlighting key successes, challenges, and best practices. The discussion then narrows to the Ethiopian context, examining the history, objectives, and implementation of SIP in Addis Ababa. Additionally, this chapter delves into the theoretical frame School Improvement Programs (SIPs) in high schools worldwide have shown varied levels of success, often influenced by contextual factors such as resource availability, governance, and community involvement for example in United States Programs such as *Race to the Top* and *School Turnaround Strategies* targeted underperforming high schools by implementing comprehensive SIPs that included teacher training, additional funding, and curriculum reform (U.S department of education, 2009). Schools with sustained interventions showed improved graduation rates and standardized test scores (Herman et al, 2017). High schools with strong leadership and community support experienced greater academic gains. However, resistance to change among staff and inconsistent policy implementation hindered long term outcomes (Trujillo and Renee, 2015)

In London Challenge focused on improving high schools with a history of poor academic performance by introducing school specific action plans, leadership coaching, and peer learning networks among teachers ((DFE), 2003). It encouraged collaboration between high performing and struggling schools. As a result, GCSE results improved significantly, and disparities between high and low performing schools were reduced (Hutchings et al., 2012).

In Kenya, SIPs in high schools were implemented through teacher training programs and enhanced learning materials. In Ghana, SIPs focused on infrastructure improvements and community participation in secondary education governance. Urban high schools with better resources showed improved academic performance, while rural high schools faced challenges due to resource constraints and a lack of trained teachers (Sifuna, 2017). Sustaining academic gains over time proved difficult.

In Japan and South Korea, SIPs in high schools emphasized continuous teacher training and student-centered pedagogy, incorporating rigorous evaluation systems to monitor and adjust teaching practices. These countries saw high academic achievement in STEM subjects and high university entrance rates. Effective collaboration between parents, teachers, and school administrators contributed to improved academic outcomes (Park et al., 2021; Shimizu, 2020).

Finland implemented holistic SIPs in high schools that included personalized learning plans, teacher autonomy, and reduced class sizes, along with non-academic support such as counseling and extracurricular activities (Shalberg, 2015). As a result, Finland consistently ranked high in PISA scores and experienced improved student engagement, alongside a reduction in dropout rates (OECD, 2018; Linturi, 2020)

In Ontario, SIPs aimed at reducing academic disparities allocated additional resources to schools serving marginalized communities (Levin et al., 2020). These equity driven programs led to significant improvements in graduation rates and academic performance among disadvantaged students (People for education, 2022). Community involvement was crucial in strengthening SIP implementation (Gallagher-Mackay et al., 2021) .In Australia, SIPs were tailored to meet the specific needs of individual high schools, with a focus on literacy and numeracy (Lamb et al., 2020). Schools collaborated with local industries to align academic performance with career pathways enhancing both student outcome and work readiness (OECD, 2019). This led to enhanced academic outcomes and better preparation for post-secondary education and employment (Goss et al., 2021).

School improvement in Kenya is a program based on the assumption that effective change consists of a focus on the individual school, clinical methods of teacher development, and improved school management. An evaluation of this program by collecting data through class room observation; semi structured interviews with project administrators, teachers and parents; informal interviews with project manager's staff and teachers; surveys of teachers of parents; and pupil tests has shown that on the over all, the program was found to be highly successful. However, it was also recommended that the program need to ensure that professional development strategies remain in place, improve the coast effectiveness of clinical staff development, and provide more focused training of head teachers. The emphasis on individual schools and child centered learning were effective. In addition, the new teaching strategies did not lead to lower standards of student attainment and facilitate student's development of non-cognitive and social skills (Harry B., 2000) Other school improvement program initiatives which focused on sustained teacher development have also been implemented in east Africa since 1985 by Aga khan Foundation. The program includes SIPS supported by the Aga khan foundation in Tanzania, Kenya, and Uganda grounded in a common set of strategic principles.

The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school based; involve whole schools as the unit of change. These some global experiences highlight that while SIPs can improve academic performance in high schools, their success largely depends on contextual adaptation, robust governance, and sustained funding.

By synthesizing both international and local perspectives, this literature review identifies gaps in current research, thereby justifying the need for this study to evaluate the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance of students in Lideta Sub-City governmental secondary schools. The chapter is structured to include theoretical foundations, global and national empirical findings, and identified gaps that justify the present study.

2.1.The Concept of School Improvement program

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

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

School improvement program is that its dual emphasis on enhancing the school capacity for change as well as implementing specific reforms, both of which have their ultimate goal of increasing student achievement. Hence, school improvement is about strengthening schools' organizational capacity and implementing educational reform. Another major notion of school improvement is that, school improvement cannot be simply equated with educational change in general because many changes, whether external or internal, do not improve students' outcome as they simply imposed. They should rather focus on the importance of culture and organization of the school (Hopkins, 1994).This definition has also got recognition by ministry of education guide lines those further emphasizes school improvement as timely essential concept which stressed self-evaluation of schools against each issue of concern and improvement of educational input to enhance student achievement (MOE, 2006 b and MOE, 2002 a-c).

In general, the main essence of the concept is geared to general effort to make schools better places for enhancing quality teaching and learning process with the ultimate goal of maximizing the level of learners achievement. Additionally, school improvement program is about raising student academic achievements or performance through focusing on the teaching learning process and the conditions which support it. When we are talking about school improvement as a process, it is a continuous activity of fulfilling different inputs, upgrading school performance and bringing better learning outcomes at school level (MOE, 2005). Educational institutions have different settings and capacity in providing their services to the needy. In general, as it was explained by different scholars, the term improvement is familiar to all and it simply means reforming, transforming or upgrading the quality of inputs, process, service or product

2.2.Purpose of School Improvement Program

According to Hussein and Post Lethwaite (cited in Firew, 2010), the purpose of most school improvement policies is improving the educational process that includes instruction or subject matter. It helps schools to improve their organizational functioning that are indirectly linked to students' achievement, such as school climate, staffing and school organization. Besides, SIP encourages schools to conduct self-enquiry regarding the strengths and weakness of their performance.

2.3.Framework for School Improvement program

School Improvement Program implementation Framework supply the schools with a structure for raising quality, achieving excellence and delivering better schools for better futures. The framework sets up a dynamic relationship between research and planning that will assist schools to undertake self-assessment, which is context-specific, evidence-informed and outcomes focused (ACT, 2009)All ACT public schools will use the School Improvement Program Implementation Framework to critically examine their programs and practices. The framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives.

As a result framework will help schools to: make best use of evidence-informed processes and tools to evaluate their performance, self-assess to identify school priorities, develop a four year school plan and an annual operating plan with a focus on improvement over time, establish accountability measures and targets that indicate their improvements and inform further planning report on their progress regularly (ACT, 2009).The Framework of SIP supplies the schools with a structure for raising quality, achieving excellence and delivering better schools for better futures. The framework sets up a dynamic relationship between researches and planning that will assist schools to undertake self-assessment, which is context specific, evidence informed and outcomes focused. All ACT public schools will use the School improvement frame work to critically examine their programs and practices. The framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives.

Effective implementation of the School Improvement Framework will see schools developing a cyclic approach to achieving and sustaining school improvement. The progress will be evident across four domains of school improvement: learning and teaching; leading and managing; student environment; and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school. They form a structure with which schools can review, question and analyze their systems and processes. School improvement relies on having sound measuring, monitoring and reporting processes in place for each of the domains. Associated with each domain is a set of three related elements that further inform the nature of research and planning required by a school committed to ongoing improvement? They are the core components of each domain and are designed to guide the school on what they must address in order to achieve sustained success within each domain (ACT, 2009).The SIP framework has been helping schools to make best use of evidence informed processes and tools to evaluate their performance, self-assess to identify school priorities, develop a three year school plan and an annual operating plan with a focus on improvement over time, establish accountability measures and targets that indicate their improvements and inform the further planning and report on their progress regularly (ACT, 2022).

2.4.Theoretical Framework

This study is grounded in systems theory and school effectiveness theories, which provided a foundation for understanding the effectiveness of SIP and its contribution to students' academic performance. Systems theory, as outlined by Senge (1990), emphasizes that a school functions as an interconnected system where changes in leadership, pedagogy, or community involvement influence overall student performance this section will explore educational improvement theories, such as systems theory and school effectiveness theories, with a focus on enhancing academic performance of students.

Systems theory highlights the interdependence of various school factors, emphasizing that improvements in one area can lead to changes in other areas. Senge (1990) argues that schools function as interconnected systems, where changes in teaching methodologies, learning environments, and school management collectively influence academic outcomes. These principles are central to the design of the School Improvement Program (SIP), which aims to improve academic performance through the desired approach to teaching and learning.

SIP is also informed by developmental theories that focus on the progressive improvement of students' academic skills and knowledge. Miller (2000) emphasizes that educational improvement efforts must focus on enhancing students' academic capacities, fostering better learning outcomes through effective teaching and supportive learning environments.

SIP aligns with these theories by creating conditions that promote academic achievement for all students, especially in the context of secondary education (grades 9-12).These theories underpin the concept of SIP, which focuses on improving academic performance by enhancing teaching practices, learning environments, and student engagement. Through the application of systems theory and academic development theories, SIP seeks to create an environment that promotes sustained academic growth.

2.5.**Empirical Studies**

Globally, SIP like interventions have produced mixed results (Bryk et al. (2010) Seminal Chicago study identified five essential supports for successful SIP implementation which were leadership, parent involvement, professional capacity, learning climate, and instructional guidance that must be present for school improvement to be succeed. Their longitudinal data showed that schools strong in these dimensions were ten times more likely to improve student outcomes. In sub-Saharan Africa, Sifuna (2017) noted short-term academic improvements from SIP efforts, but long term sustainability remained elusive, largely due to resource limitations and governance challenges.

Hopkins (2001) stresses the need for deep change not just new structures, but transformations in pedagogy and culture. He outlines a three tier model of reform teacher development, school-level leadership, and systemic support that mirrors the intended layers of Ethiopia's SIP strategy. UNICEF (2013) and Anderson & Mundy (2014) further emphasize the importance of localized, child-centered SIP models in Africa. Their work underscores that the success of SIP depends heavily on contextual relevance and local ownership, something often underdeveloped in Ethiopian implementations. In Ethiopia, Teshome and Melaku (2019) reported that SIP improved infrastructure and teaching quality in Addis Ababa. However, their findings also pointed to limited community involvement and inadequate monitoring systems. Similar studies by Asfaw (2018) and Wolde (2019) highlight urban-rural disparities in SIP outcomes, with urban schools like those in Lideta Sub-City benefiting more due to better access to trained teachers and materials. The USAID (2011) SIP evaluation revealed key weaknesses in Ethiopian SIP execution particularly in leadership training, stakeholder engagement, and data driven decision-making. These findings emphasize the need to assess school level capacity and perception, especially among principals and teachers.Finally, Harris and Jones (2010) advocate for the role of PLCs as a critical driver for SIP success. Their research promotes that PLCs foster teacher collaboration and shared accountability, sustainable instructional improvements all are crucial for SIP's long-term impact in classrooms.

Research from both international and local contexts reviewed to understand the various effects of school improvement programs (SIP) on academic performance. Several studies have evaluated the effectiveness of SIP across Ethiopia. For instance, Teshome and Melaku (2019) identified that SIP has led to improvements in infrastructure and teacher quality in Addis Ababa schools. However, they also noted challenges such as limited community engagement. Other studies have found that urban schools, like those in Lideta subcity, tend to benefit more from SIP due to better resources and infrastructure, while rural schools struggle (Asfaw, 2018; Wolde, 2019).

Yismaw (2016) studied SIP implementation in Bahir Dar and revealed challenges such as poor communication between school leaders and teachers, inadequate monitoring systems, and low motivation among staff. These issues reflect systemic gaps also relevant in Addis Ababa and are expected to surface in the Lideta sub-city context

Internationally, SIP like programs have shown mixed results. Some studies in sub Saharan Africa indicate that while SIP like programs can lead to short term improvements in students' academic performance, sustaining long term gains is difficult due to resource constraints (Sifuna, 2017). In Ethiopia, there is growing concern that while academic performance has improved in some areas, other aspects such as emotional and social outcomes have been overlooked (Kedir & Bekele, 2022).

The reviewed literature suggests that while SIP has a theoretically sound framework supported by global research and policy guidance, its effectiveness depends heavily on contextual implementation. Leadership, stakeholder engagement, resource availability, and monitoring are repeatedly identified as critical success factors. While Ethiopia's SIP aligns with international principles of school reform, gaps in capacity, decentralization, and sustainable practice limit its potential. This justifies the current study’s focus on evaluating SIP within a specific sub-city Lideta where urban resources and leadership experience provide a clearer lens to assess both strengths and shortcomings

2.6. SIP in the Ethiopian Context

In Ethiopia, with the intention to improve the quality of education, much effort has been exerted. Due to a great effort exerted to implement the education and training policy, various promising results were registered. For instance, during beginning of the program many efforts we remade to assess the experience of the best promoting schools within the country and the experience of the other countries. Different guidelines and frame works were developed and awareness raising training was conducted at different level (MoE, 2007).However, SIP is a very wide spread phenomenon and a wide variety of improvement efforts can be create. To be of any importance for school effectiveness, school improvement should use the school effectiveness knowledge base, and be directed to the application of this knowledge as a focused intervention, emphasizing implementation, emphasis outcome, and evaluation techniques to practices SIP.As already noted, though, significant improvement like access to education has been occurred. But, still there are problems related to access, quality, equity, relevance as well as leadership and management that require critical interventions, if the education is to be an instrument for their a realization of the goals set by the ministry of education.

SIP in Ethiopia focuses on four key domains: Teaching and Learning, School Leadership and Management, Safe and Conducive Learning Environment, and Community Involvement. These domains are interconnected and essential for improving educational outcomes and creating a supportive learning environment for students. Teaching and Learning domain focuses on improving the quality of instruction, effective teaching methods, student assessment, and curriculum implementation, School Leadership and Management domain emphasizes the role of school leaders in creating a positive and supportive school culture, managing resources effectively, and promoting continuous school improvement, Learning Environment domain focuses on creating a physically, social and emotionally safe learning environment, addressing issues like bullying, and promoting positive relationships among students and staff and Community Involvement domain emphasizes the importance of partnerships between schools and the community, involving parents, community members, and local organizations in school improvement efforts.

Ministry of Education (MoE, 2007; 2010): SIP is a key component of Ethiopia's General Education Quality Improvement Package (GEQIP). It targets improvement in four domains: teaching-learning, leadership, community participation, and environment. Accordingly, the MOE has developed the six GEQUIP which are: (i) SIP, (ii) TDP, (iii) LAMP , (iv) CEEP, (v) CIP and (vi) ICT program. School improvement initiatives have developed as strategies to the strong government commitment to improve the quality of general education at all levels. Having launched in 1999 E.C., the Ethiopian SIP has evolved through several cycles, each aimed at improving different aspects of school life.

Teshome & Melaku (2019) found SIP improved teaching quality and infrastructure in Addis Ababa, which correlated with better student outcomes. Gezahegn & Abebe (2019) in Ilu Aba Bora Zone reported SIP enhanced classroom practices and student engagement but noted challenges in community participation.

Tekalign (2021) confirmed that SIP improved performance in well-resourced urban schools but had limited impact in rural areas due to resource and capacity constraints. Kedir & Bekele (2022) warned that many studies focus only on cognitive gains (e.g., test scores) while ignoring emotional and social outcomes, suggesting the need for a holistic approach.

Research shows a positive correlation between SIP implementation and academic performance in urban schools, especially in areas like Addis Ababa (Gebremeskel, 2017; Tekalign, 2021). However, success has been uneven. Urban schools, with better leadership and resources, have seen more benefits, while rural schools face persistent obstacles such as limited infrastructure, poor monitoring, and weak leadership (Wolde, 2019; Asfaw, 2018).The World Bank (2015) stresses that Ethiopia's SIP must address not only inputs like buildings and materials, but also processes**,** such as instructional quality and student engagement. The Ministry of Education (2020) evaluation highlighted implementation gaps, including inconsistent SIP training for staff and poor data utilization. This supports the need for research like the present study, which evaluates SIP effectiveness specifically in the urban context of Lideta sub-city.

Ethiopia faced many economical, historical, and cultural impediments that have limited the quality of education for many years. Hence, it was necessary to respond to the consecutively accumulated educational problems at different levels of education related to educational relevance and quality. As a response to the problems, the Ethiopian government had declared the Education and Training Policy to replace the unrelated and copied educational systems, and curriculum that didn't address the need and problems of the society (MOE, 2002).

In addition, to identify the shortcomings of the past education system's weaknesses, the 1994 Education and Training Policy gave attention to equity and access of education, restructuring the education system, changing the curriculum to increase relevance of education to the society's problems, making teachers' training relevant, and improving education management so as to improve the quality of education (TGE, 1994).Furthermore, to effectively implement the policy, Ministry of Education (MOE) continued to develop different strategies and programs. Education Sector Development Programs (ESDPs), which have been launched as of 1997 are among the programs issued by MOE.The program intended to provide a sector wide policy implementation framework for the development of education (MOE, 1997). However the access of education was improved through the implementation of the policy, the quality of education was not improved well (MOE, 2005).

In Ethiopia, despite great efforts made under GEQUIP and SIP, the reports of different researchers, policy documents and national exam results identified gaps in the quality of education which translated into disappointing students' achievement in national learning assessments. For instance, the four NLA results in the last education sector development periods showed low student achievement (FDRE, 2020; MoE, 2010a, 2015, 2017). This happens because the education system has not been supporting the majority of students to acquire core foundation skills and equivalent attainment to higher grades was not apparent (FDRE, 2020; MoE, 2015, 2017).

Accordingly, teachers' lack of knowledge, poor teaching methods, low understanding about student diversity, inconvenient learning environment, inadequate assessment technique, low community participation, and lack of effective leadership were the main barriers for the low triumphs of students (MoE, 2010b, 2015, 2017). In terms of propitious school environment, as the national inspection findings (MoE, 2017) revealed, 90% of schools in the country fall into the unsatisfactory category (Level 1 & Level 2). The low teacher quality and education authorities, the lack of adequate educational facilities and ineffective school improvement plan were key in contributing to the poor learning conditions (FDRE, 2020; MoE, 2017).

The national and regional researches (e.g., Joshi &Verspoor, 2013; Tadesse, 2015, 2018) also showed that most teachers are not in a position to implement different active learning strategies, and classrooms remain primarily teacher centered and continuous assessment exercises in many programs were poor. Hence, transforming poorly performing schools into schools of excellent quality in the country was a challenge (Joshi &Verspoor, 2013). Identifying the problems of the quality of education can't solve the problem by itself, unless competent strategies and meaningful implementation have not followed. The program was designed by MOE with different guiding manuals and then disseminated to regions, zones and schools for implementation.

Though SIP is designed and suggested for schools to be implemented in line with the GEQUIP, school grant was allocated to assist the implementation of the program, different physical indicators and students' academic achievement documents indicated that the schools in the study area did not improved as expected and indicated in the SIP guidelines. In Ethiopian context Implementation of SIP has been encountered various challenges Asfaw (2018) highlighted leadership gaps and weak teacher involvement as major barriers in Addis Ababa. Wolde (2019) emphasized that rural schools lack the financial and human resources needed for effective SIP implementation.

Dabesa & Cheramlak (2021) found that community engagement is often weak, which reduces SIP's sustainability. Since its implementation in 1999, Ethiopia's School Improvement Program (SIP) has undergone significant transformations, particularly in its standards and indicators framework. The Ministry of Education (MOE, 2010) introduced a comprehensive three year strategic planning cycle that shifted the focus from input based monitoring to outcome based school improvement. This reform aligned with global best practices in educational quality assurance while adapting to Ethiopia's contextual needs (World Bank, 2015).

The revised SIP framework established clear performance standards across four key domains: 1) teaching-learning quality, 2) school leadership and management, 3) learning environment, and 4) community participation (MOE, 2010, p. 23). These changes reflected a paradigm shift from mere compliance monitoring to continuous quality improvement, as noted in the NEAES report (NEAES, 2012). The new indicators emphasized measurable learning outcomes rather than just physical inputs, requiring schools to conduct annual self-assessments using standardized tools (Kedir & Bekele, 2022). This results oriented approach was further strengthened through regular school performance reviews and the introduction of professional learning communities for teachers (Deribe, 2019).

The SIP reforms demonstrated Ethiopia's commitment to achieving Sustainable Development Goal 4 on quality education, though implementation challenges persisted in resource-constrained areas (UNESCO, 2017). These systemic changes in SIP standards and indicators fundamentally transformed how Ethiopian schools planned for and measured improvement, creating a more robust framework for educational quality enhancement. The School Improvement Program (SIP) in Ethiopia has aimed to enhance various aspects of the education system, including teacher training, infrastructure, and student engagement, with the goal of improving academic performance in high schools. Research indicates that SIP has had a positive impact on academic performance in some urban high schools, particularly in Addis Ababa, where improvements in school infrastructure, teaching quality, and student outcomes led to higher test scores and better overall academic achievement (Teshome & Melaku, 2019).

Similarly, schools in urban areas, such as those in Lideta sub-city, benefited more from SIP due to better access to resources, which contributed to improved academic performance (Wolde, 2019).However, the program's effectiveness in rural areas has been less pronounced. In these regions, challenges such as limited resources, inadequate infrastructure, and poor teacher training have hindered the success of SIP, leading to less significant improvements in academic performance (Asfaw, 2018). This disparity between urban and rural schools suggests that SIP needs to be adapted to address the specific challenges faced by rural high schools. In conclusion, while SIP has shown positive results in urban areas, its impact in rural areas remains limited due to resource constraints and other challenges. The program's success largely depends on contextual factors, and further efforts are needed to ensure that SIP benefits all students, particularly those in underserved regions.

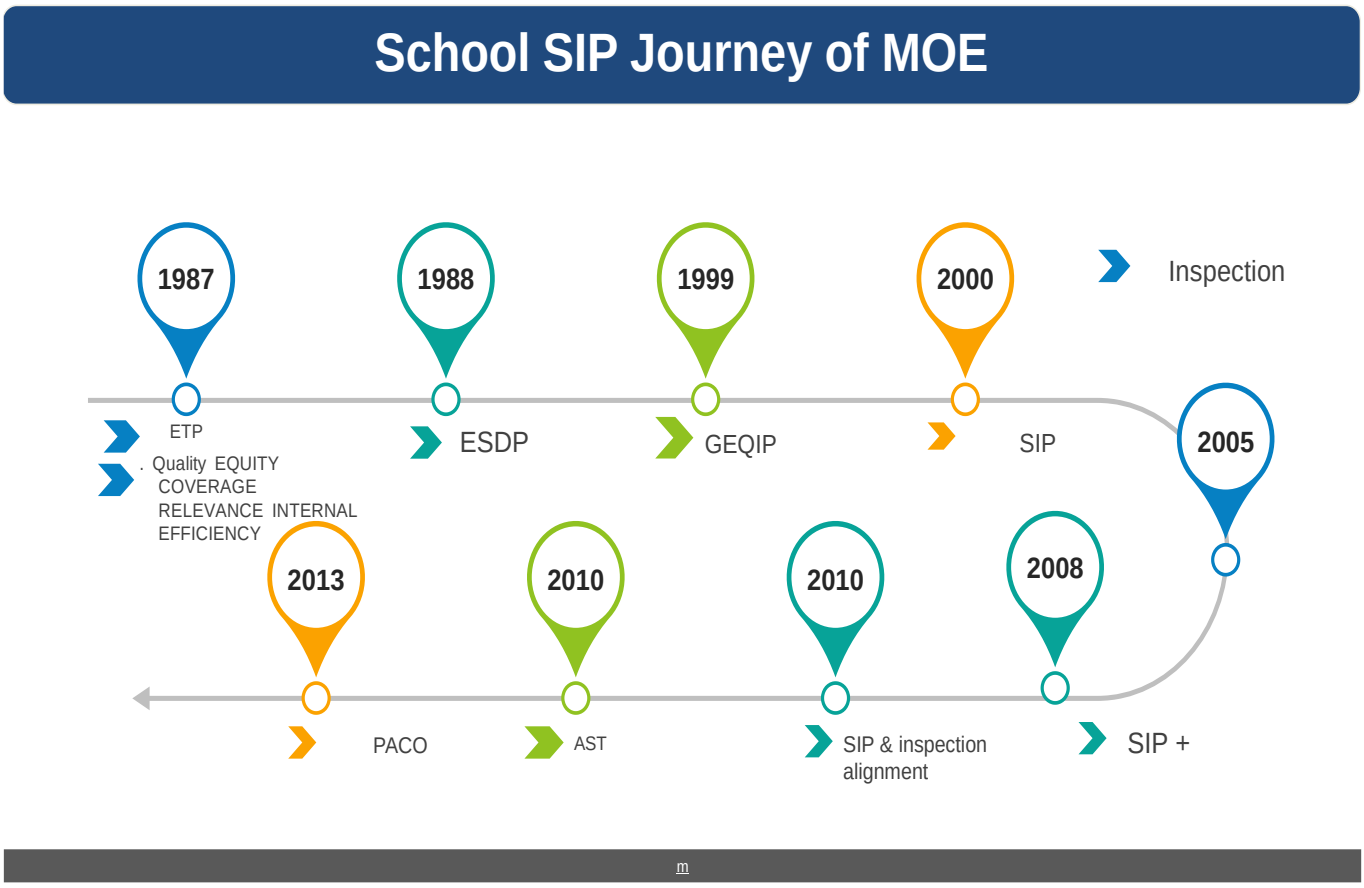


Figure 1. School SIP Journey in MOE (Source MOE training materials)

2.7.Gaps in the Literature

Despite extensive implementation of Ethiopia's School Improvement Program (SIP) since its reform in 2010 (MOE, 2010), critical gaps remain in understanding its effectiveness, particularly in improving secondary school students' academic performance as measured by both classroom assessments and national examinations. While several studies have examined SIP's impact on school infrastructure and basic education outcomes (World Bank, 2018; MOE, 2015), four significant research gaps persist first existing evaluations predominantly measure SIP's success through input indicators rather than student achievement outcomes (Deribe, 2020). As Kedir and Bekele (2022) note, "There remains a conspicuous absence of studies directly linking SIP implementation to improvements in secondary students' examination performance" (p. 52). This gap is particularly acute for national examination results, which serve as key indicators of education quality second most SIP research focuses on rural settings, despite significant urban education challenges.

As UNESCO (2021) reports, "Urban schools in Ethiopia face unique pressures including overcrowding and student diversity that may affect SIP implementation" (p. 23). Lideta sub-city's secondary schools, serving a dense population with varied socioeconomic backgrounds, represent an understudied but critical context for SIP evaluation third Current studies typically examine either classroom assessments or national examinations in isolation. This bifurcated approach fails to capture the potential relationship between daily learning improvements and high stakes testing outcomes a connection that SIP theoretically should strengthen (MOE, 2015). As Deribe (2020) argues, "Without examining both assessment types, we cannot truly gauge SIP's classroom-level versus systemic impacts" (p. 114) and finally the World Bank's (2018) evaluation of global school improvement programs found that "reforms most often fail not in design but in the translation to classroom practice" (p. 7). In Ethiopia specifically, there's limited research on how SIP's strategies actually manifest in secondary school teaching and assessment practices, particularly in urban settings like Lideta Sub city This study directly addresses these gaps by investigating SIP's effectiveness in improving both classroom and national examination performance across governmental secondary schools, in Lideta sub-city Addis Ababa.

Focusing on this urban context while employing a mixed methods approach will provide much needed evidence on. Most existing studies on SIP primarily focus on academic outcomes, often overlooking the emotional and social dimensions of student performance (Deribe, 2020).

Table 1 SIP Reform in MOE

The four Domains of SIP	First framework 1999				Revised framework 2003				SIP and Inspection aligned framework 2010 Sip + aligned				Recently revised framework 2017			
	Elements	**Standards**	**Indicators**	**Descriptors**	**Elements**	**Standards**	**Indicators**	**Descriptors**	**Elements**	**Standards**	**Indicators**	**Descriptors**	**Elements**	**Standards**	**Indicators**	**Descriptors**
Teaching and Learning	3	9	44	176	3	7	29	116	3	14	60	240	3	7	32	128
Learning environment	3	5	35	140	3	4	22	88	3	4	24	96	3	8	29	116
School Leadership	3	10	47	188	3	9	25	100	3	5	18	72	3	9	38	152
Community participation	3	5	24	96	3	4	12	48	3	2	8	32	2	4	10	40
Total	12	29	150	600	12	24	88	352	12	25	110	440	11	28	109	436

Table 2 SIP domains, elements, SIP framework 2017

3 years Strategic plan of SIP	**Number of domains**	**Number of elements**	**Number of standards**	**Number of indicators**	**Descriptors**	**Remarks**
2000-2002	**4**	**12**	**29**	**150**	**600**	
2003-2005	**4**	**12**	**29**	**150**	**600**	
2006-2008	**4**	**12**	**24**	**88**	**352**	**SIP revised in 2004**
2009-2011	**4**	**12**	**24**	**88**	**352**	
2012-2014	**4**	**12**	**24**	**88**	**352**	
2015-2017	**4**	**12**	**25**	**110**	**440**	**SIP aligned with the 25 Inspection standards in 2010**
2018-2020	**4**	**11**	**28**	**109**	**436**	**The new approach designed in 2017**

While the Ethiopian SIP has been studied, most research focuses narrowly on infrastructure development or physical environment of the school compound. Studies often overlook social development, **l**eadership perception, and school climate (Deribe, 2020; Kedir & Bekele, 2022).

There is limited quantitative and qualitative insight into how SIP is implemented at the school level is improving academic performance of secondary school students since the ultimate goal of SIP is academic outcomes of students in general and students in particular in secondary schools and how stakeholders perceive its value

Table 3 History of SIP Initiatives in Ethiopia

Source: various training document on SIP initiatives MOE

RN	Year	Initiative or program		Focus area	Source
1	1987	ETP founded		Quality Equity Coverage ,Relevance and Internal efficiency	Implicit in ESDP context
2	1988-2017	ESDP I-VI series (1988 onward)	ESDP I (1988-1992)	Expansion of primary education	ESDP VI Summary
			ESDP II (1993-1997)	Consolidation and quality improvement	
			ESDP III (1998-2002)	Universal primary education (UPE) and equity	
			ESDP IV (2003-2007)	Quality , equity and relevance of education	
			ESDP V (2008-2012)	Quality , Equity and Inclusive education	
			ESDP VI (2013-2017)	Digital transformation, Equity and 21st century skills	
3	1999	GEQUIP launched		Introducing the six programs	Discussed within ESDP and GEQUIP documentation
4	2000	Introduction of SIP	SIP I (2000-2002)	Students' academic outcomes	SIP context in UNISCO guidelines Ethiopian Education Report ,2008
			SIP II (2003-2005)		
			SIP III (2006-2008)		
			SIP IV (2009-2011)		
			SIP V (2012-2014)		
			SIP VI (2015-2017)		
			SIP VII (2018-2020)	Effective school	World Bank ,2018
5	2005	INSPECTION system introduced		Input , process and Result	GEQUIP-E
6	2008-2010	Launch of SIP + an enhanced of the original SIP		Combining standards	GEQUIP-E
7	2010	SIP and Inspection alignment		Alignment	MOE
8	2013	Establishment of PACO (program Appraisal and Coordination Office)		Centralizing and coordinating SIP and inspection activities	MOE

Table 4 SIP framework 1999

Source :(ACT Government, 2009: School Improvement Framework)

Teaching – Learning domain	**Conducive School environment domain**
• Teaching practice • Learning and assessment • Curriculum	• School facilities • Students support • Students competency
Students' academic outcomes	
School Leadership domain	**Community engagement domain**
• Strategic vision • Leadership behaviors • School Management	• Collaboration with parents • Involving the community • Promoting education initiatives

Table 5 The change of SIP from 1999 to 2017 (MOE materials)

School Leadership and Administration domain	**Teaching and Learning domain**
• Leading Teaching and Learning • Leadership Competency • Leadership Competency	• Learning • Teaching • Working Collaboratively
Effective school	
Safe and peaceful Learning Environment domain	**School, Parent, and Community Relationships domain**
• School Facilities and Infrastructure Development • School culture • Human Resources and Finance	• School, Parent, and Community Relationships • Parental and Community Participation

The review of related literature had demonstrated that the school improvement program (SIP) was a comprehensive and continuous approach designed to improve the quality of education through systematic planning, implementation, monitoring and evaluation

The reviewed literature had indicated that SIP focused on improving key areas of school functioning, including school leadership effectiveness, teaching and learning processes, school environment, resource utilization and stakeholders' participation. These elements had been identified as important factors that contributed to create conditions that supported improved students' academic performance.

The theoretical perspectives reviewed in this study, particularly system theory and school effectiveness theory had provided a strong foundation for explaining the relationship between SIP implementation and students' academic performance. System theories as outlined by Sege (1990), had emphasized that schools were complex systems composed of interconnected components whose effective interaction determined organizational performance. From this perspective, the effectiveness of SIP had depended on the collaboration and coordinated efforts of school leaders, teachers, students, parents and other stakeholders. Improvement in one component of the school system had influenced other components and had contributed to the overall improvement of educational outcomes. Similarly, school effectiveness theory had explained that students' academic performance had been influenced by various school-level factors, including effective instructional leadership, teacher commitment, continuous monitoring of students' progress, and effective utilization of resources (Edmons,1979; Creemers and Kyriakides,2008). The literature had shown that SIP had provided a structured framework through which schools could identify their weakness, develop improvement strategies, implement interventions, and evaluate their outcomes. can be explained through the combined perspectives of systems theory and school effectiveness theory

The empirical studies reviewed had also revealed that the success of SIP had been influenced by the level of awareness, commitment, participation and perceptions of school community members. Although SIP had been implemented in many schools, its effectiveness had varied depending on schools implementation capacity, availability of resources and active involvement of stakeholders.

Therefore, examining the perceptions of school community members had been considered essential for understanding the actual effectiveness of SIP and its contribution to students' academic performance. Based on the review literature, it had been observed that limited studies had examined the relationship between school community perceptions of SIP effectiveness and its contribution to students' academic performance, particularly in government high schools of Lideta sub-city, Addis Ababa. Therefore, this study had been conducted to address this research gap by assessing the perception of school community members regarding SIP effectiveness and examining its contribution to students' academic performance in the selected government high schools.

Chapter 3: Research Design and Methodology

This chapter deals the research methodology, the sources of data, the study site and population, the sample size and sampling technique, the procedures of data collection, the data gathering tools, the methods of data analysis and Ethical considerations

3.1. Research Approach

This study employed a descriptive survey research design using a mixed methods approach to evaluate the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance at Lideta sub-city government high schools, Addis Ababa. The descriptive survey design was considered appropriate because the study sought to assess the perception of school community members regarding the effectiveness of the SIP and to examine its contribution to students' academic performance in government high schools of Lideta Sub-city, Addis Ababa. According to Creswell and Creswell (2018), a descriptive survey design enables researchers to collect data from a defined population to describe existing conditions, attitudes, opinions and practices without manipulating the study variables. The study employed a mixed-methods approach, combining quantitative and qualitative methods to comprehensively assess the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance in Lideta sub-city government high schools, Addis Ababa. While the survey based design primarily emphasized quantitative analysis of national examination data and classroom performance and SIP implementation effectiveness, it was complemented by qualitative methods (interviews and FGDs) to capture stakeholder experiences. This dual approach aligns with Creswell's (2006) assertion that mixed methods "capitalize on each approach's strengths while mitigating their individual limitations" (p. 45), thereby providing a more robust understanding of complex educational interventions.

The quantitative component enabled systematic measurement of academic outcomes across schools, while the qualitative dimension contextualized these results by exploring implementation challenges, leadership dynamics, and classroom practices (Creed et al., 2004). By triangulating these data sources, the study enhanced the validity of findings, as recommended by the MOE's (2020) SIP evaluation guidelines. This methodology was particularly pragmatic for assessing SIP's multi-faceted impact, as it allowed the researcher to "transcend the constraints of singular approaches" (Creed et al., 2004, p. 112) while maintaining methodological rigor in an applied educational setting.

3.2. Source of data

For the study quantitative component, data was collected from secondary school teachers and students from grades 9 to 12 across six schools, allowing for quantitative analysis of academic performance trends and SIP implementation effectiveness. The qualitative component involved interviews with key SIP implementers (principals, SIP vice principals, and cluster supervisors) from two cluster schools, as well as focus group discussions with stakeholders (PTSA representatives and department heads, with one participant from each of the six schools) and document analysis. Those sources allowed for triangulation of findings, enhancing the validity and reliability of the study's conclusions about the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance: A case of Lideta sub-city government high schools. The population for this research included key stakeholders from six selected high schools, providing a comprehensive understanding of the School Improvement Program (SIP).The teacher population encompassed a diverse range of educators from various subject areas, including mathematics, Natural science, language and social science. Their experiences were critical for evaluating how SIP initiatives influenced teaching practices and student engagement. The total number of teachers across the selected schools was determined to ensure a representative sample, the student population included individuals from grades 9 through 12, reflecting a wide area of experiences regarding SIP.

As the primary leaders of each school, principals were responsible for the overall management and execution of SIP. Their insights were essential for understanding the challenges and successes encountered during implementation, SIP Vice Principals supported principals by assisting in strategic planning and evaluation. Their involvement in SIP provided valuable perspectives on program effectiveness; Heads of Cluster Supervisors included supervisors overseeing multiple schools to ensure that SIP standards were met consistently across their clusters. Their feedback was vital for understanding broader systemic issues related to SIP implementation, each department head led specific academic areas within their schools, contributing to aligning departmental goals with SIP objectives. Their input was crucial for assessing the impact of SIP on curriculum delivery and PTSA heads acting as liaisons between parents, teachers, and students, PTSA heads facilitated communication regarding SIP initiatives. Their role in engaging the community was important for gathering insights into parental support and involvement.

3.3. Sampling design

3.3.1. Target population

Population is defined as the entire set of individuals or other entities to which study findings are to be generalized (Schutt, 2011). The study population was focused on six high schools teachers, students principals SIP Vice principals, heads of departments, PTSA members.

3.3.2. Sampling technique

For the quantitative component of this research, stratified random sampling was employed. This technique allowed for the intentional selection of samples from specific subgroups, or strata, within the population. In this context, strata referred to distinct groups characterized by grade levels for students and different subject areas for teachers. This stratification ensured that each subgroup was adequately represented in the sample. By ensuring that both teachers and students from various grade levels and subjects were included in the sample, the research achieved a more accurate representation of the entire population. This was crucial for assessing the overall impact of SIP on educational outcomes.

The total sample size of students and teachers was determined to be 180 and 250 participants respectively, with proportional allocation across the identified strata. This involved calculating the sample size for each subgroup based on their representation within the total population. For the qualitative component, purposive sampling was utilized. This non probability sampling technique allowed for the selective inclusion of participants based on their specific knowledge, involvement, and relevance to SIP.

Purposive sampling enabled the researcher to gather in depth insights from stakeholders who had direct experience with SIP. By selecting individuals in key roles, the research could delve into the complexities of program implementation and its effects with various roles principals, SIP vice principals, heads of cluster supervisors, department heads, and PTSA heads that ensured a broad range of experiences and opinions related to SIP. This diversity enriched the qualitative data and contributed to a more nuanced understanding of the program's impact. In conclusion the population for this research was strategically selected to encompass both quantitative informants teachers and students and qualitative informants principals, SIP vice principals, heads of cluster supervisors, department heads, and PTSA heads.

By employing stratified random sampling for the quantitative data and purposive sampling for the qualitative data, the research aimed to ensure comprehensive insights into the effectiveness of SIP. This combined approach not only provided a well-rounded understanding of the program's impact but also highlighted the interconnections between instructional practices and student experiences, contributing to a richer analysis of educational outcomes.

For this study, stratified random sampling was selected as the primary method for sampling both students and teachers. This technique ensured that specific subgroups within the population were adequately represented in the sample. Using Stratified Random Sampling method ensured the researcher that each subgroup was represented proportionately.

For the quantitative components of the study The researcher has followed the following steps in implementing stratified Random Sampling techniques first the strata for this study was defined to be teachers who were teaching from grade 9 up to grade 12 and students from grade 9 to 12, determining the total sample size was the second step of the techniques which comprised of 250 teachers and 180 students as well as the proportional sample size was calculated by using formula

For the qualitative component of this research, purposive sampling was employed. This non probability sampling technique allowed for the intentional selection of participants who possessed specific characteristics or knowledge relevant to the study that involved selecting individuals or the study based on predefined criteria, ensuring that the sample reflects the diversity of experiences and insights pertinent to the research questions. Participants for the qualitative component of the study were selected based on criteria such as teachers and SIP Vice principals with experience in implementing SIP. And Administrator The population for the qualitative data gathering included key stakeholders involved in the School Improvement Program (SIP). This population comprised Principals who were responsible for overall management and implementation of SIP within their institutions. SIP vice Principals who assisted principals in executing SIP initiatives and evaluating their effectiveness, Heads of Cluster Supervisors whom overseeing multiple schools, ensuring that SIP standards met across the cluster, Department Heads who were leaders of specific academic departments who contribute to SIP by aligning departmental goals with the program's objectives and finally PTSA Heads who facilitated communication between parents, teachers, and students regarding SIP initiatives.

Principals, SIP Vice Principals, Supervisors, PTSA Members, and Department Heads were key to understanding SIP’s implementation, so all of them (6 principals, 6 SIP vice principals, 6 supervisors, 6 PTSA members, and 6 department heads) were included in the study using purposive sampling.

3.3.3. Sample size

The size of sample should neither be excessively large, nor too small. It should be optimum. An optimum sample is one which fulfils the requirements of efficiency, representativeness, reliability and flexibility (Kothari, 2004). The sample size for this study was initially determined using Yamanes (1967) formula for finite populations;

$$n = \frac{N}{1+N(e)2}$$ Where n= required sample size

N= total population size

e= level of precision (sampling error) set at 0.05 (5%)

For students

$$n = \frac{9470}{1+9470(0.05)2} = 384$$

For teachers

$$n = \frac{791}{1+791(0.0025)2} = 266$$

According to Yamanes (1967) formula with 5% margin of error, the required sample sizes were 384 students and 266 teachers. The study targeted a population of 9,470 students and 791 teachers from six governmental high schools in Lideta sub-city, Addis Ababa. To obtain a representative sample while considering time, financial resources and the feasibility of data collection, the researcher selected 180 students and 250 teachers making a total sample of 430 respondents. Teachers were intentionally represented in a relatively larger proportion because they are the primary implementers of SIP and possess extensive knowledge and experience regarding its planning, implementation, monitoring and evaluation. Students were included because they are direct beneficiaries of SIP.

Table 6 Sample size and sampling techniques for quantitative informants

	SCHOOLS	Total population		PROPORTIONAL STRATIFIED RANDOM SAMPLING		Samples	
		Students	Teachers	Students	Teachers	Students	teachers
1	K-23	1964	143	(1964/9470) X180 =37.3	(143/791) x250=45	37	45
2	BALCHA	2472	211	(2472/9470)x180=46.9	(211/791) x250=66.6	49	67
3	HIDASE	1215	126	(1215/9470x180=23.09	(126/791) x250=39.8	23	40
4	AFRICA HIBRET	846	93	(846/9470)x180=16.08	(93/791) x250=29.3	16	29
5	EWKET LEHIBRET	1292	117	(1292/9470)x180=24.5	(117/791) x250=36.9	24	37
6	EWKET LEFRE	1677	101	(1677/9470) x 180 =31.8	(101/791) x250=31.9	31	32
	TOTAL	9470	791			180	250

Table 7 population and sample size for quantitative data of students

	NAME OF SECONDARY SCHOOLS	Total population		Sample size	PROPORTIONAL STRATIFIED RANDOM SAMPLING	
		Grade	Sample Students		Students	Sample
1	K-23	9	470	37	(470/1964)X37=8.8	9
		10	384		(387/1964)X37=7.2	7
		11	505		(505/1964)X37=9.5	10
		12	605		(605/1964)X37=11.3	11
		Total	1964			
2	BALCHA	9	549	49	(549/2472)x49=10.9	11
		10	587		(587/2472)x49=11.6	12
		11	673		(673/2472)x49=13.3	13
		12	663		(663/2472)x49=13.4	13
		Total	2472			
3	HIDASE	9	385	23	(385/1215)x23=7.2	7
		10	240		(240/1215)x23=4.5	5
		11	345		(345/1215)x23=6.5	6
		12	245		(245/1215)x23=4.6	5
		Total	1215			
4	AFRICA HIBRET	9	180	16	(180/846)x16=3.4	3
		10	255		(255/846)x16=4.8	5
		11	236		(236/846)x16=4.5	5
		12	175		(175/846)x16=3.3	3
		Total	846			
5	EWKET LEHIBRET	9	374	24	(374/1293)x24=6.9	7
		10	307		(307/1293)x24=5.6	6
		11	288		(288/1293)x24=5.3	5
		12	324		(324/1293)x24=6.0	6
		Total	1293			
6	EWKET LEFRE	9	433	31	(433/1677)x31=8	8
		10	485		(485/1677)x31=8.9	9
		11	470		(470/1677)x31=8.6	9
		12	289		(289/1677)x31=5.3	5
		Total	1677			
TOTAL			9470	180		180

Table 8 population and sample size for Quantitative informants

RN	SCHOOLS	Total population					Interview			FGD	
		Principals	SIP vice principals	Cluster supervisors	PTSA	Department Heads	Principals	SIP vice principals	Cluster supervisors	PTSA	Department Heads
1	AFRICA HIBRET	1	1	3	1	14	1	1	3	1	1
2	BALCHA	1	1		1	14	1	1		1	1
3	HIDASE	1	1		1	14	1	1		1	1
4	K-23	1	1	3	1	14	1	1	3	1	1
5	EWKET LEHIBRET	1	1		1	14	1	1		1	1
6	EWKET LEFRE	1	1		1	14	1	1		1	1
Total		6	6	6	6	84	6	6	6	6	6

3.4. Data Collection instruments

Structured self-administered questionnaires were used by the researchers so as to get first-hand information (Kanji, 2003). The study used questionnaires to collect primary data for quantitative analysis. For this research, newly developed questionnaire with 24 close ended and 5 open ended as well as 31 Close-ended and 5 open ended items were employed to collect both quantitative and qualitative data from teachers and students respectively, Since it was convenient to conduct surveys and to acquire the necessary information from a large number of study subjects in a very short period of time. Furthermore, it made possible an economy of time and expense and also provided a high proportion of usable response (Best Kahn, 2003). The questions in the questionnaire are closed and open-ended or structured in 24 orders to ease the process of analyzing the data from respondents. Thus, the results gathered from respondents were increase the speed and accuracy of recording, as well as more comparable

It was prepared in English for teachers and in Amharic for those selected students. The questionnaires had two parts. The first part of the questionnaire would describe the respondents' background information, which would include: Sex, age, experience, and grade, area of specialization, training on SIP and name of the school. The second part incorporates both closed and open-ended question items.

The closed ended items were prepared by using Likert scales and the value of the scale was between one and five. The scaling procedure is ranging from disagree to strongly agree (i.e. disagree=1, Agree =2, Undecided =3 Agree=4 and strongly agree =5) since Likert-scale items could facilitate quantitative analysis and comparison, providing a clear understanding of SIP's effects on both student performance and teaching practices

The questionnaires were arranged to assess the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance at Lideta sub-city government high schools, Addis Ababa, which could be measured by national exam results for Grade 12 after the implementation of the new examination strategy and classroom exam results for Grade 9, 10, and 11 students. Besides, teachers' perceptions of SIP's impact on classroom practices and student outcomes. See Appendix-A and Appendix-F

Semi-structured interview was developed to conduct depth qualitative data from principals, SIP vice principals, Cluster supervisors. Employing semi-structured interview is quite important, because interview has great potential to release more in depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiyietal. 2009). To this end, in order to obtain detailed supplementary information, interview sessions were conducted to that groups it was prepared in English. See Appendix-B ,C and D

The FGDs was developed and provided insights into their roles in SIP implementation, their views on its effectiveness, and the challenges faced. It was prepared for PTSA representatives and department heads. See Appendix-E

Documents like SIP frameworks beginning from 1999 till 2017, strategic and annual plans, student assessment results both national (2014, 2015 and 2016) and classroom and community participation evidence were in corporate to supplement the data obtained through questionnaire and semi-structured interview. According to Abiyi etal., (2009) document analysis can give an expert understanding of the available data and also it is cheap.

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and, also a pilot study was carried out on 20 teachers and 15 students of kefetegna 23 secondary school to pretest the instrument. The pilot test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Adam set al., 2007).

After having the questionnaires returned, the necessary modification on 3 items were done. Additionally the reliability of the instrument was measured by using a Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As explained by Drost (2004), if the result of Cronbach's coefficient alpha is 0.7 and above it is considered to be satisfactory, indicating questions in each construct are measuring a similar concept.

Table 9. Reliability test result Cronbach alpha of teacher's questionnaire

RN.	Title of the questions	Number of items	Reliability coefficient
I	Evaluating the Impact of SIP on Academic Performance	3	0.74
II	Examining SIP's Effect on Social Development	4	0.80
III	Identifying Challenges in SIP Implementation	2	0.65
IV	Identifying Opportunities to Enhance SIP Effectiveness	5	0.78
V	Teachers' Perceptions of overall SIP's Effectiveness	3	0.74
		Average reliability coefficient	**0.74**

Table 10. Reliability test result with Cronbach's alpha of student's questionnaire

RN	Title of the questions	Number of items	Reliability coefficient
I	Evaluating the Impact of SIP on Academic Performance	1	0.8
II	Examining SIP's Effect on Students behavior and extracurricular activities	5	0.75
III	Identifying Challenges in SIP Implementation	2	0.7
IV	Identifying Opportunities to Enhance SIP Effectiveness	7	0.85
V	Students' Perceptions of overall SIP's Effectiveness	4	0.9
Average reliability coefficient			0.815

3.5. Procedures of data collection

The study had gone through a series of data gathering procedures. They helped the researcher to get accurate and relevant data from the sample units. Before the actual data collecting activities were done, the researcher first would conduct literature search, identify and formulate research problem and accomplish the thesis proposal. After proposal questionnaires were prepared and submitted to advisor to check the relevance. Then the researcher directly went to kefetegna 23, secondary school, where the researcher has been working to pre-test the data gathering instruments.

At the end of all aspects related to pilot test, the researcher has contacted principals of the schools for consent. After making agreement with the concerned participants, the researcher introduced his objectives and purposes of the research. Then, the final questionnaires were administered to sample teachers and students in the selected schools. The participants were allowed to give their own answers to each item independently and the data closely assisting and supervising them to solve any confusion regarding the instrument. Finally, the questionnaires were collected and made ready for data analysis. On the other hand, the school principals, SIP vice principals and cluster supervisors were interviewed. While interview was being conducted, to minimize loss of information, the obtained data were carefully written in a notebook.There was also FGDs among PTSA and head of the departments at each high schools center of clusters In addition, the data available in document forms related to SIP implementation and students national as well as classroom results were collected from the sample schools. Finally, the data collected through various instruments from multiple sources were analyzed and interpreted.

3.6. Method of Data analysis

The study has employed both quantitative and qualitative methods of data analysis Thus; the data obtained through a questionnaire was analyzed by using percentage, mean and standard deviation and was followed by discussion of the most important points. The data gathered through open ended questions and interview, FGDs and document analysis were analyzed qualitatively through descriptive narration for the purpose of triangulation.

The quantitative data of the study primarily come from structured questionnaires that were collected from students and teachers and responses were categorized and Percentage, mean and standard deviation counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their conceptual similarities.

The scores of each item were organized, statistically compiled and imported o to obtain the mean value of each item Microsoft Excel, user friendly and widely accessible software that includes built in functions for calculating averages, counts, and standard deviations. Likert Scale was employed to identify to what extent the respondents agree or disagree.

The qualitative data which were collected from Principals, SIP vice principals, head of cluster supervisors, heads of departments and PTSA representative using interviews, open ended questions of the questionnaire, document analysis and FGDs were analyzed and interpreted qualitatively. The hand written notes were transcribed; categorized and compiled together in to themes. The result of open-ended questions, document analysis and observation were also summarized and organized by related category. Finally, the overall course of the study was summarized with findings, conclusions, and some possible recommendations. Since both quantitative and qualitative methods were used triangulation method was used to compare and contrast findings from both types of data. By employing both descriptive and inferential statistical methods for the quantitative data and thematic analysis for the qualitative data, it was be able to offer a comprehensive evaluation of the School Improvement Program's impact on students' academic performance.

3.7. Ethical Considerations

To make the research process professional, ethical consideration were made. The researcher informed the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents: and confirm that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The research has not personalized any of the respondent's response during data presentations analysis and interpretation. Furthermore, all the materials used for this research have been acknowledged.

Chapter 4: Presentation, Analysis and Interpretation of data

This chapter presents and interprets the data collected from sample population and various data collection techniques to reveal the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance at Lideta sub-city government high schools, Addis Ababa focusing on the presentation, analysis, and interpretation of both quantitative and qualitative data through a triangulated approach. The aim was to provide a comprehensive understanding of SIP's impact on student academic performance The study developed questionnaires for teachers and students in six selected secondary schools, similarly, interview questions for school principals , SIP vice principals and cluster supervisors. Besides, the researcher prepared FGDs with PTSA members and head of departments.

For the data collection purpose, the researcher conducted 250 and 180 questionnaires for teachers and students from grade 9 to 12 students of which 230 (92%) from teachers and 168 (93.3%) were filled and returned respectively. Moreover, 6 school principals, 6 SIP vice principals and 6 head of cluster supervisors were interviewed in addition to this there was FGDs session with 6 heads of PTSA representatives and 6 heads of departments. All the data obtained through questionnaires, interview, FGDs and document analysis were analyzed based on the basic research questions and specific objectives of the study indicated in chapter one, covering academic performance, social development, and implementation challenges, and perceptions of overall effectiveness. Responses were interpreted using mean scores, standard deviations, and percentage frequencies. For the quantitative data item scores for each category were arranged under five Likert scales. The range of the scales was strongly agree=5: Agree=4: undecided=3 Disagree=2: strongly disagree=1 For the purpose of analysis, the above 5 rank responses of the questionnaire were grouped and labeled into three categories that is, Low, moderate and high. In categorizing the Likert scales, the frequency and percentage results of "strongly disagree " and "disagree" were combined into "low" and the results of strongly agree and agree combined into "high and the undecided were into moderate

Table 11. Demographic characteristics of teachers

Demography	**Male**			**Female**			**Total**											
	133			**97**			**230**											
AGE	**21-25**			**26-30**			**31-35**			**36-40**			**40-50**			**Above 50**		
	M	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**
	31	**19**	**50**	**35**	**40**	**75**	**28**	**25**	**53**	**28**	**11**	**39**	**11**	**2**	**13**	**0**	**0**	**0**
QUALIFICATION	BA/BED/BSc			MA /MED/MSc			any other											
	M	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**						
	61	**45**	**106**	**72**	**52**	**124**	**0**	**0**	**0**									
Teaching experience	**BELEW 5**			**6-10**			**11-15**			**16-20**			**21-25**			**Above 26**		
	M	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**
	19	**22**	**41**	**52**	**36**	**88**	**33**	**16**	**49**	**11**	**15**	**26**	**12**	**6**	**18**	**6**	**2**	**8**
Are of Specialization	**Major subjects**									Minor Subjects (not for all major subjects)								
	M			**F**			**T**			**M**			**F**			**T**		
	Bio(9) Geo(10) Civics(6) Chem (13) Maths (14) Eco (12) Amharic (12) IT (8) E.Sc (1) Physics (13) CTE(3) His (12) HPE (8) Eng (12)			Bio(15) Geo(5) Civics(7) Chem (8) Maths (6) Amharic (17) IT (7) Physics(3) CTE(6) His (7) HPE (3) Eng (13)			Bio(24) Geo(15) Civics(13) Chem (21) Maths (20) Eco (12) Amharic (29) IT (15) E.Sc (1) Physics (16) CTE(9) His (19) HPE (11) Eng (25)			Chem (12) HPE (8) Physics (12) Bio (8) Geo (12) His (10) Amharic (12)			M aths(11) Amharc(13) Eng (17) His (5) Bio (3) Geo (7)			Chem (12) HPE (8) Physics (12) Bio (11) Geo (19) His (15) Amharic (25) Eng (17) Maths (11)		
Training on SIP	**YES**			**NO**														
	M	**F**	**T**	**M**	**F**	**T**												
	103	**74**	**177**	**30**	**23**	**53**												

Table 12. Demographic Characteristics of students

Schools	Sample Size	M	F	T	Age												Grade level											
					15–16			16–17			17–18			Above 18			Gr.9			Gr.10			Gr.11			Gr.12		
					M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
K-23	37	16	19	35	2	5	7	6	3	9	2	5	7	6	6	12	3	6	9	5	2	7	4	6	10	4	5	9
Ewket Lehibret	24	12	8	20	4	2	6	2	3	5	4	2	6	2	1	3	2	3	5	3	3	6	5	1	6	2	1	3
Ewket Lefree	31	13	17	30	3	5	8	3	3	6	3	7	10	4	2	6	4	2	6	2	6	8	5	7	12	2	2	4
Balcha	49	20	24	44	2	4	6	6	7	13	7	9	16	5	4	9	2	3	5	3	2	5	8	12	20	7	7	14
Hidase	23	10	13	23	2	3	5	5	5	10	3	4	7	0	1	1	1	2	3	6	5	11	2	5	7	1	1	2
Africa Hibret	16	7	9	16	2	1	3	2	2	4	2	4	6	1	2	3	1	1	2	3	2	5	3	6	9	0	0	0
Total	180	78	90	168	15	20	35	24	23	47	21	31	52	18	16	34	13	17	30	22	20	42	27	37	64	16	16	32

4.1. Characteristics of Respondents

This chapter had two major parts. The first one presents the characteristics of informants in terms of sex, age, academic qualifications, area of specialization and service year. The second part deals with the results of findings from the data which were gathered through the questionnaire, interview, document analysis and FGDs .Mean scores and standard deviation were calculated from the responses. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows. Effectiveness of SIP in improving student's academic performance with a mean value of ≤1. 49 as very low level of effectiveness, 1.50- 2.49 as low level of effectiveness, 2.50-3.49 as a moderate level of effectiveness, 3.50-4.49 as high effectiveness and ≥4.50 as very high level of effectiveness. Finally, the data obtained from the open ended items of the questionnaire, interview, document analysis and FGDs were presented and analyzed qualitatively to substantiate the data collected through the questionnaires. Thus, this chapter presents the analysis and interpretation of data.

The study titled "the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance at Lideta sub-city government high schools, Addis Ababa." provided a thorough demographic overview of the participating teachers. Out of an initial population of 250 teachers, 230 completed the questionnaires, resulting in a robust response rate of 92%, underscoring the educators' commitment to enhancing educational outcomes. As Table 11 below showed among the respondents, there was a notable gender disparity, with 133 male teachers (57.78%) and 97 female teachers (42.22%), this may have influenced the perspectives shared regarding the School Improvement Plan (SIP). The age demographics revealed a predominantly youthful workforce, particularly within the 26-30 age group, which comprised 75 teachers (35 males and 40 females), accounting for 32.61% of the total participants. This trend indicated that younger teachers were actively engaged in SIP initiatives, likely bringing innovative ideas and adaptability to the program. However, the absence of teachers above the age of 50 suggested a potential gap in experience and mentorship.

The qualifications of the teachers were notably high, with 124 individuals (72 males and 52 females) holding master's degrees (MA/MEd/MSc), representing 53.91% of the respondents, indicating a strong commitment to professional development. Additionally, 106 teachers (61 males and 45 females) possessed bachelor's degrees (BA/BEd/BSc), suggesting that the educators were well prepared to implement SIP strategies effectively. In terms of teaching experience, the largest group consisted of teachers with 6-10 years of experience, totaling 88 (52 males and 36 females), which constituted 38.26% of participants. This mix of mid-level experience allowed teachers to balance innovative teaching methods with an understanding of established practices, while only 8 teachers (6 males and 2 females) had over 26 years of experience, highlighting a potential lack of veteran mentors. The data set also illustrated a diverse range of subject specializations, with major subjects such as Mathematics (14 teachers), Chemistry (13 teachers), and English (12 teachers) prominently represented, reflecting a strong foundation in core academic disciplines. Furthermore, 177 teachers (77%) reported having received training on SIP, demonstrating a strong commitment to professional development, while 53 teachers (23%) had not undergone this training, indicating an area for potential improvement.

In conclusion, this demographic analysis depicted a dynamic and educated teaching workforce engaged in the SIP initiative, with insights derived from this data set being instrumental in understanding the factors influencing the success of SIP and the overall educational environment in which these teachers operated.

The study aimed to gather data from a total of 180 students. Out of these, 168 students responded**,** representing **a** response rate of 93.3%**,** which is considered excellent and indicates strong engagement and cooperation from the participants. This high response rate strengthens the reliability and validity of the data, ensuring that the study findings accurately reflect the student population's experiences and perspectives regarding the School Improvement Program (SIP).

As Table 12 above indicated in terms of gender distribution, the sample included 78 males (46.4%) and 90 females (53.6%)**,** showing a slight predominance of female respondents. This near equitable gender ratio suggests the study effectively captured insights from both male and female students, which is critical when assessing academic programs as gender can influence educational experiences and outcomes.

Based on Table 12 above age wise, the respondents spanned four main categories: 15–16 years, 16–17 years, 17–18 years, and those above 18 years. The majority, 58.9%**,** was between 16 and 18 years old**,** which aligns with the typical age range for secondary education students in Ethiopia. Specifically, 20.8% were aged 15–16**,** 28.0**%** were 16–17, 30.9% were 17–18, and the remaining 20.2% were above 18 years old.

The spread across age groups highlights the diversity of the student body and suggests that the program's impact can be evaluated across early to late adolescent phases, which may have different academic and developmental needs. The near even distribution of males and females within each age group further validates the inclusivity of the sample.

As per Table 12 above regarding grade levels, students were selected from all four grades of secondary education, allowing the study to capture a wide range of academic stages. The highest number of participants was from Grade 11 (38.1%)**,** followed by Grade 10 (25%)**,** Grade 12 (19%)**,** and Grade 9 (17.9%)**.** The predominance of Grade 11 students may reflect either their availability or the academic emphasis at this stage, possibly due to the preparation for national examinations. Inclusion of students from all grade levels enriches the data by showing how SIP's effectiveness may differ depending on students' academic progression and maturity

The study also ensured geographic and institutional diversity by including students from six different secondary schools within Lideta Sub-city. These schools contributed varying proportions to the sample, with Balcha providing the largest group **(**26.2%**)** and Africa Hibret the smallest **(**9.5%**).** Other schools such as K-23, Ewket Lehibret, Ewket Lefree, and Hidase offered substantial representation ranging between approximately 12% and 21%. This variety in school settings allows the study to account for contextual differences such as school resources, teaching quality, and community involvement, which are critical factors in assessing the overall effectiveness of SIP.

In summary, the demographic profile of the respondents demonstrates balanced representative sample. The balanced gender distribution, broad age range, inclusion of all secondary grade levels, and representation from multiple schools together provide a robust foundation for the study. Moreover, the diversity within the sample enables a nuanced understanding of how SIP influences academic performance across different demographic segments, thereby supporting comprehensive recommendations for policy and practice.

4.2. General Characteristics of respondents

According to Table 13 below the demographic analysis of educational leaders in Lideta Subcity reveals a predominantly male leadership structure, which significantly impacts the dynamics of School Improvement Plans (SIPs) aimed at enhancing student academic performance. Interviews were conducted with all 6 principals, 6 SIP vice principals, and 6 cluster supervisors, while focus group discussions (FGDs) involved 6 members of PTSA and 6 department heads. This approach allows for a comprehensive exploration of perspectives across various roles within the educational framework.

As Table 13 below showed among the principals, all 6 were male, which constituted 100% of the leadership in this category. Each principal holds a master's degree (MA) and specializes in School Leadership (SL), indicating a strong educational foundation for their leadership roles.

Table 13. Characteristics of respondents for qualitative data

School	Demography	Interview									FGD					
		Principals			SIP vice Principals			Cluster supervisors			PTSA			Department heads		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Africa Hibret	Sex	1	0	1	1	0	1				1	0	1	1	0	1
	Age	46			42						52			39		
	Total service	22			18						7			16		
	Work experience as principal/ SIP vice/ Custer supervisor	3			1						7			2		
	Qualification	MA			MA						Degree			MA		
	Area of specialization	EDPM			EDPM						woodwork			English		
Balcha	Sex	1	0	1	0	1	1	1	2	3	1	0	1	1	0	1
	Age	53			41			36/38/42			Degree			39		
	Total service	32			21			12/14/19			5			15		
	Work experience as principal/ SIP vice/ Custer supervisor	21			1			5/5/5			5			2		
	Qualification	MA			MA			MA/MA/MA			Degree			MA		
	Area of specialization	SL			SL			SL/SL/SL						HISTORY		
Hidase	Sex	1	0	1	0	1	1				1	0	1	1	0	1
	Age	47			37						54			35		
	Total service	21			14						4			13		
	Work experience as principal/ SIP vice/ Custer supervisor	1			1						4			2		
	Qualification	MA			MA						Degree			MSc		
	Area of specialization	SL			EDPM						ELECTRICITY			BIOLOGY		
Kefetegna 23	Sex	**1**	**0**	**1**	**1**	**0**	**1**	**3**	**0**	**3**	**1**	**0**	**1**	**1**	**0**	**1**
	Age	**56**			**54**			**55/38/32**			**45**			**31**		
	Total service	**35**			**32**			**32/15/10**			**5**			**10**		
	Work experience as principal/ SIP vice/ Custer supervisor	**29**			**2**			**5/5/5**			**5**			**2**		
	Qualification	**MA**			**MA**			**MA/MA/MA**			**Diploma**			**M.Sc**		
	Area of specialization	**SL**			**I.L**			**S.L/S.L/S.L**			**woodwork**			**Chemistry**		
Ewket Lehibret	Sex	1	0	1	1	0	1				0	1	1	1	0	1
	Age	46			42						42			38		
	Total service	22			17						5			15		
	Work experience as principal/ SIP vice/ Custer supervisor	18			1						5			2		
	Qualification	MA			MA									MA		
	Area of specialization	SL			SL									Geography		
Ewket Lefree	Sex	1	0	1	1	0	1				1	0	1	1	0	1
	Age	41			39						44			40		
	Total service	18			15						7			16		
	Work experience as principal/ SIP vice/ Custer supervisor	1			1						7			3		
	Qualification	MA			MA									MA		
	Area of specialization	SL			EDPM									Biology		

The principals were aged between 32 and 56, with many having over 30 years of service in education. This extensive experience enriches their perspectives and decision-making capabilities. However, the absence of female principals raises critical concerns about gender diversity in leadership, potentially limiting the range of insights and approaches that could enhance overall school culture and responsiveness to student needs.

The SIP vice principals present a more balanced gender distribution, consisting of 4 males (67%) and 2 females (33%). Their ages range from 37 to 54 years, indicating a blend of youthful energy and seasoned expertise among them. Notably, 50% of the vice principals have over 20 years of experience, which positions them well to contribute effectively to the implementation of SIPs. Their advanced degrees further enhance their capacity to drive academic improvements, making their insights and collaboration with principals crucial for fostering effective leadership.

As indicated in Table 13 in the case of cluster supervisors, 4 of them were male, again highlighting a gender representation at this level. Their qualifications and average work experience of approximately 5 years provide continuity in educational leadership. This consistency was vital for facilitating collaboration among schools, enabling the sharing of best practices that could enhance the effectiveness of SIPs.

Within the PTSA, the FGDs revealed that 5 members were male and 1 woman, emphasizing a significant gap in representation. This uniformity suggests a need for broader inclusion of diverse voices in parental engagement, which was crucial for ensuring that the perspectives and needs of the entire community are considered. The active participation of a more diverse PTSA could lead to more inclusive discussions and initiatives that better reflect the community's diversity, ultimately enhancing the educational experience for all students. The FGDs and department heads also indicated that 5 of them all 6 were male respectively, contributing to the overall lack of gender diversity in leadership positions.

Their advanced degrees and expertise in their respective fields support academic success, but the absence of diverse perspectives raises concerns about the richness of insights available for addressing the diverse needs of students. A more varied demographic among department heads could foster a more inclusive and adaptable educational environment.

According to Table 13 above in conclusion, this demographic analysis highlighted a predominantly male leadership team within Lideta Sub city secondary schools. While the experience and qualifications of these leaders were commendable, the lack of gender diversity particularly among principals, vice principals, PTSA members, and department heads suggested a critical area for growth. Increasing inclusivity in leadership roles could enhance the educational environment and foster innovative approaches to school improvement. By embracing diversity in leadership, these schools can establish a more robust framework for educational success that meets the varied needs of their students and promotes a positive and inclusive school culture, ultimately driving enhanced academic performance in Lideta Sub city secondary schools.

The standard deviation (SD) can be interpreted in intervals: 0.0 - 0.5 indicates very low variability with strong agreement; 0.6 - 1.0 suggests low variability and some differing opinions; 1.1 - 1.5 denotes moderate variability; 1.6 - 2.0 indicates high variability; and above 2.0 reflects very high variability. An SD of 0.82 in this analysis falls within the 0.6 - 1.0 range, suggesting low variability and indicating general agreement among teachers on the effectiveness of the School Improvement Program, with some differing views.

4.3. Data Analysis and presentation

Table 14 Teachers responses for close-ended questionnaires

No	Item	5		4		3		2		1		sum	Mean	SD
I	**Evaluating the Impact of SIP on Academic Performance**	f	%	f	%	f	%	f	%	f	%			
1.	SIP has contributed to measurable improvements in students' academic achievements.	110	47.8%	92	40%	16	6.9%	6	2.6%	6	2.6%	230	4.68	1.26
2.	The program has enhanced the quality of classroom instruction.	126	54.8%	76	33%	14	6.1%	4	1.7%	10	4.3%	230	4.57	1.35
3.	Students' performance in national exams has improved due to SIP initiatives.	122	53%	52	22.6%	28	12.2%	20	8.7%	8	3.5%	230	4.35	1.30
4.	SIP has fostered better student engagement in academic activities.	122	53%	71	30.9%	21	9.1%	12	5.2%	4	1.7%	230	4.36	1.29
5.	SIP has improved access to learning materials and resources for students	137	59.6%	58	25.2%	22	9.6%	5	2.2%	8	3.5%	230	4.40	1.31
II	**Examining SIP's Effect on Social Development**													
1	SIP has helped improve students' communication and collaboration skills.	128	55.9%	75	32.8%	13	5.7%	10	4.4%	3	1.3%	229	4.39	1.32
2	The program has positively impacted students' behavior and discipline.	129	56.3%	75	32.8%	13	5.7%	10	4.4%	2	0.9%	229	4.45	1.34
3	SIP initiatives have increased students' participation in extracurricular activities.	145	63.3%	52	22.7%	24	10.5%	6	2.6%	2	0.9%	229	4.54	1.36
4	SIP has promoted a sense of community and belonging among students.	113	49.3%	86	37.6%	21	9.2%	8	3.5%	1	0.4%	229	4.30	1.31
III	**Identifying Challenges in SIP Implementation**													
1	Lack of adequate resources and funding has limited the success of SIP in my department.	143	62.2%	61	26.5%	15	6.5%	7	3%	4	1.7%	230	4.64	1.24
2	Teachers face challenges in aligning SIP objectives with their curriculum and lesson plans.	123	53.5%	74	32.2%	19	8.3%	10	4.3%	4	1.7%	230	4.27	1.28
3	There is insufficient training provided for teachers to fully implement SIP.	147	63.9%	55	23.9%	17	7.4%	7	3%	4	1.7%	230	4.67	1.23
4	Monitoring and evaluation of SIP activities are inconsistent or inadequate.	141	61.3%	54	23.5%	25	10.9%	8	3.5%	2	0.9%	230	4.65	1.25
5	The infrastructure in our school is insufficient to support effective SIP implementation.	135	58.7%	61	26.5%	25	10.9%	5	2.2%	4	1.7%	230	4.60	1.22
IV	**Identifying Opportunities to Enhance SIP Effectiveness**													
1	Regular teacher training and workshops could improve SIP's implementation.	149	64.8%	58	25.2%	10	4.3%	8	3.5%	5	2.2%	230	4.75	1.15
2.	Increased parental involvement would enhance SIP's effectiveness.	142	61.7%	56	24.3%	16	6.9%	12	5.2%	4	1.7%	230	4.70	1.18
3.	Additional financial and material resources are needed to fully realize SIP's goals.	131	56.9%	71	30.9%	16	6.9%	6	2.6%	6	2.6%	230	4.55	1.29
4	Enhanced collaboration between school administrators and teachers would improve SIP outcomes.	137	59.6%	69	30%	14	6.1%	6	2.6%	4	1.7%	230	4.60	1.27
5.	A clear and consistent evaluation system is necessary for measuring SIP's effectiveness	136	59.1%	70	30.4%	15	6.5%	6	2.6%	3	1.3%	230	4.62	1.26
V	**Teachers' Perceptions of overall SIP's Effectiveness**													
1.	SIP has significantly contributed to overall school improvement.	121	52.6%	86	37.4%	13	5.7%	8	3.5%	2	0.9%	230	4.50	1.30
2.	The program has helped reduce disparities in academic performance among students.	118	51.3%	79	34.3%	23	10%	5	2.2%	5	2.2%	230	4.45	1.32
3.	Teachers feel empowered and supported through SIP initiatives.	130	56.5%	70	30.4%	16	6.9%	9	3.9%	5	2.2%	230	4.55	1.29
4.	School leaders are actively involved in the successful implementation of SIP.	130	56.5%	60	26.1%	21	9.1%	5	2.2%	14	6.1%	230	4.55	1.28
5.	SIP has successfully addressed the unique challenges of our school	116	50.4%	72	31.3%	19	8.3%	17	7.4%	6	2.6%	230	4.40	1.31
	Over all												4.53	0.82

Key f= frequency

I. Evaluating the Impact of SIP on Academic Performance of students

1. SIP has contributed to measurable improvements in students' academic performance.

According to Table 14 above the study revealed that 110 teachers (47.8%) strongly agreed and 92 teachers (40%) agreed that SIP contributed to measurable improvements in students' academic achievements, resulting in a combined positive response of 87.8%.

The mean score for this item was 4.68, with a standard deviation of 1.26. This strong consensus among teachers indicated that SIP effectively enhanced student learning outcomes, as teachers observed tangible improvements in student performance and grades. The significant positive perception underscored SIP's importance in creating an environment that fosters academic success.

In addition, the data gathered from Cluster supervisors and SIP Vice principals through interview were confirmed that Since the introduction of SIP, a range of specific improvements in academic performance have been observed across the schools within the cluster

2. The program has enhanced the quality of classroom instruction.

As Table 14 above indicated a substantial 126 teachers (54.8%) strongly agreed and 76 (33%) agreed that SIP enhanced the quality of classroom instruction due to SIP (Mean = 4.57, SD = 1.35).

This led to a high positive response rate of 87.8%, with a mean score of 4.57 and a standard deviation of 1.35. These findings suggest that SIP has positively influenced teaching methodologies and engagement strategies, critical factors in promoting effective learning. The improvement in instructional quality reflects SIP's initiatives in providing resources and training that empower teachers to adopt more effective pedagogical practices.

3. Students' performance in national exams has improved due to SIP initiatives.

Based on Table 14 above indicated teachers reflected a highly positive view of SIP's role in improving academic performance.

For example, 87.8% of teachers agreed or strongly agreed that SIP contributed to measurable improvements in student achievement (Mean = 4.68, SD = 1.26), and 88% believed it enhanced classroom instruction (Mean = 4.57). Similarly, 75.6% noted that student performance in national exams had improved due to SIP (Mean = 4.35).

Teachers also acknowledged positive developments in student engagement (Mean = 4.36) and access to learning resources (Mean = 4.40).however, the document analysis of national examination of the students in the six schools according to Table 17 below Grade 12 national examination results for the same period, a striking discrepancy emerges. Despite strong classroom performance, the proportion of students scoring above the national proficiency benchmarks (e.g., 350 points or 50%) remained alarmingly low, typically below 10% and in some cases as low as 0.96% (e.g., Hidase in 2014). Even in schools with improved classroom records, national pass rates did not exceed 15% by 2016. These findings indicate that SIP has not effectively bridged the gap between internal school assessments and external national standards.

4. SIP has fostered better student engagement in academic activities.

According to Table 14 above indicated regarding student engagement, 122 teachers (53%) strongly agreed and 71 (30.9%) agreed that SIP fostered better student participation in academic activities. This resulted in a positive response rate of 83.9%, with a mean score of 4.36 and a standard deviation of 1.29. In addition to this those SIP vice principals who had interview with the researcher confirmed the following

> *"Since the introduction of SIP, there has been a marked increase in student motivation and engagement. Students have shown a greater interest in participating in school activities, motivated by improvements in the school environment and available resources. For instance, students have begun to contribute financially to purchase reference books, enhancing their learning opportunities. Parental involvement has also raised, leading to higher levels of classroom participation and a notable decrease in absenteeism and dropout rates."(Interviewee 1and 2: April 22, 2017)*

These findings indicate that SIP effectively motivated students to engage actively in their learning processes, which is essential for achieving sustained academic success. Increased engagement can lead to more profound learning experiences and greater retention of knowledge.

5. SIP has improved access to learning materials and resources for students

As per Table 14 above the perception of improved access to learning materials was shared by 137 teachers (59.6%) who strongly agreed and 58 (25.2%) who agreed, yielding a combined positive response of 84.8%. The mean score of 4.40 and a standard deviation of 1.31 suggest that SIP successfully enhanced the availability of educational resources. In addition to this those principals of the schools who have interviewed suggested

> *" Several additional resources and types of support that could enhance SIP's effectiveness. They emphasized the value of experience sharing from other schools and recommended involving experienced teachers in the SIP committee. Providing training by SIP experts and offering incentives for teachers are also considered beneficial.*
>
> *Furthermore, they highlighted the need for materials for pedagogical centers, clean drinking water, adequate teacher-student ratios, and financial support for various initiatives."(Interviewee 1, 2 and 3: April 27, 2017, May 4, 2017)*

Improved access to materials is crucial for supporting diverse learning needs and promoting academic achievement, as it ensures that all students have the necessary tools to succeed.

II. Examining SIP's Effect on Social Development

1. Improvement in Communication and Collaboration Skills**:**

In terms of social development, as Table 14 above showed 128 teachers (55.9%) strongly agreed and 75 (32.8%) agreed that SIP improved students' communication and collaboration skills, resulting in a positive response rate of 88.7%. The mean score was 4.39, with a standard deviation of 1.32. Besides this strong agreement cluster supervisors who have made interview with the researcher confirmed it as follow:

" SIP has made substantial contributions to the social development of students. One of the key outcomes has been the enhancement of students' socialization skills, particularly during school-based events. Students are increasingly taking on leadership roles within co-curricular clubs, which helps to cultivate their leadership capabilities and confidence. They now feel more comfortable communicating their issues with members of the school community, facilitating open dialogue and support. Engagement in group work has become more prevalent, encouraging collaboration and teamwork among peers. Moreover, a welcoming physical school environment directly influences positive social behaviors, allowing students to develop a sense of responsibility and lead disciplined lives. Overall, the SIP has played a crucial role in shaping a supportive social atmosphere that encourages student interaction and personal growth."(Interviewee 1,2 : April 3,2017 and May 5,2017)

Focus group data from PTSA and the schools department head representatives as well as principals who have undergone interview program also confirmed it positively as follow:

"The SIP has had a profound influence on the social development of students. Participants highlighted that students have shown increased interest in attending classes, particularly in laboratories and libraries, which are essential for hands-on learning. Their participation in cultural programs and science days has enhanced their social interactions, allowing them to share ideas and collaborate effectively. As a result, students have become more active participants in the school community, developing social skills that are critical for their overall growth and integration into society." (FGD 1: PTSA and department April 1, 2017))

" We believe that SIP has positively influenced the social development of students. A welcoming school environment, encompassing physical, spiritual, and psychological aspects, has led to increased student socialization."(Interviewee 1,April 27/2017)

This strong agreement indicates that SIP effectively fosters essential social competencies, which are critical for students' future success in both academic and professional settings. Enhanced communication skills are vital for teamwork and collaboration in various contexts.

2. The program has positively impacted students' behavior and discipline.

According to Table 14 above a total of 129 teachers (56.3%) strongly agreed and 75 (32.8%) agreed that SIP positively impacted students' behavior and discipline. This yielded a combined positive response rate of 89.1%, with a mean score of 4.45 and a standard deviation of 1.34. In addition to this finding cluster supervisors also confirmed it in their interview session with the researcher as follow:

¨A welcoming physical school environment directly influences positive social behaviors, allowing students to develop a sense of responsibility and lead disciplined lives. Overall, the SIP has played a crucial role in shaping a supportive social atmosphere that encourages student interaction and personal growth.¨ (Interviewee 2 May 5/2017)

These findings suggest that SIP contributes to a more positive school climate, enhancing student behavior and discipline, which are crucial for creating an effective learning environment. Improved behavior can lead to increased focus and engagement in academic activities.

3. SIP initiatives have increased students' participation in extracurricular activities.

Based on Table 14 above the study found that 145 teachers (63.3%) strongly agreed and 52 (22.7%) agreed that SIP initiatives increased students' participation in extracurricular activities, leading to a positive response rate of 86%. The mean score was 4.54, with a standard deviation of 1.36. School cluster supervisors also supported it positively in their interview session with the researchers as follow:

¨ Several social initiatives have successfully emerged from the implementation of SIP. Notable examples include the establishment of student mini-media programs, which allow students to express their creativity and engage with media in meaningful ways. Life skills training programs have also been introduced, equipping students with essential skills for their future.

Additionally, students have taken on leadership roles as classroom monitors and have actively led various ceremonial events, enhancing their leadership experience. The celebration of cultural days fosters a sense of community and appreciation for diversity within the school. Gender clubs have been formed to promote gender equality and awareness, while school science and innovation days encourage creativity and scientific inquiry. Field visits provide practical learning experiences and opportunities for teachers to participate in social gatherings have strengthened community ties.¨(Interviewees 1 and 2, April 3/2017 and May 5, 2017)

This indicates that SIP plays a significant role in promoting holistic development, allowing students to engage in diverse activities outside of academics. Participation in extracurricular fosters well roundedness and helps students develop various skills and interests.

4. SIP has promoted a sense of community and belonging among students.

Table 14 above showed that a strong sense of community was reported by 113 teachers (49.3%) who strongly agreed and 86 (37.6%) who agreed that SIP fostered a sense of belonging among students.

This resulted in a positive response rate of 86.9%, with a mean score of 4.30 and a standard deviation of 1.31. The findings suggest that SIP successfully cultivates a supportive school culture, which is essential for student well-being. A sense of belonging can enhance students' emotional stability and academic performance, fostering a more inclusive school environment.

III. Identifying Challenges in SIP Implementation

1. Lack of adequate resources and funding has limited the success of SIP in my department.

As per Table 14 above despite its successes, the implementation of SIP faced significant challenges. A notable 143 teachers (62.2%) strongly agreed and 61 (26.5%) agreed that lack of adequate resources and funding limited the success of SIP in their departments. This resulted in a positive response rate of 88.7%, with a mean score of 4.64 and a standard deviation of 1.24. Besides this school principal, cluster and supervisors who have made interview with the researcher confirmed it as follow

> *¨Implementing SIP has presented several challenges for the principals. Key issues include budget constraints and a lack of commitment from teachers, which have hindered effective implementation. The turnover of school leaders, especially the SIP vice principal, has created inconsistencies in leadership and routine tasks. Furthermore, there is a shortage of essential resources, such as laboratory equipment and pedagogical materials, which are critical for achieving the program's goals.¨(Interviewees 1, 2 and 3, April 27/2017, May 4/2017)*

> *¨ A significant issue is the frequent turnover and transfer of school leaders, which disrupts continuity and complicates the implementation process. Additionally, there has been a noticeable decline in motivation and commitment from school leaders over time, which adversely affects the enthusiasm surrounding SIP initiatives. Resource constraints are another major hurdle, particularly the lack of essential technology such as computers, printers, and copying machines, which are critical for effective implementation. Furthermore, the quality of teaching staff poses challenges, as inexperience among SIP vice principals and a prevailing lack of enthusiasm for the teaching profession hinder progress. Misunderstandings regarding the program's objectives and the perception that SIP responsibilities are solely the duty of the SIP committee also contribute to implementation difficulties. Other factors include the introduction of a new curriculum with limited awareness among teachers and outdated professional development trends, which fail to align with the current needs of the education system."(Interviewees 1 and 2: April 3/2017 and May 5/2017)*

In addition to school principals and cluster supervisors PTSA representative as well as head of departments said the following as far as the challenges they were facing in SIP implementation in their FGDs session:

> *¨We identified critical issues such as inadequate school facilities, particularly the lack of laboratory equipment and resources. Additionally, the allocation of teachers who may lack the necessary skills or motivation has been a concern. Other challenges include insufficient parental involvement, frequent turnover of school leaders, and a general lack of attention toward SIP compared to other school-based programs like the BSC and Key Performance Indicators (KPIs). These overlapping programs often overshadow SIP, leading to schools not being evaluated based on their SIP implementation." (FGD 1 and 2 PTSA and department, April 1/2017 and April 24, 2017)*

This finding indicates that resource limitations can severely hinder SIP's effectiveness, highlighting critical area that requires immediate attention to ensure the program's sustainability and success.

2. Teachers face challenges in aligning SIP objectives with their curriculum and lesson plans.

The data in Table 14 above showed that 123 teachers (53.5%) strongly agreed and 74 (32.2%) agreed that teachers faced challenges in aligning SIP objectives with their curriculum and lesson plans. This resulted in a positive response rate of 85.7%, with a mean score of 4.27 and a standard deviation of 1.28.

The misalignment between SIP goals and the existing curriculum can undermine the program's effectiveness, suggesting that better integration strategies are necessary to ensure coherence in educational objectives.

3. There is insufficient training provided for teachers to fully implement SIP.

According to Table 14 above a prevalent concern was the inadequate training provided for teachers, with 147 teachers (63.9%) strongly agreeing and 55 (23.9%) agreeing. This yielded a positive response rate of 87.8%, with a mean score of 4.67 and a standard deviation of 1.23. In addition to this school PTSA and department head representatives who have made FGD with the researcher confirmed the insufficient of training in the following suggested way.

" Targeted training initiatives are necessary to enhance the program's impact. This includes training on essential inputs, such as laboratory chemicals and sports materials, as well as ongoing continuous professional development (CPD). They also noted that the SIP committee should undergo SIP-based training every three years to remain informed about best practices and updates in educational strategies."(FGD 1 and 2 April 1, 2017 and April 24, 2017)

This gap in training indicates a pressing need for comprehensive professional development programs. Without proper training, teachers may struggle to implement SIP strategies effectively, thereby limiting the program's potential impact.

4. Monitoring and evaluation of SIP activities are inconsistent or inadequate.

According to Table 14 above the study found that 141 teachers (61.3%) strongly agreed and 54 (23.5%) agreed that monitoring and evaluation of SIP activities were inconsistent or inadequate. This resulted in a positive response rate of 84.8%, with a mean of 4.65 and a standard deviation of 1.25. In addition to these findings cluster supervisors, Principals and SIP vice principals in their interview session and those individuals who participated in FGDs said the following in their interview sessions with the researcher:

" To support the effective implementation of SIP, we supervisors provide a wide range of resources and training. for school principals and SIP committees, focusing on essential skills and knowledge areas. Mobilizing resources from various stakeholders is a critical component of our support strategy. We also offer training for teachers on topics such as lesson planning, classroom management, and the development of evaluation tools, ensuring that teachers are well equipped to implement SIP effectively. Experience sharing programs for satellite schools are organized to facilitate collaboration and knowledge exchange. Additionally, supervisors invite expert trainers to conduct workshops on various themes, including continuous professional development (CPD), action research, and the creation of effective lesson plans. We also arrange question-and-answer programs and sports festivals to encourage interaction among cluster schools, fostering a sense of community and shared purpose."(Interview 1: April 3,2017)Monitoring and evaluation of SIP progress are structured and systematic. This year, we plan to evaluate the success of the 2015-2017 SIP strategic plans and develop the next three-year plan in collaboration with the school committee. We have established times for monitoring and evaluation, which are outlined in the action plan. Regular meetings with the SIP committee facilitate ongoing assessments of progress. (Interview 1: April 3, 2017)

Monitoring and assessing the progress of SIP initiatives is conducted through various methods, including revising annual plans and holding common discussions with SIP committee members. Ongoing self-evaluations through the SIP committee, along with regular meetings, allow for continuous assessment and adjustments to strategies as needed.(Interview 2,3 and 4 April 22,2017 and April 29, 2017)

" Feedback is gathered through multiple channels, including facilitating assemblies and conducting face-to-face discussions. Electronic communication methods, such as email and messaging apps, are also used to reach out to parents and students. Questionnaires are distributed to gather more structured feedback, and regular meetings with parents serve as a platform for sharing insights." (FGD 1 and 2 April 1, 2017 and April 24, 2017)

Furthermore, Cluster supervisors also added the following in their interview program with the researcher of this study as follow

"Monitoring processes are systematic and thorough, involving the preparation of detailed checklists and regular meetings with principals to review progress. We develop supervision timetables and engage in comprehensive evaluations of teaching and learning processes to ensure alignment with the annual supervision plan. We communicate these plans clearly to principals and participate in school meetings to provide feedback and assess ongoing progress. Each supervisor adheres to an annual inbuilt supervision plan, ensuring consistency in evaluation and monitoring that is explicitly directed toward the success of SIP initiatives." (Interviewee 6: May 2, 2017)

Effective monitoring is crucial for assessing SIP's impact and ensuring accountability. Inconsistent evaluation processes can hinder the program's adaptability and growth, making it essential to implement robust assessment mechanisms

5. The infrastructure in our school is insufficient to support effective SIP implementation.

Table 14 above showed regarding infrastructure, 135 teachers (58.7%) strongly agreed and 61 (26.5%) agreed that it was insufficient to support effective SIP implementation.

This resulted in a positive response rate of 85.2%, with a mean score of 4.60 and a standard deviation of 1.22. Adequate infrastructure is essential for creating an effective learning environment. This finding indicates that improvements in school facilities are needed to support SIP initiatives fully.

IV. Identifying Opportunities to Enhance SIP Effectiveness

1. Regular teacher training and workshops could improve SIP's implementation.

As per Table 14 above to enhance SIP's effectiveness, several opportunities were identified. A substantial 149 teachers (64.8%) strongly agreed and 58 (25.2%) agreed that regular teacher training and workshops could improve SIP's implementation, leading to a positive response rate of 90%. The mean score was 4.75, with a standard deviation of 1.15. Additionally, those individuals who involved in FGDs confirmed it as follow:

> *¨We agreed that targeted training initiatives are necessary to enhance the program's impact. This includes training on essential inputs, such as laboratory chemicals and sports materials, as well as ongoing continuous professional development (CPD). They also noted that the SIP committee should undergo SIP-based training every three years to remain informed about best practices and updates in educational strategies.¨ (FGD 1 and 2 April 1, 2017 and April 24, 2017)*

This strong support for ongoing professional development highlights the importance of continuous training in maintaining high-quality instruction and adapting to changing educational needs.

2. Increased parental involvement would enhance SIP's effectiveness.

According to Table 14 above the importance of parental involvement was emphasized by 142 teachers (61.7%) who strongly agreed and 56 (24.3%) who agreed that increased parental involvement would enhance SIP's effectiveness. This resulted in a positive response rate of 86%, with a mean of 4.70 and a standard deviation of 1.18. Engaging parents can strengthen the support system for students, reinforcing learning at home and fostering a collaborative educational environment

3. Increased parental involvement would enhance SIP's effectiveness.

According to Table 14 above the importance of parental involvement was emphasized by 142 teachers (61.7%) who strongly agreed and 56 (24.3%) who agreed that increased parental involvement would enhance SIP's effectiveness.

This resulted in a positive response rate of 86%, with a mean of 4.70 and a standard deviation of 1.18. Engaging parents can strengthen the support system for students, reinforcing learning at home and fostering a collaborative educational environment.

4. Additional financial and material resources are needed to fully realize SIP's goals.

As per Table 14 above a total of 131 teachers (56.9%) strongly agreed and 71 (30.9%) agreed that additional financial and material resources are needed to fully realize SIP's goals.

This yielded a positive response rate of 87.8%, with a mean score of 4.55 and a standard deviation of 1.29. In addition to this finding cluster supervisors and SIP vice principals confirmed as follow in their interview session

> *"…….adequate budget allocations specifically for SIP initiatives are essential to support ongoing efforts. Prioritizing teacher satisfaction is crucial, as a positive work environment directly impacts the effectiveness of SIP implementation." (Interviewee 1, April 3, 2017)*

> *"Key obstacles include insufficient budgets, which limit the ability to undertake significant projects and improvements."(Interviewee 1: May 22, 2017)*

Adequate resources are crucial for implementing SIP initiatives effectively, underscoring the need for enhanced funding strategies to support the program's objectives.

5. Enhanced collaboration between school administrators and teachers would improve SIP outcomes.

Based on Table 14 above the study revealed that 137 teachers (59.6%) strongly agreed and 69 (30%) agreed that enhanced collaboration between school administrators and teachers would improve SIP outcomes.

This resulted in a positive response rate of 89.6%, with a mean of 4.60 and a standard deviation of 1.27. Additionally, PTSA and department heads in FGDs program confirmed it as follow:

"Communication among the PTSA, department heads, and school administration is perceived as extremely positive. Participants noted that healthy communication is vital for supporting and implementing SIP effectively. Regular discussions occur, particularly during evaluation and planning sessions for the SIP program, ensuring that all parties are aligned and informed." (FGD 1 and 2 April 1, 2017 and April 24, 2017).

Effective collaboration is essential for achieving shared goals and ensuring that SIP initiatives are implemented cohesively across the school.

6. A clear and consistent evaluation system is necessary for measuring SIP's effectiveness

Table 14 above showed 136 teachers (59.1%) strongly agreed and 70 (30.4%) agreed that a clear and consistent evaluation system is necessary for measuring SIP's effectiveness. This yielded a positive response rate of 89.5%, with a mean of 4.62 and a standard deviation of 1.26.cluster supervisors in their interview session suggested it as follow:

The evaluation of the overall implementation of SIP is a multifaceted process that involves regular interaction and continuous discussions with school SIP vice principals. We hold monthly meetings with school principals to systematically check on the performance and progress of SIP implementation. To ensure a thorough assessment, we utilize a comprehensive checklist during their supervision that encompasses all SIP activities. This structured approach allows for a clear evaluation of how effectively the program is being executed. Additionally, during clinical and inbuilt supervision, checklists are meticulously designed according to SIP standards and indicators, providing a robust framework for evaluation. The cluster also facilitates a best practice sharing program among schools, where successes and challenges are openly discussed, further enhancing the evaluation process. This is supported by a well-defined framework of 26 inspection standards that include inputs, processes, and results, ensuring that SIP standards are seamlessly integrated into the evaluation of overall school performance.(Interviewees 1 and 2 ,April 3,2017 May 5, 2017)

A robust evaluation framework is necessary for assessing the impact of SIP and guiding its future improvements, emphasizing the importance of establishing clear metrics for success.

V. Teachers' Perceptions of Overall SIP Effectiveness

1. SIP has significantly contributed to overall school improvement.

As per Table 14 above Teachers' perceptions of SIP's overall effectiveness were overwhelmingly positive, with 121 teachers (52.6%) strongly agreeing and 86 (37.4%) agreeing that SIP significantly contributed to overall school improvement. This resulted in a positive response rate of 90%, with a mean score of 4.50 and a standard deviation of 1.30. Besides this finding cluster supervisors who had interview with the researcher had approved it as follow:

> *¨Feedback from stakeholders has generally been supportive, though there are notable concerns regarding the relevance of certain routine tasks within the education system. While the program is perceived as effective, complications in leadership have hindered its overall success. Teachers' performance and motivation are critical areas of concern, with many expressing frustration over the current state of affairs.¨(Interviewee 1: April 3, 2017)*

This strong perception underscores the program's importance in driving positive educational changes and enhancing the overall quality of education.

2. The program has helped reduce disparities in academic performance among students.

As illustrated in Table 14 above a total of 118 teachers (51.3%) strongly agreed and 79 (34.3%) agreed that the program helped reduce disparities in academic performance among students. This yielded a positive response rate of 85.6%, with a mean of 4.45 and a standard deviation of 1.32. Although there is big difference between classroom and national examination performances, the students result analysis shown at Table 16 and 17 below indicated that the program was helped students in their performance which could be stated below.

Following the implementation of SIP, classroom results for grades 9 to 11 indicate a generally low failure rate, which suggests that more students are passing their internal school assessments. Over the years, there are some fluctuations, but the overall trend shows that the majority of students are progressing, and schools have been increasingly successful in keeping failure rates low or stable in these grades. This reflects positively on classroom-level interventions like improved teaching practices, learning resources, and monitoring strategies introduced by SIP. (Summarized from Table 16 : classroom result analysis)

Grade 12 national examination results, however, tell a more concerning story. While the number of students taking the exam has increased, the proportion of students scoring above the benchmark (e.g., more than 350 points or 50%) remains low often below 10% and even as low as 0.96% in some schools. Despite SIP efforts, only a small fraction of students are achieving scores that reflect strong academic competence at the national level. This highlights a gap between classroom performance (which is improving) and national level outcomes (which remain weak), suggesting challenges in preparing students for standardized national assessments.(summarized from Table 17: national examination result analysis)

This finding agreed with the finding obtained from Table 16 below too. This suggests that SIP played a vital role in promoting equity in education as far as classroom student's performance was performed. Addressing the diverse needs of all students in their classroom performance

3. Teachers feel empowered and supported through SIP initiatives.

It can be observed from Table 14 above the study found that 130 teachers (56.5%) strongly agreed and 70 (30.4%) agreed that teachers felt empowered and supported through SIP initiatives. This resulted in a positive response rate of 86.9%, with a mean score of 4.55 and a standard deviation of 1.29. However school principals had different outlook about teachers based on their interview result shown below:

"Feedback from the school community indicates a disparity in perceptions of SIP between teachers and students. Teachers generally express negative views about the program, often citing its vastness and their reluctance to participate due to misunderstandings. There was a call for incentives to encourage teachers to engage more actively in SIP planning and implementation." (Interviewee 1 and 3 : April 27,2017 and May 4,2017).

4. School leaders are actively involved in the successful implementation of SIP.

The data in Table 14 above demonstrated a total of 130 teachers (56.5%) strongly agreed and 60 (26.1%) agreed that school leaders were actively involved in the successful implementation of SIP. This resulted in a positive response rate of 82.6%, with a mean of 4.55 and a standard deviation of 1.28. The involvement of school leaders is essential for the success of any educational initiative, indicating strong leadership support for SIP.

5. SIP has successfully addressed the unique challenges of our school

A closer look at Table 14 above suggested 116 teachers (50.4%) strongly agreed and 72 (31.3%) agreed that SIP effectively addressed the unique challenges faced by their schools. This yielded a positive response rate of 81.7%, with a mean score of 4.40 and a standard deviation of 1.31. This perception suggests that SIP is adaptable and responsive to the specific needs of individual schools, enhancing its overall effectiveness and relevance in improving educational outcomes.

In conclusion, the School Improvement Program demonstrated considerable effectiveness in enhancing both academic performance and social development among students in Lideta sub-city high schools.

The strong positive responses from teachers affirmed the program's strengths in promoting engagement, improving access to resources, and fostering a supportive school culture. However, addressing significant challenges such as resource limitations, insufficient training, and inconsistent evaluation is essential to maximize SIP's impact. By focusing on strategic recommendations such as increasing training opportunities, enhancing resource allocation, and ensuring effective collaboration the potential of SIP can be fully realized, leading to a comprehensive approach to educational improvement.

I. Evaluating the Impact of SIP on Academic Performance

Table 15. Student's response for their close-ended questionnaires

	Item	5		4		3		2		1		sum	Mean	SD
		f	%	f	%	f	%	f	%	f	%			
I	Evaluating the Impact of SIP on Academic Performance													
1	Students have enough idea about what Sip is	83	49.4%	70	41.7 %	9	5.4 %	3	1.8 %	3	1.8 %	168	4.49	0.88
2	Students have taken training on SIP	76	45.2%	55	32.7 %	21	12.5 %	11	6.5 %	5	2.9 %	168	4.25	1.01
3	Students clearly know the four domains of SIP	84	50 %	51	30.4 %	10	5.9 %	11	6.5 %	12	7.1 %	168	4.50	0.91
4	SIP has helped me perform better in national exams.	57	33.9 %	47	27.9 %	32	19 %	27	16.1 %	5	2.9 %	168	3.40	1.12
5	SIP initiatives have motivated me to study more effectively.	113	67.2 %	32	19 %	8	4.8 %	7	4.2%	8	4.8 %	168	4.35	0.82
II	Examining SIP's Effect on Students behavior and extracurricular activities													
1	SIP has improved my discipline and behavior.	64	47.6 %	80	47.6 %	18	10.7 %	6	3.6 %	0	0 %	168	4.48	0.97
2	SIP has encouraged me to participate in extracurricular activities.	79	47 %	56	33.3 %	18	10.7 %	10	5.9 %	5	2.9 %	168	4.36	1.03
3	SIP has created a better sense of community and belonging in my school	82	48.8 %	52	30.9 %	25	14.9 %	6	3.6 %	3	1.8 %	168	4.42	0.92
4	SIP has helped me develop teamwork and leadership skills.	85	50.5 %	46	27.4 %	27	16.1 %	10	5.9 %	0	0 %	168	4.52	0.85
5	SIP has promoted better communication between students and teachers	89	52.9 %	44	26.2 %	18	10.7 %	11	6.5 %	6	3.6 %	168	4.50	0.90
III	Identifying Challenges in SIP Implementation													
1	There are not enough resources to implement SIP activities effectively.	118	70.2 %	34	20.2 %	17	10.1 %	6	3.6%	0	0 %	168	4.74	0.67
2	Some teachers lack the training needed to support SIP initiatives.	130	77.3 %	24	14.3 %	14	8.3 %	6	3.6 %	1	0.6 %	168	4.80	0.63
3	There is not enough time for SIP activities alongside regular classes.	117	69.6 %	44	26.2 %	7	4.2 %	7	4.2 %	0	0 %	168	4.73	0.66
4	SIP activities are not well-communicated to students.	118	70.2 %	31	18.5 %	5	2.9 %	12	7.1 %	0	0 %	168	4.74	0.67
5	Infrastructure issues (e.g., lack of space or technology) hinder SIP's success.	118	70.2 %	33	19.6 %	7	4.2 %	14	8.3 %	3	1.8 %	168	4.70	0.70
IV	Identifying Opportunities to Enhance SIP Effectiveness													
1	Providing more resources (e.g., books, learning materials, and equipment) would make SIP more effective.	99	58.9 %	40	23.8 %	16	9.5 %	10	5.9%	3	1.8 %	168	4.53	0.83
2	Organizing regular workshops or training for students on study skills and leadership could enhance SIP.	86	51.2 %	40	23.8 %	15	8.9 %	18	10.7 %	9	5.4 %	168	4.23	0.98
3	Involving students more in planning SIP activities would improve its outcomes.	87	51.8 %	33	19.6 %	23	13.7 %	18	10.7%	7	4.2 %	168	4.25	0.95
4	Encouraging more collaboration between students, teachers, and school leaders could strengthen SIP.	98	58.3 %	39	23.2 %	16	9.5 %	9	5.4 %	6	3.6 %	168	4.44	0.90
5	Integrating more technology into teaching and learning would improve SIP's effectiveness.	119	70.8 %	28	16.7 %	9	5.4 %	9	5.4 %	3	1.8 %	168	4.65	0.76
6	Improving communication between school leaders and students about SIP initiatives would enhance results.	111	66.1 %	32	19 %	14	8.3 %	11	6.5 %	0	0 %	168	4.82	0.51
7	Increasing opportunities for extracurricular activities as part of SIP would benefit students.	106	63.1 %	39	23.2 %	15	8.9 %	7	4.2 %	1	0.6 %	168	4.62	0.78
8	Partnering with external organizations (e.g., NGOs, local businesses) could help SIP achieve its goals.	96	57.1 %	51	30.4 %	12	7.1 %	9	5.4 %	0	0 %	168	4.57	0.84
V	Students' Perceptions of overall SIP's Effectiveness													
1	SIP has positively impacted the overall quality of education in my school.	94	55.9 %	42	25 %	22	13.1 %	10	5.9 %	0	0 %	168	4.58	0.79
2	SIP has helped reduce differences in academic performance among students.	97	57.7 %	48	28.6 %	15	8.9 %	8	4.8 %	0	0 %	168	4.55	0.80
3	SIP has encouraged collaboration between students, teachers, and school leaders.	85	50.6 %	49	29.2 %	15	8.9 %	15	8.9 %	4	2.4 %	168	4.20	0.97
4	SIP initiatives have made my school a better place for learning and personal development.	110	65.5 %	34	20.2 %	13	7.7 %	10	5.9 %	1	0.6 %	168	4.66	0.75
5	I feel supported by SIP programs in my academic and personal growth.	90	53.6 %	47	27.9 %	23	13.7 %	8	4.8 %	0	0 %	168	4.42	0.93
6	SIP has addressed both academic and social challenges faced by students.	99	58.9 %	38	22.6 %	19	11.3 %	12	7.1 %	0	0 %	168	4.45	0.88
7	SIP has improved the relationship b/n students and teachers in my school.	102	60.7 5	42	25 %	13	7.7 %	5	2.9 %	6	3.6 %	168	4.49	0.87
8	I believe SIP is important for the continuous improvement of education in our school.	89	52.9 %	62	36.9 %	10	5.9 %	6	3.6 %	1	0.6 %	168	4.40	0.91
												Overall	4.49	0.8

1. Students have enough idea about what SIP is

It can be observed from Table 15 above a total of 83 students (49.4%) strongly agreed, and 70 (41.7%) agreed that they had a clear understanding of what SIP entails, resulting in a positive response rate of 91.1%. The mean score for this item was 4.49, with a standard deviation of 0.88. This high level of awareness indicates that SIP successfully communicated its purpose and objectives to students, which is critical for effective implementation.

2. Students have taken training on SIP

A close look at Table 15 above suggested regarding training, 76 students (45.2%) strongly agreed, and 55 (32.7%) agreed that they had received training related to SIP. This resulted in a positive response rate of 77.9%, with a mean of 4.25 and a standard deviation of 1.01. While many students acknowledged training, the data suggests there may still be a need for more comprehensive training sessions to ensure all students are adequately prepared.

3. Students clearly know the four domains of SIP

From the data presented in Table 15 above eighty four students (50%) strongly agreed and 51 (30.4%) agreed that they were aware of the four domains of SIP, leading to a positive response rate of 80.4%. The mean score was 4.50, with a standard deviation of 0.91. This indicates that SIP effectively conveyed its framework, allowing students to understand its various components

4. SIP has helped me perform better in national examination

Analysis of Table 15 above showed fifty seven students (33.9%) strongly agreed, while 47 (27.9%) agreed that SIP positively impacted their performance in national examination. This yielded a lower positive response rate of 61.8%, with a mean score of 3.40 and a standard deviation of 1.12. The relatively lower score suggests that while some students feel supported, there may be room for improvement in how SIP directly influences examination performance.

5. SIP initiatives have motivated me to study more effectively

The finding summarized in Table 15 above highlighted a significant 113 students (67.2%) strongly agreed, and 32 (19%) agreed that SIP initiatives motivated them to study more effectively, resulting in a positive response rate of 86.2%. The mean score was 4.35, with a standard deviation of 0.82. This finding highlights the effectiveness of SIP in encouraging positive study habits among students.

II. Examining SIP's Effect on Students' Behavior and Extracurricular Activities

1. SIP has improved my discipline and behavior

An analysis of Table 15 above Sixty four students (47.6%) strongly agreed, and 80 (47.6%) agreed that SIP improved their discipline and behavior, leading to a high positive response rate of 95.2%. The mean score of 4.48 and a standard deviation of 0.97 indicate that SIP positively impacted students' behavior, fostering a more conducive learning environment. This quantitative finding also confirmed by cluster supervisors who had interview with the researcher as follow:

> *¨Engagement in group work has become more prevalent, encouraging collaboration and teamwork among peers. Moreover, a welcoming physical school environment directly influences positive social behaviors, allowing students to develop a sense of responsibility and lead disciplined lives. Overall, the SIP has played a crucial role in shaping a supportive social atmosphere that encourages student interaction and personal growth.¨ (Interviewee 6: May 5, 2017)*

2. SIP has encouraged me to participate in extracurricular activities

An analysis of Table 15 above Seventy nine students (47%) strongly agreed, and 56 (33.3%) agreed that SIP encouraged their participation in extracurricular activities. This resulted in a positive response rate of 80.3%, with a mean of 4.36 and a standard deviation of 1.03. Besides this the data obtained from cluster supervisors through interview confirmed it as follow:

> *¨One of the key outcomes has been the enhancement of students' socialization skills, particularly during school based events. Students are increasingly taking on leadership roles within co-curricular clubs, which helps to cultivate their leadership capabilities and confidence.¨(Interview 1: April 3, 2017)* . This suggests that SIP effectively promotes holistic development, encouraging students to engage in various activities outside of academics.

3. SIP has created a better sense of community and belonging in my school

It can be observed from Table 15 above eighty two students (48.8%) strongly agreed, and 52 (30.9%) agreed that SIP fostered a sense of community and belonging. This yielded a positive response rate of 79.7%, with a mean score of 4.42 and a standard deviation of 0.92. This finding indicates that SIP contributes to a supportive school culture, enhancing students' emotional well-being.

4. SIP has helped me develop teamwork and leadership skills

Table 15 above indicated eighty five students (50.5%) strongly agreed, and 46 (27.4%) agreed that SIP helped them develop teamwork and leadership skills. This resulted in a positive response rate of 77.9%, with a mean of 4.52 and a standard deviation of 0.85. The program's emphasis on teamwork reflects its effectiveness in preparing students for collaborative environments.

5. SIP has promoted better communication between students and teachers

As illustrated in Table 15 above eighty nine students (52.9%) strongly agreed and 44 (26.2%) agreed that SIP improved communication between students and teachers, leading to a positive response rate of 79.1%. The mean score of 4.50 and standard deviation of 0.90 suggest that SIP effectively fosters open channels of communication, which are essential for a healthy educational environment. School principals in their interview program gave their conformation about it as follow:

> *¨Teachers and students are integral to the SIP process, participating actively in self-evaluation programs. They hold significant roles in the implementation and planning phases as committee members. Teachers are regarded as the central practitioners of SIP, while students contribute by completing their homework and participating in class activities. Their involvement is crucial, as every aspect of the school's operations hinges on their active participation.¨(Interviewee 5: May 11,2017)*

III. Identifying Challenges in SIP Implementation

1. There are not enough resources to implement SIP activities effectively

Table 15 above indicated a substantial 118 students (70.2%) strongly agreed, and 34 (20.2%) agreed that a lack of resources hindered effective SIP implementation.

This resulted in a very high positive response rate of 90.4%, with a mean score of 4.74 and a standard deviation of 0.67. This finding underscores a critical barrier that must be addressed to enhance the effectiveness of SIP initiatives.

2. Some teachers lack the training needed to support SIP initiatives

According to Table 15 above a significant 130 students (77.3%) strongly agreed, and 24 (14.3%) agreed that some teachers lacked the necessary training to support SIP initiatives. This led to an extremely high positive response rate of 91.6%, with a mean of 4.80 and a standard deviation of 0.63. This suggests a pressing need for targeted professional development to empower teachers in their roles.

3. There is not enough time for SIP activities alongside regular classes

Table 15 above showed a total of 117 students (69.6%) strongly agreed, and 44 (26.2%) agreed that time constraints limited the effectiveness of SIP activities. This produced a positive response rate of 95.8%, with a mean score of 4.73 and a standard deviation of 0.66.The findings indicate that scheduling conflicts may impede the full realization of SIP's potential.

4. SIP activities are not well communicated to students

The data in Table 15 above demonstrated a notable 118 students (70.2%) strongly agreed, and 31 (18.5%) agreed that SIP activities were poorly communicated to students. This resulted in a very high positive response rate of 88.7%, with a mean score of 4.74 and a standard deviation of 0.67. Effective communication is crucial for engagement, and this finding suggests a need for better dissemination of information regarding SIP initiatives.

5. Infrastructure issues (e.g., lack of space or technology) hinder SIP's success

As Table 15 above showed 118 students (70.2%) strongly agreed, and 33 (19.6%) agreed that infrastructure issues hindered SIP's success.

This led to a positive response rate of 89.8%, with a mean score of 4.70 and a standard deviation of 0.70. The need for improved infrastructure is critical for supporting effective SIP implementation, highlighting an area for potential investment.

IV. Identifying Opportunities to Enhance SIP Effectiveness

1. Providing more resources (e.g., books, learning materials, and equipment) would make SIP more effective

As table 15 above indicated a total of 99 students (58.9%) strongly agreed, and 40 (23.8%) agreed that increasing resources would enhance SIP effectiveness. This resulted in a positive response rate of 82.7%, with a mean score of 4.53 and a standard deviation of 0.83. This finding emphasizes the importance of resource allocation in improving SIP outcomes.

2. Organizing regular workshops or training for students on study skills and leadership could enhance SIP

The data in Table 15 above indicated Eighty six students (51.2%) strongly agreed, and 40 (23.8%) agreed that regular workshops would improve SIP. This yielded a positive response rate of 75%, with a mean score of 4.23 and a standard deviation of 0.98. This suggests that structured training could provide students with essential skills to maximize their engagement and effectiveness in SIP activities.

3. Involving students more in planning SIP activities would improve its outcomes

As indicated in Table 15 above eighty seven students (51.8%) strongly agreed and 33 (19.6%) agreed that increased student involvement in planning SIP activities would enhance outcomes. This resulted in a positive response rate of 71.4%, with a mean score of 4.25 and a standard deviation of 0.95. This finding suggests that student input is valuable for creating relevant and impactful initiatives.

4. Encouraging more collaboration between students, teachers, and school leaders could strengthen SIP

As Table 15 above showed ninety eight students (58.3%) strongly agreed, and 39 (23.2%) agreed that fostering collaboration among stakeholders would benefit SIP.

This led to a positive response rate of 81.5%, with a mean score of 4.44 and a standard deviation of 0.90. This finding could also be confirmed by FGDs conducted among PTSA and head of department as follow:

> *"To improve collaboration, participants suggested the need for continuous discussions on key issues impacting the social life of the school community. Organizing small gatherings, such as coffee meetings or celebration ceremonies, can foster relationships among stakeholders. Clearly defining roles and responsibilities, establishing shared goals and visions, and preparing detailed timetables and action plans for evaluating and planning both strategic and operational aspects of SIP are essential strategies for enhancing collaboration." (FGD 1 and 2 April 1, 2017 and April 24, 2017)*

5. Integrating more technology into teaching and learning would improve SIP's effectiveness

It can be observed from Table 15 above a notable 119 students (70.8%) strongly agreed, and 28 (16.7%) agreed that incorporating technology would enhance SIP. This resulted in a very high positive response rate of 87.5%, with a mean score of 4.65 and a standard deviation of 0.76. This finding underscores the importance of modernizing teaching methods and resources to engage students effectively.

6. Improving communication between school leaders and students about SIP initiatives would enhance results

It can be indicated in Table 15 above a total of 111 students (66.1%) strongly agreed, and 32 (19%) agreed that better communication would lead to improved outcomes. This resulted in a positive response rate of 85.1%, with a mean score of 4.82 and a standard deviation of 0.51.this finding also agreed by FGD made among PTSA and department heads as follow:

> *"Communication among the PTSA, department heads, and school administration is perceived as extremely positive. Participants noted that healthy communication is vital for supporting and implementing SIP effectively. Regular discussions occur, particularly during evaluation and planning sessions for the SIP program, ensuring that all parties are aligned and informed." (FGD 1:April 24, 2017)*

Clear communication channels are essential for ensuring that students are informed and engaged with SIP initiatives.

7. Increasing opportunities for extracurricular activities as part of SIP would benefit students

It can be indicated in Table 15 above One hundred six students (63.1%) strongly agreed, and 39 (23.2%) agreed that more extracurricular opportunities would enhance SIP. This yielded a positive response rate of 86.3%, with a mean score of 4.62 and a standard deviation of 0.78. This suggests that incorporating more activities outside of academics can enrich the educational experience.

8. Partnering with external organizations could help SIP achieve its goals

The data in Table 15 above demonstrated 96 students (57.1%) strongly agreed, and 51 (30.4%) agreed that partnerships with external organizations would benefit SIP. This resulted in a positive response rate of 87.5%, with a mean score of 4.57 and a standard deviation of 0.84. Collaborations with external entities can bring additional resources and expertise, enhancing SIP's effectiveness.

V. Students' Perceptions of Overall SIP Effectiveness

1. SIP has positively impacted the overall quality of education in my school

As the data in Table 15 above indicated a total of 94 students (55.9%) strongly agreed, and 42 (25%) agreed that SIP positively affected the overall quality of education. This led to a positive response rate of 80.9%, with a mean score of 4.58 and a standard deviation of 0.79. This strong perception highlights SIP's role in improving educational standards in the school.

2. SIP has helped reduce differences in academic performance among students

The data in Table 15above indicated ninety seven students (57.7%) strongly agreed, and 48 (28.6%) agreed that SIP contributed to reducing academic performance disparities. This yielded a positive response rate of 86.3%, with a mean score of 4.55 and a standard deviation of 0.80. This suggests that SIP effectively addresses the diverse learning needs of students.

3. SIP has encouraged collaboration between students, teachers, and school leaders

The data in Table 15 above indicated eighty five students (50.6%) strongly agreed, and 49 (29.2%) agreed that SIP fostered collaboration among all stakeholders. This resulted in a positive response rate of 79.8%, with a mean score of 4.20 and a standard deviation of 0.97. Collaboration is essential for creating a cohesive educational environment and achieving shared goals.

4. SIP initiatives have made my school a better place for learning and personal development

The data in Table 15 above indicated a significant 110 students (65.5%) strongly agreed, and 34 (20.2%) agreed that SIP initiatives improved the school environment. This resulted in a very high positive response rate of 85.7%, with a mean score of 4.66 and a standard deviation of 0.75. This finding underscores SIP's effectiveness in enhancing both academic and personal growth opportunities.

5. I feel supported by SIP programs in my academic and personal growth

Table 15 above indicated ninety students (53.6%) strongly agreed, and 47 (27.9%) agreed that they felt supported by SIP initiatives. This resulted in a positive response rate of 81.5%, with a mean score of 4.42 and a standard deviation of 0.93. Feeling supported is crucial for students' success, indicating that SIP plays a significant role in their educational journey.

6. SIP has addressed both academic and social challenges faced by students

It can be observed from Table 15 above ninety nine students (58.9%) strongly agreed, and 38 (22.6%) agreed that SIP effectively tackled both academic and social challenges. This yielded a positive response rate of 81.5%, with a mean score of 4.45 and a standard deviation of 0.88. Addressing these challenges is vital for fostering a well-rounded educational experience.

7. SIP has improved the relationship between students and teachers in my school

It can be observed from Table 15 above a total of 102 students (60.7%) strongly agreed, and 42 (25%) agreed that SIP enhanced relationships between students and teachers.

This resulted in a positive response rate of 85.7%, with a mean score of 4.49 and a standard deviation of 0.87. Strong relationships are essential for creating a positive learning environment and fostering student engagement.

8. I believe SIP is important for the continuous improvement of education in our school

As Table 15 above indicated 89 students (52.9%) strongly agreed, and 62 (36.9%) agreed that SIP is vital for ongoing educational improvement. This yielded a positive response rate of 89.8%, with a mean score of 4.40 and a standard deviation of 0.91. This finding reflects a strong belief in SIP's potential to drive continuous enhancements in the educational landscape.

Overall, the responses from the 168 students indicate a strong positive perception of the School Improvement Program across various dimensions. The high mean scores and positive response rates suggest that SIP effectively contributes to academic performance, social development, and overall school improvement. However, challenges such as resource limitations and the need for better communication were identified, indicating areas for future enhancement.

Addressing these challenges and capitalizing on the opportunities for improvement will be critical for maximizing SIP's impact on students and the broader school environment.

It can be observed from Table 17 below data from schools showed that SIP had a notable positive impact on classroom level outcomes. Over the years (2014–2017), the number of students failing internal school assessments in grades 9 to 11 remained low across most schools. Schools like Balcha, Ewket Lehibret, and Kefetegna 23 showed consistent reductions or stability in student failure rates. This suggests improved teaching practices, resource availability, and student motivation in the day to day academic setting outcomes consistent with teacher and student questionnaire data.

Table 16.Grade 12 national examination Analysis

Schools	2014							2015			2016						
	Registered students			Student who scored >350				students who			Registered students			Who scored 50% and above			
	M	F	T	M	F	T	%	took the exam	scored 50% and above	%	M	F	T	M	F	T	%
Balcha	193	282	475	12	8	20	*4.21*	687	10	1.4	291	396	687	7	3	10	2.8
Africa Hibret	114	140	254	5	6	11	*4.33*	250	9	3.6	109	141	250	4	5	9	7.4
Hidase Lideta	88	121	209	1	1	2	*0.96*	289	9	3.1	122	167	289	7	2	9	6.4
Ewket Lefre	178	240	418	11	10	21	*5.02*	477	25	5.24	126	136	262	13	5	18	6.8
Ewket lehibret	219	333	552	20	21	41	*7.43*	380	21	5.52	174	206	380	7	14	21	10.8
Keftegna 23	191	257	448	25	13	38	*8.48*	410	31	7.56	158	252	410	17	14	31	14.24
Total	983	1373	2356	74	59	133		2493	105	4.2	980	1298	2278	55	43	98	4.3

Conversely, an analysis of Table 16 above showed Grade 12 national examination results exposed persistent underperformance despite SIP interventions. Between 2014 and 2017, in most schools, less than 10% of students scored above 350 (the university admission threshold). Hidase scored as low as 0.96% in 2014, while even higher performing schools like Kefetegna 23 reached only 8.48%. In 2016, the average across all schools was 4.3%, showing only marginal improvement from 4.2% in 2014. These results highlight a gap between classroom achievement and national level academic readiness. While students may be passing internal exams, they are struggling to meet national standards, indicating issues in curriculum alignment, examination preparation, and pedagogical rigor.

Table 17 Classroom examination result Analysis of Grade 9 to 12.

Year	Grade	9						10						11						12					
	Schools	Students sat in exam.			Student who failed			Students sat in exam.			Student who failed			Students sat in exam.			Student who failed			Students sat in exam.			Student who failed		
2014	Balcha	387	422	809	2	3	5	293	344	637	2	1	3	322	444	766	2	1	3	194	281	475	0	0	0
	Hidase	267	276	543	46	33	79	159	207	366	0	0	0	139	143	282	1		1	87	121	208	14	3	17
	Kefetegna 23	295	321	616	39	31	84	150	217	367	8	5	13	221	329	550	0	0	0	195	254	449	1		1
	Ewket Lehibret	136	170	306	6	11	17	137	263	400	6	4	10	254	347	601	1	1	2	220	332	552	20	10	30
	Ewket Lefere	197	275	472	15	18	33	248	273	521	4	0	4	252	373	625	0	0	0	183	236	419	1	0	1
	Africa Hibret	136	168	304	19	9	50	132	178	310	5	1	6	86	115	201	4	3	7	110	144	254	5	1	6
	Total	1418	1632	3050	127	105	232	1119	1482	2601	25	11	36	1274	1751	3025	8	5	13	989	1368	2357	41	14	55
2015	Kefetegna 23	302	292	594	11	5	16	250	331	581	1	1	2	169	264	433	0	0	0	220	327	547	0	0	0
	Ewket Lefere	145	181	326	5	5	10	146	215	361	1	1	2	224	300	524	0	0	0	212	345	557	0	0	0
	Hidase	253	268	521	2	1	3	117	160	277	1	0	1	126	176	302	0	0	0	119	108	227	0	0	0
	Africa Hibret	149	172	321	22	10	32	82	129	211	7	3	10	130	156	286	6	5	11	74	96	170	9	8	17
	Ewket Lehibret	148	160	308	6	2	8	102	138	240	7	1	8	179	208	387	10	3	13	257	337	594	27	7	34
	Balcha	Pilot project for the new curriculum												254	347	601	3	1	4	279	414	693	8	2	10
	Total	3833	4337	8170	300	233	569	2935	3937	6872	67	28	95	3630	4953	8583	35	19	54	1161	1627	2788	126	45	171
2017	Balcha	373	414	787	46	8	54	235	245	480	13	10	23	212	337	549	8	10	18	235	343	578	72	28	100
	Africa Hibret	148	123	271	31	5	36	65	67	132	7	4	11	81	120	201	4	5	9	64	104	168	8	12	20
	Ewket Lefere	241	246	487	27	6	33	150	177	327	5	7	12	119	162	281	4	1	5	146	217	363	13	12	25
	Ewket Lehibret	174	154	328	3	2	5	128	163	291	2	2	4	131	136	267	2	1	3	107	200	307	4	3	7
	Hidase	162	166	328	56	10	66	103	119	222	23	5	28	155	200	355	40	21	61	118	139	257	48	7	55
	Kefetegna 23	259	218	477	3	5	8	186	202	388	4	6	10	240	246	486	36	3	39	268	326	594	6	9	15
	Total	1357	1321	2678	166	36	202	867	973	1840	54	34	88	938	1201	2139	94	41	135	938	1329	2267	151	71	222

Chapter 5: Summary, Conclusion and Recommendations

5.1.Summary

This study investigated the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance at Lideta sub-city government high schools, Addis Ababa. Using a mixed-methods approach, the research combined quantitative data from 250 teachers and 180 students with qualitative insights from school leaders, PTSA members, and educational supervisors, complemented by document analysis of student results from 2014 to 2017.

The findings revealed that SIP had a positive impact on internal academic performance in grades 9 to 11, with consistently low failure rates reflecting improvements in classroom instruction, school leadership, and the learning environment. However, the Grade 12 national examination results showed persistently low pass rates often fewer than 10% highlighting a significant gap between school level academic progress and national assessment outcomes. Challenges identified included weak alignment between the curriculum and national exams, insufficient teacher training, and limited exam-focused support strategies. The study concludes that while SIP has succeeded in strengthening internal school systems and classroom outcomes, it has not yet achieved its full objective of improving students' national academic performance. The study recommends aligning instruction with national standards, enhancing teacher capacity, improving exam readiness, and expanding community engagement to make SIP more effective and holistic in its impact.

This research examined the perception of school community on SIP effectiveness and the contribution of SIP to students' academic performance at Lideta sub-city government high schools, Addis Ababa. The findings revealed a significant positive impact on classroom performance for grades 9 to 11, as evidenced by a marked reduction in failure rates. Quantitative data gathered from teachers and students indicated that the percentage of students passing their internal assessments (classroom assessment) rose dramatically, with many schools reporting success rates exceeding 90%.

This improvement was attributed to enhanced teaching strategies, increased student engagement, and better access to learning resources implemented through SIP. Conversely, the analysis of Grade 12 national examination results uncovered a concerning trend. Despite a rise in student enrollment for national examinations, the percentage of students scoring above the benchmark of 350 points remained critically low, often below 10%. Qualitative insights from interviews with principals, cluster supervisors and SIP vice principals as well as FGDs conducted with PTSA and department heads revealed that SIP had fostered a supportive learning environment, with increased participation in academic activities. Conversely, the analysis of Grade 12 national examination results uncovered a concerning trend. Despite a rise in student enrollment for national exams, the percentage of students scoring above the benchmark of 350 points remained critically low, often below 10%. Qualitative insights from interviews with principals revealed that SIP had fostered a supportive learning environment, with increased participation in academic activities. However, students expressed mixed feelings; while they appreciated the improvements in classroom dynamics, many voiced concerns about their preparedness for national exams, highlighting disconnect between classroom success and standardized assessment readiness.

Teachers corroborated these concerns, pointing to challenges such as resource constraints and inconsistent commitment among staff, which hindered effective preparation for high-stakes assessments. This triangulated data emphasized the need for targeted interventions to align classroom learning with national examination requirements. While the School Improvement Program demonstrated significant success in improving classroom performance and fostering student engagement, it faced substantial challenges in ensuring that students were adequately prepared for national examinations. The persistent low performance in these standardized assessments indicated that SIP had not yet fully bridged the gap between daily academic success and the skills needed for national examinations.The research underscored the importance of addressing systemic issues and implementing targeted strategies to enhance students' readiness for standardized assessment.

5.1.1. Teachers summarized response (230 Respondents)

The majority of teachers reported that SIP had significantly enhanced their teaching practices. Approximately 75% indicated that they had adopted new instructional strategies that actively engaged students in learning. Many noted a reduction in student failure rates, with some schools reporting improvements of up to 30% in pass rates since the implementation of SIP.

5.1.2. Student Perspectives (168 Respondents):

Among the students surveyed, 80% expressed increased motivation and satisfaction with their learning environment. Many students highlighted the availability of new learning materials and resources as a key factor in their improved performance. Additionally, 70% felt that they were better prepared for internal assessments, although concerns remained about their readiness for national examinations.

5.1.3. Principal and Vice Principal Insights (12 Respondents):

Principals and vice principals unanimously agreed that SIP had fostered a more collaborative school culture. They reported an increase in student participation in both academic and extracurricular activities, with over 85% observing a positive shift in student attitudes toward learning. Their leadership perspectives indicated that SIP had effectively aligned school goals with student needs.While principals may perceive SIP as effective in fostering a positive school culture and improving classroom engagement, this does not necessarily translate into success on national exams. Their focus may have been on immediate improvements in teaching practices and student participation, which can be more subjective and less quantifiable than standardized test scores.

5.1.4. Cluster Supervisors and Heads of Departments (12 Respondents):

The feedback from cluster supervisors and heads of departments indicated that SIP initiatives were well-integrated into the curriculum. Around 70% noted that regular curriculum audits and workshops had led to improved alignment with national standards. However, they also pointed out the need for additional resources to sustain these improvements.

5.1.5. PTSA Member Contributions (6 Respondents):

PTSA members reported an increase in parental engagement, with 75% noting that parents were more involved in academic planning and support for students. They attributed this change to the increased communication and collaboration fostered by SIP initiatives.

In summary, the analysis of results indicates that SIP was effective in improving academic performance in Lideta Sub-city government secondary schools. The majority of stakeholders reported positive outcomes, particularly in areas related to teaching practices, student engagement, and parental involvement. However, while classroom performance showed significant improvement, concerns about national examination preparedness persisted, highlighting an area that requires further attention.

The triangulated data suggests that while SIP made substantial strides in enhancing the learning environment, additional strategies focused on preparing students for standardized assessments are necessary. Overall, the findings underscore the importance of ongoing evaluation and adaptation of SIP to fully realize its potential in fostering academic success.

Table 18. Comparison of classroom and national examination performance

Aspect	Classroom Performance (Grades 9–11)	National Examination (Grade 12)
Performance Trend	**Low failure rates; majority of students pass classroom assessments.**	**Very low pass rates (often <10%); minimal improvement over years.**
Data Example	**2014: 3050 students sat for Grade 9 exams; only 232 failed (7.6%).**	**2014: Only 4.21% of Balcha students scored >350 points.**
	2017: 2678 students sat for Grade 9 exams; 202 failed (7.5%).	**2017: Only 4.3% of all students scored ≥50%.**
Key Strengths	**Stable or improving pass rates.**	**Increased participation (e.g., 2356 students in 2014 vs. 2278 in 2016).**
	Reflects effective SIP interventions (e.g., teaching support, resources).	
Key Weaknesses	**May not fully align with national exam rigor.**	**Extremely low success rates (e.g., Hidase: 0.96% in 2014).**
		Disconnect between classroom success and national outcomes.
Possible Reasons	**Internal assessments may be less rigorous.**	**National exams test higher-order skills not emphasized in classrooms.**
	SIP focuses on daily teaching/learning.	**Lack of exam-specific preparation (e.g., time management, question analysis).**
Suggested Actions	**Maintain SIP strategies for classroom engagement.**	**Strengthen exam alignment (e.g., practice tests, curriculum audits).**
	Introduce periodic benchmarking tests mirroring national standards.	**Targeted teacher training**

5.2. Conclusion

The findings of this study lead to the conclusion that the School Improvement Program (SIP) has had a measurable and largely positive impact on improving students' academic performance at the classroom level in Lideta Sub-City secondary schools. The consistently low failure rates in Grades 9 to 11 suggest that SIP interventions such as improved instructional practices, enhanced school leadership, better resource provision, and increased stakeholder engagement are contributing meaningfully to internal school success. However, the persistently low performance of students in Grade 12 national examinations reveals a significant disconnect between internal classroom achievements and external academic expectations. This discrepancy suggests that while SIP has strengthened the foundational elements of school operations, it has not been adequately leveraged to prepare students for national level academic challenges. The gap underscores the need for a recalibration of SIP to include stronger alignment between teaching and national assessments, focused exam preparation strategies, and targeted teacher development. Without these adjustments, SIP's overall goal of fostering holistic academic improvement will remain only partially fulfilled.

5.3. Recommendations

Based on the findings, several actionable recommendations are proposed. First, school administrators and teachers should develop and implement structured tutorial programs specifically focused on national examinations content. This could involve creating a schedule of after school and weekend sessions where students can participate in mock examinations and targeted review sessions, potentially collaborating with experienced educators who specialize in exam preparation. Second, curriculum developers and school leadership should ensure that classroom curricula are closely aligned with national examination requirements. Regular curriculum audits, involving teachers in workshops to evaluate and adjust lesson plans according to national standards, would help ensure that key skills and knowledge areas are adequately covered. Third, school administration and educational authorities should provide ongoing training and support for teachers to enhance their instructional strategies and assessment practices. Professional development workshops focused on effective teaching techniques, assessment strategies, and classroom management, emphasizing preparation for standardized tests, would be beneficial. Additionally, school districts and educational policymakers should advocate for increased funding and resources to support SIP initiatives. Engaging in dialogue with local government and educational authorities to secure budget allocations for purchasing essential learning materials and technology is crucial. Finally, school administrators and parent teacher and student associations (PTSA) should foster greater parental involvement in academic planning and student progress. Organizing regular meetings and workshops for parents would enable discussions about their children's academic performance and provide strategies to support learning at home. Encouraging community partnerships that can offer additional resources and support for students will further enhance the program's effectiveness. By implementing these recommendations, schools can better align their efforts with the goals of the School Improvement Program, ultimately enhancing student outcomes and ensuring that all students are adequately prepared for their future educational endeavors.

Table 19. Summary of Research Recommendations

Areas of recommendation	Who	What	How
National examination	School leaders and teachers	Develop and implement tutorial programs specifically focused on national examinations content	Create a schedule of after school and weekend sessions where students can participate
Curriculum Alignment	Curriculum developer and school leadership	Ensure that classroom curricula are closely aligned with national examination requirements	Conduct curriculum audits and involve teachers in workshop to evaluate and adjust lesson plans according to national standards, ensuring that key skills and knowledge areas are adequately covered
Professional development for teachers	School principals and educational supervisors	Provide ongoing training and support for teachers to enhance their instructional strategies and assessment practices	Organize professional development workshop focused on effective teaching techniques, assessment strategies and classroom management with an emphasis on preparing students for standardized examinations.
Increased Resource allocation	School leadership and educational supervisors	Advocate for additional findings and resources for SIP initiatives	Engage in dialogues with local government and educational authorities to secure budget allocations that can be used for purchasing learning materials essential for academic performance
Parental Engagement and community support	School principals and PTSAs	Fostering greater parental involvement in academic planning and students' progress	Organize regular meetings and workshops for parents to discuss their children's academic performance and provide them with strategies to support learning at home Encourage community partnership that can offer additional resources and support for students

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EWKET LEFRE SECONDARY SCHOOL



AFRICA HIBRET SECONDARY SCHOOL





HIDASE SECONDARY SCHOOL



All the six government high schools in Lideta sub-city

APPENDICES

Appendix-A

Addis Ababa University

College of education and behavioral studies

Department of educational planning and management

Master of Arts in school leadership

Questionnaire to be filled by secondary school teachers

Dear respondent: The main purpose of this questionnaire is to gather relevant data that help to assess the effectiveness of school improvement program (SIP) in improving students' academic performance in Lideta sub-city.AddisAbaba. I would like to assure you that this is purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather the result of this study is believed to be as an input to improve the school improvement program practice. Hence, your genuine, frank and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly. If you don't want to involve in this research or withdraw at certain point you have full right to quite your involvement at any stage of the data gathering process.

Please Note that:

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

Thank you in advance for your cooperation!

1. Information

1. Name of the school _____

2. Name of woreda _____

3. Sex: A. Male ( ) B. Female ( )

4. Age (in years):

A. 21 – 25 ( ) B. 26 – 30 ( ) C. 31 – 35 ( ) D. 36 – 40 ( )

5. Qualification

A. BA/BED/BSc ( ) B. MA /MED/MSc ( ) C. any other _____

6. Teaching experience in years

A. Below 5 years ( ) B. 6-10 years ( ) C. 11-15 years ( )

D. 16-20 years ( ) E. 21-25 years ( ) F. 26 and above ( )

7. Area of specialization Major _____Minor _____Other_____

8. Training on "School Improvement Program /SIP" A. Yes ( ) B. No ( )

I. Evaluating the Impact of SIP on Academic Performance

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

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

No	Item	**5**	**4**	**3**	**2**	**1**
1.	SIP has contributed to measurable improvements in students' academic achievements.					
2.	The program has enhanced the quality of classroom instruction.					
3.	Students' performance in national exams has improved due to SIP initiatives.					
4.	SIP has fostered better student engagement in academic activities.					
5.	SIP has improved access to learning materials and resources for students					

6. Based on your experience, how has the School Improvement Program (SIP) impacted students' academic performance in your school?

1……

II. Examining SIP's Effect on Social Development

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

No	Item	5	4	3	2	1
1	SIP has helped improve students' communication and collaboration skills.					
2	The program has positively impacted students' behavior and discipline.					
3	SIP initiatives have increased students' participation in extracurricular activities.					
4	SIP has promoted a sense of community and belonging among students.					

5. What specific challenges have you faced while implementing SIP initiatives in your teaching practices?

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III. Identifying Challenges in SIP Implementation

No	Item	5	4	3	2	1
1	Lack of adequate resources and funding has limited the success of SIP in my department.					
2	Teachers face challenges in aligning SIP objectives with their curriculum and lesson plans.					
3	There is insufficient training provided for teachers to fully implement SIP.					
4	Monitoring and evaluation of SIP activities are inconsistent or inadequate.					
5	The infrastructure in our school is insufficient to support effective SIP implementation.					

6. How has SIP influenced your teaching methods and classroom management?

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IV. Identifying Opportunities to Enhance SIP Effectiveness

No	Item	5	4	3	2	1
1	Regular teacher training and workshops could improve SIP's implementation.					
2.	Increased parental involvement would enhance SIP's effectiveness.					
3.	Additional financial and material resources are needed to fully realize SIP's goals.					
4	Enhanced collaboration between school administrators and teachers would improve SIP outcomes.					
5.	A clear and consistent evaluation system is necessary for measuring SIP's effectiveness					

6. In what ways do you think SIP has contributed to the social development of students?

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V. Teachers' Perceptions of overall SIP's Effectiveness

No	Item	5	4	3	2	1
1.	SIP has significantly contributed to overall school improvement.					
2.	The program has helped reduce disparities in academic performance among students.					
3.	Teachers feel empowered and supported through SIP initiatives.					
4.	School leaders are actively involved in the successful implementation of SIP.					
5.	SIP has successfully addressed the unique challenges of our school					

6. How do you perceive the role of school leaders and administrators in the success of SIP initiatives?

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Appendix-B

Addis Ababa University

School of Graduate studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Questions with school principals

The participation in this interview is entirely voluntary and responses will be treated with strict confidence and data will not be shared with any third parties or used for commercial purposes

Date of the interview :
Place :
Interviewee :
Educational Background :
Area of specialization :
School :
Position :
Total experience :
Work experience as Principal :

1. How would you assess the overall effectiveness of the School Improvement Program in your school?
2. What specific improvements in academic performance have you observed since the implementation of SIP?
3. What challenges have you encountered while implementing the SIP in your school?
4. How have these challenges impacted the effectiveness of the program?
5. In your opinion, how has SIP influenced the social development of students in your school?
6. Can you provide examples of any social initiatives or activities that have been implemented as part of SIP?
7. What kinds of support or resources have been provided to assist with the implementation of SIP?
8. Are there any additional resources or support you believe would enhance the program's effectiveness?
9. How have teachers and students been involved in the SIP process in your school?
10. What feedback have you received from teachers and students regarding SIP?
11. Based on your experience, what recommendations would you make for improving the School Improvement Program?
12. How do you envision the future of SIP in your school?
13. How do you monitor and evaluate the progress and outcomes of SIP in your school?
14. Are there specific metrics or indicators you use to measure success?

Appendix-C

Addis Ababa University

School of Graduate studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Questions with cluster supervisors

The participation in this interview is entirely voluntary and responses will be treated with strict confidence and data will not be shared with any third parties or used for commercial purposes

Date of the interview :
Place :
Interviewee :
Educational Background :
Area of specialization :
School :
Position :
Total experience :
Work experience as Cluster supervisor :

1. How would you evaluate the overall implementation of the School Improvement Program across the schools in your cluster?
2. What specific improvements in academic performance have you observed in the schools you supervise since the introduction of SIP?
3. What challenges have you identified in the implementation of SIP within your cluster?
4. How do these challenges affect the schools and their academic outcomes?
5. In your view, how has SIP contributed to the social development of students in the schools you oversee?
6. Can you share any examples of social initiatives that have been successful as part of SIP?
7. What support do you provide to schools in your cluster to help them implement SIP effectively?
8. Are there any areas where you believe additional support is needed?
9. How do you engage with principals, teachers, and parents regarding the SIP?
10. What feedback have you received from these stakeholders about the program?
11. What processes do you have in place for monitoring the progress of SIP in the schools under your supervision?
12. How do you measure the success of SIP, and what indicators do you consider most important?
13. Based on your observations, what recommendations would you provide for enhancing the effectiveness of SIP?
14. What changes do you think would have the most significant impact on improving academic performance through SIP?

Appendix-D

Addis Ababa University

School of Graduate studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Questions with school SIP vice principals

The participation in this interview is entirely voluntary and responses will be treated with strict confidence and data will not be shared with any third parties or used for commercial purposes

Date of the interview :
Place :
Interviewee :
Educational Background :
Area of specialization :
School :
Position :
Total experience :
Work experience as SIP VICE Principal :

1. What specific role do you play in the implementation of the School Improvement Program at your school?
2. How do you coordinate with other staff members to support SIP initiatives?
3. How effective do you believe the School Improvement Program has been in enhancing students' academic performance?
4. Can you provide examples of improvements that you have observed since SIP was implemented?
5. What challenges have you faced in implementing SIP within your school?
6. How have these challenges affected your ability to achieve the goals set by the program?
7. In your opinion, how has SIP influenced the overall development of students, both academically and socially?
8. Have you noticed any changes in student engagement or motivation since the introduction of SIP?
9. What types of support or resources have been beneficial in the implementation of SIP?
10. Are there any additional resources or training that you feel would enhance the program's effectiveness?
11. How do you involve teachers in the SIP process, and what feedback have you received from them?
12. Can you share any successful collaborations or initiatives that have emerged from teacher involvement in SIP?
13. How do you monitor and assess the progress of SIP initiatives in your school?
14. What metrics or indicators do you use to evaluate the success of the program?
15. What recommendations would you suggest for improving the School Improvement Program based on your experiences?
16. How do you see the future of SIP evolving in your school?

Appendix-E

Addis Ababa University

School of Graduate studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

FGDs leading Questions with PTSA and department heads

Focus Group Discussion for PTSA and Department heads (FGD guidelines)

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

1. **Perception of SIP:**
   1. How effective do you believe the School Improvement Program has been in enhancing students' academic performance in your school?
   2. What specific changes have you observed in student performance since SIP was implemented?
2. **Impact on Social Development:**
   1. In what ways do you think SIP has influenced the social development of students?
   2. Can you provide examples of social initiatives or activities that have emerged as a result of SIP?
3. **Challenges in Implementation:**
   1. What challenges have you encountered while implementing SIP at your school?
   2. How do these challenges affect the overall effectiveness of the program?
4. **Support and Resources Needed:**
   1. What types of support or resources do you believe are necessary for the successful implementation of SIP?
   2. Are there specific training or materials that would help enhance the program's impact?
5. **Collaboration and Communication:**
   1. How well do you think communication occurs between the PTSA, department heads, and school administration regarding SIP?
   2. What strategies could improve collaboration among these groups to ensure successful SIP implementation?
6. **Feedback Mechanisms:**
   1. What role does the PTSA play in facilitating communication and feedback about the program?
7. **Strategies for Improvement:**
   1. Based on your experiences, what strategies could be implemented to enhance the effectiveness of SIP in improving academic performance?
   2. How can the school better utilize the resources and strengths of the PTSA to support SIP?
8. **Future Vision:**
   1. What recommendations would you suggest for the future of the School Improvement Program in your school?
   2. How do you envision the role of PTSA and department heads evolving in relation to SIP moving forward?

Appendix-F

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