



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

**School Improvement Plan and its Implementation in Government Secondary
Schools in Wayu Tuka Woreda, East Wollega Zone**

By: Efa Bajo

Advisor: Dr. Aman Worku

**A Thesis Submitted to the Department of Educational Planning and
Management in Partial Fulfillment of the Requirements for Degree of
Masters of Arts in School Leadership**

June 2023

Addis Ababa, Ethiopia

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

**School Improvement Plan and its Implementation in Government Secondary
Schools in Wayu Tuka Woreda, East Wollega Zone**

By: Efa Bajo
Advisor: Dr. Aman Worku

June 2023
Addis Ababa, Ethiopia

DECLARATION

I, the undersigned M.A candidate, declare that this study is my original work and not presented for any degree in any university. All the sources used in this study are properly acknowledged.

Name: Efa Bajo

Signature_____

Date_____

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
Supervisor's Approval Sheet

As M.A Thesis supervisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance by **Efa Bajo** entitled, **School Improvement Plan and its Implementation in Government Secondary Schools in Wayu Tuka Woreda, East Wollega Zone**. Therefore, I recommended that it is to be submitted as fulfilling M.A Thesis.

Supervisor:

Dr. Aman Worku

Signature

Date

As members of the Board of Examiners, we, the open defense examiners, certify that we have read and evaluated the thesis prepared by **Efa Bajo**. We recommended that the thesis is accepted as fulfilling M.A requirement for the degree of Masters of Arts in School Leadership

Examiners

External Examiner

Signature

Date

Internal Examiner

Signature

Date

Chairperson

Signature

Date

ACKNOWLEDGEMENTS

Many people supported me morally, materially and financially for the accomplishment of this thesis. For this reason, I would like to thank them sincerely. First, I would like to thank my supervisor, Dr. Aman Worku for his constructive comments, advices, guidance and welcoming approaches.

Second, my appreciation goes to all the sample teachers, principals, supervisor, students, parents, school improvement committee, and district education office experts. The participants of the study were very much cooperative and hospitable during the time of data collection. I also give special thanks to teachers, students and school principals of Biftu Bari, Burka Jimata, Dirre Injifano and Gute Secondary Schools in particular for they played a leading role during the time of data collection.

Third, my staffs, colleagues and friends deserve special thanks for providing me constructive comments during different stages of this thesis. My heartfelt thanks also go to my family members for their immense supports during my study. I thank them all.

ABSTRACT

The general objective of this study was to investigate the school improvement plan and its implementation in secondary schools of Wayu Tuka Woreda, East Wollega Zone, Oromia National Regional State, Ethiopia. To attain the objective, four research questions were framed, and descriptive survey design with mixed approach was employed. A total of 97 participants were included in the study through simple random sampling technique. Data were collected from the participants through questionnaire, interview and document analysis. Convergent mixed-method was used to collect data from the participants at parallel times. The data collected through the questionnaire was analyzed through descriptive statistics using SPSS version 20. On the other hand, the data collected through interview was transcribed, coded and categorized based on the similar themes that were repeatedly said during the interview. Similarly, the documents were analyzed thematically. The analysis of the data was made based on the order of the research questions so as to provide a triangulated answer for each research question. Accordingly, the result of the study showed that the participants of the study held relatively positive and favorable beliefs about school improvement plan. They believed that school improvement plan could identify the strength and weakness of a school, and prioritize activities to be done. They also believed that the school improvement plan helped to ensure quality education and improve students' achievements. It was also found out that the stakeholders were rarely involved in the preparation and execution of the school improvement plan. The school principals lacked commitment to communicate the school improvement plan, its accomplishments, challenges and the solutions. There were various challenges that hindered the effective implementation of the school improvement plan. These include: lack of motivation from the stakeholders, lack of coordination among the stakeholders, absence of training for the stakeholders, inadequate budget allocation for the plan, lack of incentives for the stakeholders, inadequate supervision, insufficient school facilities, inability of the school improvement committee to properly play their roles, inadequate planning, low involvement of stakeholders in the implementation of the plan, shortage of resources, inadequate monitoring and evaluation, and above all there was poor commitment of school leaders regarding the school improvement plan. Thus, ministry of education and stakeholders of education should give due attention to the implementation of school improvement plan.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT.....	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	vi
ACRONYMS AND ABBREVIATIONS	vii
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. Basic Research Questions	5
1.4. Objectives of the Study	5
1.4.1. General Objective	5
1.4.2. Specific Objectives	5
1.5. Significance of the Study	6
1.6. Scope of the Study.....	6
1.7. Limitations of the Study	7
1.8. Organization of the Study	7
1.9. Definitions of Key Terms.....	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	9
2.1. Introduction	9
2.2. An Overview of Educational Planning.....	9
2.3. Characteristics of an Effective Educational Planning	10
2.4. The Concept of School Improvement Plan	11
2.5. Rationale for School Improvement Plan	13
2.6. Domains of School Improvement Plans.....	13
2.6.1. The Teaching and Learning Domain.....	14
2.6.2. Safety and Conducive Learning Environment Domain	14
2.6.3. School Leadership and Administration Domain	15
2.6.4. Community Involvement Domain	16
2.8. Conditions Influencing School Improvement Plan	19

2.8.1. Characteristics of the Change	19
2.8.2. Internal Conditions of Schools.....	19
2.8.3. The External Context	20
2.9. Challenges to Implement School Improvement Plan.....	20
2.10. School Improvement Plan Experiences in Some Countries.....	21
2.10.1. Experiences in Australia	21
2.10.2. Experiences in Germany	22
2.10.3. Experiences in United States of America.....	23
2.10.4. Experiences in South Africa	24
2.11. School Improvement Plan Practice in Ethiopia.....	25
2.12. Conceptual Framework of the Study.....	27
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	28
3.1. Introduction	28
3.2. The Research Design.....	28
3.3. The Research Approach	28
3.4. Selection of the Research Sites	29
3.5. Data Sources.....	30
3.6. Participants of the Study	30
3.7. Sampling Techniques	30
3.8. Instruments of Data Collection	31
3.8.1. Questionnaire	31
3.8.2. Interview	32
3.8.3. Document Analysis.....	32
3.9. Data Collection Procedures.....	32
3.10. Data Analysis Techniques.....	33
3.11. Ethical Considerations in the Study	33
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	34
4.1. Introduction	34
4.2. The beliefs the school stakeholders hold about school improvement plan.....	34
4.2.1 Analysis of the Data Obtained through Questionnaire.....	34
4.2.2. Analysis of the Data Obtained through Interview.....	38

4.3. The extent of stakeholders' involvement in the school improvement plan.....	41
4.3.1 Analysis of the Data Obtained through Questionnaire.....	41
4.3.2. Analysis of the Data Obtained through Interview.....	44
4.4. The extent to which school improvement plan is implemented.....	46
4.4.1. Analysis of the Data Obtained through Questionnaire.....	46
4.4.2. Analysis of the Data Obtained through Interview.....	48
4.5. The Challenges that hinder the Implementation of School Improvement Plan	49
4.5.1 Analysis of the Data Obtained through Questionnaire.....	49
4.5.2. Analysis of the Data Obtained through Interview.....	51
4.7. Discussions of the Results.....	53
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	57
5.1. Introduction	57
5.2. Summary	57
5.3. Conclusions	59
5.4. Recommendations	59
References	60
Appendix A: Questionnaire (English Version).....	65
Appendix B: Questionnaire (Afan Oromo Version).....	69
Appendix C: Interview Guide Questions.....	72
Appendix D: Transcription of the Interview.....	73
Appendix E: Checklist for Document Analysis.....	80

LIST OF TABLES

Table 1: Belies that the Stakeholders hold about School Improvement plan.....	37
Table 2: Stakeholders involvement in the School Improvement planning process.....	44
Table 3: The extent to which school improvement plan was implemented in the study area.....	48
Table 4: Contextual challenges that hinder the implementation of school improvement plan....	51

ACRONYMS AND ABBREVIATIONS

ESDP	Education Sector Development Plan
GEQIP	General Education Quality Improvement Package
MOE	Ministry of Education
SIP	School Improvement Plan
SPSS	Statistical Package for Social Science
UNESCO	United Nations Educational, Scientific, and Cultural Organization

CHAPTER ONE: INTRODUCTION

This chapter establishes the background of the study in relation to school improvement plan and its implementation. It also addresses statement of the problem by giving emphasis to its extent, and the gap that the study tries to fill. In line with the problem, the basic research questions are framed and the specific objectives are set. Significance of the study, scope of the study, organization of the study and definitions of key terms are also discussed in detail in the chapter.

1.1. Background of the Study

Education is the key that opens the doors for development, transformation, civilization and industrialization of any nation. It is the means through which a nation can harness its numerous resources, develop its manpower and improve the quality of the life of its citizens. In any country of the world, education is the backbone of scientific and technological development and advancements (Akpan, 2018 & Woodhall, 1992). Education not only teaches academic skills like how to read and write but also it broadens our horizons, help us gain better perspectives, and teaches us to think for our life in general. It is a work of preparing generation for life aiming at helping human beings in solving problems by enhancing research and technology ranging from day-to-day human activities to complex social, economic and political challenges.

Schools play a central role in realizing these purposes of education as they are institutions where formal teaching and learning activities take place. The rapid growth and change of the needs of the society enforces schools to update their system in accordance with the growth and varying needs of the society (Harris, 2005). Schools are established having a vision of where they hope to go and what they hope to achieve. This implies that schools need to have plans that direct them towards improvement and growth. Hence, the school improvement plan enables the school community to develop a clear vision of what the school is about and where it is going. It helps in giving the school a sense of direction, establishes aims and priorities, identifies the needs to be done in order to bring about improvement, identifies staff needs, monitors the effectiveness of the teaching and learning process, evaluates the success of the changes made, and implements any changes to the planning cycle. In short, a school without planning is like a car without a driver (Hopkins & Harris, 2005).

School improvement plan is a nationwide program, which is mostly developed by the ministry of education of a nation. It is a three or five years strategic plan intended to improve teaching and

learning, school leadership and management, parents and school community relationship, and safe and healthy school environment. The plan serves as a basis for the work of schools in general and for the improvement of the performances of teachers in the classrooms in particular to raise students' achievement (Hopkins, 2005). Hence, schools primarily need to conduct self-enquiry on the weaknesses and strengths of their current performance to assess the extent to which they are satisfying the needs of their students and the impact of their services as well as future directions of improvement.

Because of the above purposes, Ethiopia introduced Education and Training Policy in 1994 hoping to improve education sector in the country. In line with the policy, the country has launched Education Sector Development Plan (ESDP) I, II, III, IV and V for decades. Besides, General Education Quality Improvement Package (GEQIP) has been introduced to improve quality of education with 150 practical indicators, 29 standards and 4 school domains (Abera, 2013 & MoE, 2010). The main aim of the GEQIP is to bring efficient access to quality education in primary and secondary schools by dividing into six programs. These are: curriculum improvement program, teachers development program, educational leadership performance program, organizational improvement program, civic and ethical education program, and information and communication technology expansion program (MoE, 2007)

Thus, school improvement plan, which is one of the major pillars of GEQIP, was introduced in 1999 E.C./2007 G.C. in all schools of the Ethiopia. The objective of the school improvement program is to address issues related to teaching and learning, school leadership and management, parent-school relationship, and safe and healthy school environment. Each of these domains is equally important, if anyone is weak, the strength and the success of the whole are affected (MoE, 2007). The program promotes school effectiveness and helps ensure that all those involved in the planning process and delivery have a shared understanding. It is essential to improve the capacity of schools to prioritize needs and develop a school improvement plan. Moreover, it enhances schools and community participation in resource utilization, decision making and the overall effectiveness of the school (MoE, 2007).

Although Ethiopia has launched many education sector development plans, packages and programs for the last couple of years, much is still remaining in terms of achieving the quality of education. The status of school improvement plan and its implementation is not to the intended

level. The achievements made so far are not encouraging, and no significant efforts have been made to strengthen the implementation of school improvement plans (Abera, 2013; Lemessa, 2016; Solomon, 2016 & Bahiru, 2019). In addition to this, Berhan (2010) indicated that achievements in school environment and community involvement domains in school planning were found very low. The stakeholders of the improvement plan have no adequate awareness on the purposes, objectives, and the implementation process of the program.

The current researcher's teaching experience and informal observations of some government secondary schools in the study area have also showed that the implementation of school improvement plans at secondary schools are not as they are intended by the ministry of education. Although access in secondary schools gets increased, the students' achievements are deteriorating from time to time. This is due to various problems out of which no or ineffective implementation of the school improvement plan takes the lion's share. These days, secondary school teachers rarely identify problems or an area they wish to improve in their day-to-day teaching activities. They rarely conduct continuous action researches, and they are reluctant to reflect on their teaching practice.

There is a mismatch between the Ethiopian policy documents about quality education and the real practice of the school improvement plans. To consider the extent of the issue, discussions have also been made with colleagues if they have noticed similar scenario in their teaching experiences. They have also observed the issue in their teaching encounters and observations. Some literatures have also been reviewed by the current researcher to identify the research gap in the area. It has been realized that it is one of the recent and attention-seeking areas of research in schools. Thus, the current researcher is motivated and concerned to investigate the school improvement plan and its implementation in secondary schools of Wayu Tuka Woreda, East Wollega Zone, Oromia Regional State, Ethiopia. Therefore, the current researcher believes that the problem needs professional intervention in the form of research.

1.2. Statement of the Problem

The education sector of Ethiopia has been suffering from quality, relevance and equity (MoE, 2005). These problems caused dissatisfactions and critics from stakeholders. Consequently, recommendations for change at national level have been forwarded by educators and other concerned bodies. This calls for reform or improvement at schools at country level (MOE, 2006).

This in turn paves ways for the introduction of school improvement plan to be implemented in schools. The objectives of the school improvement plan are: to improve the capacity of schools to prioritize needs and develop a school improvement plan; to enhance school and community participation in resource utilization, decisions and resource generation; to improve government's capacity to deliver specified amount of schools grant at zonal levels; and to improve the learning environment by providing basic operational resources to school.

Although Ethiopia has launched a number of education sector improvement plans for the last thirty years, much is still remaining in terms of achieving quality of education. The current practice of school improvement plan and its implementation in identifying the school related problems and in engaging stakeholders is not to the level it is intended by ministry of education.

Some local studies have been reviewed by the current researcher to find out some research gaps and to rationalize the significance of the study. Accordingly, Rahel (2014) assessed the implementation of school improvement plan in two preparatory schools of Addis Ababa City. She indicated that there is lack of awareness of school improvement plans among the stakeholders, shortage of finance and materials, and teachers' resistance to the program were the major challenges to the implementation of school development plans. Besides, Lemessa (2016) assessed the implementation of school improvement plans in primary schools of Ilu Abba Bora Zone, and he investigated that the involvement of stakeholders in planning and implementing school improvement plan was low. Moreover, Solomon (2016) assessed the status of the preparation of school improvement plan in secondary schools of Assosa Zone. Then, he found out that the preparation made for school improvement plan was not satisfactory. The stakeholders had no awareness and training about school improvement plans.

This study is different from the above local studies in some ways. For example, the study conducted by Rahel (2014) focused on the challenges that hindered the implementation of school improvement plans in Addis Ababa context. She did not study the beliefs that the teachers held about school improvement plans, and the extent to which the plan was implemented. Likewise, Lemessa (2016) focused on the involvement of stakeholders in planning and implementing school improvement plan in Ilu Abba Bora zone. Still, Solomon (2016) assessed the status of the preparation of school improvement plans in secondary schools of Assosa Zone. Therefore, none of the studies focused on the teachers' beliefs about the school improvement plan, and the extent

to which the plan is implemented practically. There are also differences in study contexts and settings.

Thus, in order to ensure the effective and efficient implementation of the plan, the stakeholders' beliefs should be addressed because they determine and influence the actual implementation of the plans. It is necessary to identify its strengths, weaknesses, threats and opportunities through research; and then to propose possible recommendations of retaining the strengths/achievements for overcoming the challenges, preventing potential threats and for harvesting the opportunities. The implementation of the school improvement plan demands active participation of all stakeholders like teachers, students, parents, local community, supervisors, educational leaders and expertise at different levels (MoE, 2010).

1.3. Basic Research Questions

In order to fill the gap stated before, the following basic research questions need to be answered.

- 1) What beliefs do school stakeholders hold about school improvement plan?
- 2) To what extent the stakeholders involve in the school improvement planning process?
- 3) To what extent school improvement plan is implemented to solve school problems?
- 4) What are the contextual challenges that hinder the effective implementation of the school improvement plan?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study was to investigate the school improvement plan and its implementation in secondary schools of Wayu Tuka Woreda in East Wollega zone.

1.4.2. Specific Objectives

Based on the above general objective, the following specific objectives are set.

1. To describe beliefs that school stakeholders hold about school improvement plan.
2. To examine the extent to which the stakeholders involve in the school improvement planning process.
3. To find out the extent to which the school improvement plan is implemented to solve school problems.

4. To analyze the contextual challenges that hinder the effective implementation of the school improvement plan

1.5. Significance of the Study

The findings of this study generates important information for schools, school principals, supervisors, teachers, students, parents, school improvement committee, district education office experts and interested researchers in the area. The study is significant in identifying the achievements made so far, the challenges encountered and the opportunities to come in the attempt of improving schools. It helps the school stakeholders to point out the strengths and weakness observed in the implementation of school improvement plan and to take timely and urgent corrective actions. It may serve as an input for planners and policy makers to set strategy for better school improvement. It is significant in putting forward recommendations to retain the best practices and to overcome the challenges for future effective and efficient implementation of the plan.

It encourages school principals, supervisors, teachers, students, parents and educational experts to increase their participation and performance in the planning and implementation of school improvement plans. It gives valuable information to enhance community participation in schools' improvement plans. This study can possibly be used as a stepping stone for further research in the area so that other researchers are triggered to extend studies into a wider scope. Hence, the results of the study might be published and all the beneficiaries can access online. In general, this study highlights the importance of planning and implementing school improvement plans for effective school performances.

1.6. Scope of the Study

This study was geographically delimited to four secondary schools in Wayu Tuka Woreda, East Wollega zone. Accordingly, the four secondary schools included in the study are: Biftu Bari Secondary School, Burka Jimata Secondary School, Dirre Injifano Secondary School and Gute Secondary School. Wayu Tuka Woreda was chosen because the problem under the study has been frequently observed in the area. Topically and conceptually, the study focused on the above secondary schools' improvement plan and its implementation. In relation to this, stakeholders' beliefs about the school improvement plan, the extent to which the plan is implemented to solve

school problems and the contextual challenges that hinder the implementation of school improvement plan were investigated.

1.7. Limitations of the Study

The study was limited to the data obtained from the four secondary schools stated before in Wayu Tuka Woreda in East Wollega Zone. Thus, care must be taken in generalizing the findings of this study to the other areas in different contexts of Ethiopia. Apart from this, the researcher faced one basic problem during the study. It was that few participants of the study were reluctant to fill in the questionnaire and to be interviewed because they considered the researcher as their faultfinder than real researcher. Even few participants resisted to give their responses. To overcome the problem, the researcher tried to persuade the participants by telling them the significance of the study and by assuring them the issue of confidentiality in the study. Despite the limitation, the study had achieved its purpose since the researcher is flexible and a man of purpose in convincing the research participants.

1.8. Organization of the Study

This study consists of five chapters. The first chapter deals with introduction that contains: background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, scope of the study, organization of the study and definitions of key terms. Chapter two reviews literature that are related to the issue under study. It reviews the previous works that are meant to provide background information with regard to school improvement plans. Chapter three is all about the design and methodology of the study. It addresses the research design, sources of data, sites of the study, participants of the study, sampling techniques, instruments of data collection, techniques of data analysis, and considerations of ethical issues in the study. The fourth chapter covers presentation, analysis and interpretation of the data. The last chapter summarizes, concludes and recommends the study based on the key procedures and the findings.

1.9. Definitions of Key Terms

School improvement plan: is a school improvement strategy intended to maximize school performances in terms of teaching and learning, school leadership and management, parents and school community relationship, and safe and healthy school environment.

Belief: is a form of personal assumptions or it is what is taken as true by someone. It is the best indicator of the decisions that school stakeholders make in planning and implementing the plan

Challenges: factors that hinder the school stakeholders to implement the school development plans in the schools

Implementation: refers to putting the school development plans in to action to solve school problems

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

The chapter reviews the previous works that are meant to provide background information about school improvement plans. It discusses, quotes, analyzes and evaluates some books, researches, articles, scholarly summaries and reports that are written in relation to the topic under study. Reviewing related literature is very essential to differentiate what has been studied from what needs to be studied, and to identify gaps that exist in the literature. Besides, review of related literature helps the researcher to locate his argument in the world of other scholars' views so as to rationalize the significance of the study. Reviewing literature is also very important to design relevant research instruments.

2.2. An Overview of Educational Planning

Education is regarded as the key to the development of any nation. It is the tool for a country's political, economic, social and technological development. For an education to play its key role in the transformation of a nation, it needs to be adequately and effectively planned. Educational planning strives to research, develop, implement and advance policies, programs and reforms within educational institutions. Educational planners might work at the local, national or international level to advance or improve education. As an educational planner, one might look at a number of issues, trends or policies that are affecting education. These factors may include cost, equality of access, new technologies, curriculum or learning and teaching methods.

Different educators define educational planning in their own ways even though the essences of the definitions are related. For example, Akpan (2018) defines educational planning involves a systematic and scientific set of decisions for future action with the aim of achieving a set of educational goals and objectives through effective use of scarce resources. It provides the tool for coordinating and controlling the direction of the educational system so that educational objectives can be realized. It is a process of identifying and classifying educational needs of a nation and the direction education should take and the strategies for implementing decisions concerning educational development. Thus, educational planning must take into consideration the population growth of children of school age in relation to access to education, educational opportunities and the demand for education.

Educational planning, in its broadest generic sense, is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society (Okwori, 2011). Education sector planning is a technical, political, and participatory process which should be led by government, typically the ministry of education. The first step of the process is to conduct an education sector analysis in order to highlight the main challenges and opportunities for the education sector. Following the education sector analysis, an education sector plan is developed. An education sector planning usually covers a five-year timeframe and contains medium or long-term objectives and desired outcomes for educational sub-sectors.

2.3. Characteristics of an Effective Educational Planning

A good and effective educational planning should have the following features (Akpan, 2018). First, it should be dynamic. We are living in a society and environment that are not static and changes occur daily. Educational planning should be dynamic in order to keep pace with changes in the society. Second, it should be comprehensive. Planning should take the overall view of the entire educational system. If planning is concerned with national educational system, the overall view of the national educational system must be done in order to have adequate information for planning. If the planning is for one level of education, for example, secondary education, an overall assessment of the secondary educational system must be carried out. Third, educational planning should be integrated. This implies that educational planning should aim at maximizing output through the use of limited resources. Efforts should be made to link the various planning operations and the focus should be to improve the outcome of educational services provided (Akpan, 2018).

Fourth, educational planning should be flexible to give room for adjustment. Planning should provide for exploration of alternatives. This would enhance choice of possible alternatives, in terms of methods, strategies and approaches for effectiveness and efficiency. Fifth, educational planning should be goal-oriented. It should focus on achievement of educational goals and objectives. Planning should be based on clearly defined goals that are simple and easy to understand. Sixth, educational planning should be future-oriented (Akpam, 2018). It should focus on the improvement of future educational development. Seventh, educational planning should be pragmatic. This means that the plan should be good and effective. The pragmatic

nature of educational planning can be evaluated by how good the plan is and how well it is implemented. Eighth, educational planning is a deliberate action. It does not happen by accident. Finally, educational planning is a formal activity. It has a structured plan and some procedures in a written form to follow.

2.4. The Concept of School Improvement Plan

The school improvement plan has been defined in different ways by different scholars. According to Harris (2005), school improvement plan is defined as a distinct approach to educational change that enhances student's outcomes as well as strengthens the school's capacity for managing improvement initiatives. Hopkins (2005) further elaborated that school improvement plan is about raising students' achievement through focusing on the teaching and learning process and those conditions which support it. It is a strategy for educational change that enhances student outcomes as well as strengthening the school's capacity for handling change.

The school improvement plan is a means whereby the strategic intent which guides planning is transformed into reality through clear priorities, targets and actions. It is an instrument through which schools are able to articulate their needs and their priorities (Hopkins & Harris, 2005). Moreover, it is meant to indicate the institution's capacities and limitations and thus, open doors to school improvement. The school improvement plan has at its heart the learning of all students while raising standards of attainment. It is a process of learning and growth for all those involved in it. Moreover, it allows schools to organize their programs of innovation and change with much greater efficiency and success. According to Hopkins in Harris (2005), school improvement is a distinct approach to educational changes that enhances students' outcome, raising students' achievement focusing on teaching and learning process and conditions that support it. It is a strategy for improving the schools capacity for providing quality education in times of change.

Harris (2002) disclosed that school improvement is an approach to educational change that has twin purposes of enhancing students' achievement and strengthening the schools' capacity for change. Generally, the ultimate goal of school improvement is to enhance students' progress and achievement. The basic idea behind school improvement 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 in 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.

School improvement plan is a systematic, collaborative, inclusive, ongoing and progressive process undertaken by the school to promote whole school effectiveness, school improvement, quality enhancement, staff development, partnerships, effective resource deployment, change management and the furtherance of aims and priorities of the national education system. School improvement plan is undertaken to give direction to the work of the whole school in order to ensure that learners receive quality education in terms of both their holistic development and their academic achievement (Xaba, 2006).

In Ethiopian context as well, school improvement plan is aimed to support schools in addressing the following four school domains: teaching and learning, school leadership and management, parents and community school relationship, and safe and healthy school environment (MoE, 2010). Each of these domains is equally important. If anyone is weak, the strength and the success of the whole will be affected. Thus, the schools should give due emphasis for each domain. School improvement program is one of the pillars of General Education Quality Improvement Package (GEQIP), and has been started since 2007 G.C. in all schools of the country to improve the quality of education with 150 practical indicators, 29 standards and 4 school domains. Based on the first round implementation of school development, the ministry of education has revised and minimized the number of indicators from 150 to 88 and the standard from 29 to 24 to make the number of indicators and standards uniform at national level (Abera, 2013).

Whenever such new programs are introduced to the given educational system and they began to be implemented, it is worthy to assess the implementation process so as to identify the strengths and weaknesses in the implementation process. The assessment, not only enables schools and educational leaders to identify the strengths and weakness in the implementation of the school improvement programs, but also provides them with an insight of what measures to be taken to improve the weaknesses and to expand their strengths as well. This in turn helps schools to make best out of the implementation of the programs. Therefore, making an assessment of practice and challenges in implementing school improvement plan is justified to be essential (Derese, 2010). In general, the central idea of school improvement plan is making schools for learning. It is

bringing changes at both school level and within the classrooms intended to improve students' learning achievement.

2.5. Rationale for School Improvement Plan

According to Plan International (2004), the rationale for school improvement plan is for the following core elements: to support school based improvement plans, enhance the quality of basic education, promote active learning, promoting the active participation of learners and parents in schools, ensuring a safe, sound and effective learning environment, establishing a relevant curriculum, ensuring empowered and supporting school leaders, achieve the enrollment rates and completion rates that goals; achieve equality of access to school for both girls and boys and achieve better prospects for completing school. Each of the core elements is if any one becomes weak, the strength and the success of the whole will be affected. Therefore, the school should give greater attention for each of the core elements to attain the purpose of school improvement.

Therefore, school improvement is an important aspect of the school system. It contributes a lot to the efficiency and the quality of the educational provision. As suggested in MOE (2007) school improvement helps to create a learning environment to all learners. It enables teachers to be responsive to the diverse learning needs of students in their teaching-learning approaches. Moreover, school improvement is essentials to enhance the involvement of the parents and the community in the school activities and to improve the effectiveness of the school's managements. In general, school improvement helps to realize the provision of quality education for all children by making the overall practices and functions of school more responsive to the diverse student's needs. To this end, schools and educationalists in collaborate, designed to strengthen the schools ability to manage changes, to enhance the work of teachers, and ultimately to improve students achievements.

2.6. Domains of School Improvement Plans

School improvement domains are key areas of concern for improvement activities in which its main focus is to increase students' learning outcome. It serves as a frame of reference to coordinate, plan, monitor and evaluate activities of schools. The domains of school improvement programs vary from country to country based on their priorities. For instance, MOE (2006) divides school improvement domains into four categories. These includes: teaching and learning,

leading and managing, conducive environment and community involvement. All the domains describe the essential characteristics of an effective school development plans.

2.6.1. The Teaching and Learning Domain

This domain focuses on critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes. The teaching and learning domain is the heart of the school improvement programs in the sense that all the other domains work as a system to enhance the learning and teaching process so that students' achievement can be improved significantly (Berhanu, 2010). The teaching and learning domain describes the context in which the curriculum is delivered high quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future action. These elements describe how: teachers apply their contemporary and professional knowledge to establish highly effective learning environments teachers set expectations, plan for success and assess learning outcomes school curriculum design and delivery establishes explicit and high standards for learning.

According to Hopkins (2005), the major aim of education is promoting students learning and their achievement through teaching. One way of improving teaching and learning activities is implementing school improvement program. Teaching and learning plays a great role in order to make a difference in the minds of students related to their knowledge, skill, attitude and capacity. Classroom condition is the other factor that influence teaching and learning (Hopkins & Harris, 2005). Planning is a key factor which helps teachers in producing well organized class and to create conducive learning environment. Planning also guides teachers to answer the 'wh' questions like: who should do, what to do, when to do, where to do, and how to do. To strengthen the above idea further, Rahel (2014) suggests teacher should select the goal, set direction, select the strategy, select the content and the general approach, select the materials and tactics for the implementation of the strategy and then proper instrument and techniques to evaluate it.

2.6.2. Safety and Conducive Learning Environment Domain

Learning environments are places where people learn. They can include physical spaces such as classrooms, schools, or workplaces. Learning environments should provide a safe and conducive

space for learning. They should also provide opportunities for learners to interact with each other and access resources that help them learn in different ways. Learning is the purpose of the environment. The environment should be aligned with the goals of the institution. It should be safe, engaging, and conducive to learning (MoE, 2010). When school environment is suitable for learning and teaching process, it adds greatly for the quality of education. So the environment should stimulate purposeful students' activity and they should allow for a depth and ranges of activities that facilitate learning

Learning environment in school improvement includes monitoring students to learn and actively participate in lessons, having collaborative work at the school and community levels to support inclusive education for children and teachers with special needs, providing school facilities such as adequate teaching materials, reference materials, tea rooms, desk and chair per child, library, pedagogical center, sufficient number of toilets for teachers, female students and male students separately, and the like (MoE,2010). Hence, safe and conducive climate and health school environment plays a significant role for school improvement. MoE (2006) in particular states that school environment consists of students focus, students empowerment and students support and decisive domain for the implementation of school improvement program.

2.6.3. School Leadership and Administration Domain

The quality of leadership makes a significant difference to school and student outcomes. This shows that schools require effective leaders and managers if they are to provide the best possible education for their students (Bush, 2008). The primary role of any school leadership is the unification of people around key values. Watkins (2010) also stipulates that good leaders are informed by and communicate a clear set of personal and educational values which represent their moral purposes for the school. Vision is increasingly regarded as an essential component of effective leadership. According to Bush (2008) there are four roles of school leadership. First, outstanding leaders have a vision for their organizations. Second, vision must be communicated in a way it secures commitment among members of the organizations. Third, communication of vision requires communication of meaning. Fourth, attention should be given to institutionalizing the vision if leadership is to be successful.

Recent research on school improvement (Hopkins, 2011 & Garland, 2013) supports the concept of distributed leadership and collaboration among a team to help drive improvement. The school

improvement planning process can be a valuable mechanism for creating collaboration within the school and developing a sense of shared purpose and collective reflection. In Ethiopia, educational reform is currently focused on decentralized system of power and resources to schools; however, reviews of school-based management systems report failure to fulfill the promise of enhancing student outcomes. In this case, giving attention to school leadership, making a school an organization of learning provides strong support to refocus on school based management strategies in Ethiopia. School leaders need to establish systems and environments that promote improved teaching and learning by involving teachers and the school community in shared decision-making, increasing participation of students in school activities and then creating a culture of collaboration and trust where leadership sources are distributed throughout the school community.

Within the complex operation of schools in the 21st century, the school principal plays a vital role in bringing about school progress and effectiveness. Increased interest, school leadership preparation and development are based on the fact that school leaders can make a difference in both the effectiveness and efficiency of schooling (Ibrahim, 2011). The role of school principals is central in the success or failure of the school system at school level, and it plays an important role in school improvement programs in the areas of managing resources, support staff and teachers for improving student achievement. School leaders, together with teachers, have the most influence in the learning of students (UNESCO, 2013). Effective and efficient instructional and administrative leadership is required to implement school.

2.6.4. Community Involvement Domain

Community participation in school management, planning, decision making, monitoring and evaluation of school improvement has gained attention by educational planners and policy makers. The intended beneficiaries must be involved in improving the school. Hopkins (2011) describes community participation as a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them. Community participation can be explained in various ways based on the context of an organization, but overall it can be seen as an empowered community. Participation has many meanings and may be a means or an end, but in reality it is usually both (Harris & Jones, 2011). The writer also discussed that in schools, community participation can be described as:

involvement through the more use of service; parent meeting at schools; involvement through construction on a particular issue; participation in delivery of service; and participation in real decision making at every stage such as identification of problem, planning, implementation and evaluation.

Education is a goal oriented activity that requires the involvement of different stakeholders. The community is among those whose contribution plays a significant role in preparing children to be competent in the changing world. Therefore, there must be active participation on the part of parents and community in the implementation of school improvement program. It is through such participation that the community comes to know the school (Clarke, 2012). It is as a result of such participation that the community will be able to raise questions, obtain information, express ideas, consider proposals and take positions on critical issues. It is also this that helps the community to become part of the decision-making process and assist the school to keep up with social change and bring about educational change (Greoof, 2010). One major benefit of strengthening parent-school bond is improved student learning. Schools can make academic programs more relevant and inclusive if they recognize value and build on these cultural, social and material resources from children's everyday lives. To this effect, they need to know their families (Stoll, Ken & Jim, 2008). The greater the community involvement in the process of school improvement program, the greater improvements of school in achieving their goals of education.

2.7. Steps to prepare School Improvement Plan

The first stage of the school improvement planning process is creating a school improvement planning team or committee. The committee assesses information about student achievement, the school environment, and parental participation. The committee also establishes priorities for improvement through a series of activities. Therefore, school principal play a crucial role in these early stages (Hopkins, 2011). He/she facilitate the formation of a planning team, which will be responsible for establishing priorities, and they ensure that the information required for effective planning such as aggregate report card marks. The results of assessments conducted by the committee and a summary of responses to the parent survey is collected and made available to the committees. Principals should make every effort to inform teachers, school council members,

parents, and other community members about the improvement process in a way that welcomes their participation (MoE, 2007).

All participants should have a positive attitude towards the process and understand that they must work as a team. Scheduling meeting times for the planning team that are acceptable to both staff and parents may be a challenge. One solution is to organize parallel processes, whereby staff meets during after school staff meetings and parents meet in the evening. The advantage of this arrangement is that it allows more parents to participate (Harris & Jones, 2011). To ensure that one group does not make decisions without hearing the views of and having a discussion with the other group, certain teachers could volunteer or be delegated to participate in both the afterschool staff meetings and the evening parent meetings. The school improvement planning team has the task of analyzing data and information about the level of student achievement in the school, the effectiveness of the school environment, and the level of involvement of parents in their children's education. Based on their analysis, team members make decisions about areas that need to be improved (priorities). Therefore, the ultimate goal of their activity is on improving the learning outcomes of students and to do this, cooperation and team spirit are essentials.

Second, after the school priorities are once identified, committee can design the school improvement plan. They use format during developing this plan. The format includes, goals, objective, priorities, implementation strategies, timeline, responsibility for implementing strategies, monitoring and evaluation and ways of modification of the plan or opportunities for revision. Once, the committee has developed the plan and get the approval of all stakeholders, the third step is about organizing various task forces that are responsible for the improvement of action plan for each domain. In the formation of taskforces, the principal should encourage parents, teachers, students and other stakeholders to take active part.

Therefore the school plan will include the following elements such as: a statement of school context, purpose and profile, identified priorities, improvement targets, whole school strategies, a timeframe; and expected outcomes of the school. An annual operating plan sets out how the school plan will be progressed in that year. The operating plan is developed after reviewing the school plan and identifying the priorities and objectives that will be the focus for the year. Operating plans are internal to the school and should be developed by school staff. Typically they include: the priorities and improvement targets in the three-year plan being addressed that

year, specific strategies that will be employed, the responsible body for implementing the strategies, timeframe, allocating resources to the strategies implementation and the ways that the implementation will be evaluated. Planning should also occur at the classroom level. Classroom planning is central to school improvement as it is what teachers do in their classrooms that impact most directly on student achievement (MOE, 2007).

2.8. Conditions Influencing School Improvement Plan

There are factors that influence any educational change in general, and school development in particular. These can be categorized in to three: characteristics of the change or innovation itself, the internal context of the school and the external context of the school.

2.8.1. Characteristics of the Change

The kind and the nature of the development program that is introduced to the school system affect its implementation. Things like centrality, quality, scope and complexity of the development program are associated with its implementation. For example, improvements that are closely related to core educational activities like instructional processes and improvements that can provide significant advantages over past practice are more likely to continue over longer periods of time (Clarke, 2012). Moreover, improvements that require involvement of the large proportions of classes are more likely to have a real impact than activities involving minor modifications of existing practices. In general, if improvements are required to create change they must not only be different from the past, but must also be consistent with underlying values and interpretable.

2.8.2. Internal Conditions of Schools

The internal school context existed in schools also influence the school improvement programs. Internal context of the school refers to such conditions as staff development, involvement, leadership, coordination, enquiry and reflection, and finally collaborative planning (Hopkins, 2005) Establishing the professional learning of teachers is central to most notions of school improvement. This is true for creating learning opportunities that help the staff to actively engage in activities expected of them (Hopkins, 2011). Besides, the attention to teachers learning is likely to have direct spin-offs in terms of pupils learning. In general, schools will not improve without teachers' development, individually or collectively. Therefore, schools should be able to

develop appropriate strategy for staff-development that can provide teachers to learn together, if the whole school is to develop (Hopkins; 2011)

The success of schools is also associated with the sense of identification and involvement extends beyond the teaching staff. In other words, involvement and sense of identification of parents, non-teaching staffs and other community members are as crucial as that of the teaching staff for the success of schools. The success of an improvement program requires an interaction between many participants at different levels (Lewis, 2006). Where there is a poor fit between a reform program designed at the national level and the community's expectations for schooling, the actual change is unlikely. Communities that have fragmented value systems cannot provide teachers with the kind of positive adult feedback that support innovations (Lewis, 2006). Hence, any strategy of promoting students' learning needs to give attention to the participation of students, parents, and community members with a particular focus to students' participation.

2.8.3. The External Context

Schools operate within a context of outsiders called external opportunities in order to emphasize their positive contribution towards the improvement (Garland, 2005). They are the change forces and reform directives so often paralyzing, destabilizing. This shows that successful school improvement program cannot be realized without the interaction between many participants. The success of an improvement program requires interaction between many participants at different levels of the education system: government, external support systems, school administrators and staff. While the nature of the improvement effort may be shaped by local preferences and decisions, socially desirable changes are rarely instituted solely as a consequence of intrinsic motivation to improve (Bush, 2008). The above explanation shows that in order to bring socially desirable changes, the consideration of external factors is essential. In addition to this, social and community support for change is a frequently neglected factor that is particularly important major innovations. In general, a school improvement that failed to consider the role of the community for school improvement is nothing but apartheid of professional development and school improvement.

2.9. Challenges to Implement School Improvement Plan

The school development plan is the important program among the six general education quality improvement package (GEQIP) set by ministry of education of Ethiopia (MoE, 2007). According

to Kalayou (2011), effective implementation of school improvement plan in the light of meeting the needs of learners has been mainly affected by factors such as lack of financial and material resources, low follow up and support of education officials, lack of commitment of the school community to support learners, and poor cooperation and support of parents and partner organizations. The problems that affect the effective implementation of school development plan include lack of trained special need teachers, insufficient budget and lack of school facilities, limited support of the community, and lack of necessary awareness and practical involvement of students in the program.

Mesele (2011) conclude that lack of awareness on the program, poor level of participation of stakeholders from planning to evaluation of the program and also inadequate of educational finance, lack of furniture and other facilities and inadequate competency of leadership were influencing factors of school improvement plan implementation. Therefore, based on the above information, shortage of textbooks, classroom, lack of qualified teachers, lack of awareness in implementing the program, shortage of educational finance, limited support of implementation of school improvement and low participation of stakeholders are challenges of school improvement in secondary schools indicate quality as one of the major problems of secondary schools of the region.

The major challenges identified by Bahiru (2019) were lack of training, lack of trained facilitators, insufficiency of supports provided for teachers growth, insufficient allocation of budget, lack of commitment and peer evaluation, and insufficient feedback and follow up, were identified by this research as the serious challenges of planning. Lemessa (2016) also identified that lack of informed training, lack of awareness, low involvement of stakeholders, limitation of support from local educational authorities, and shortage of materials and financial resources were the major factors that hampered the implementation of the plan.

2.10. School Improvement Plan Experiences in Some Countries

2.10.1. Experiences in Australia

School improvement plan in Australia has large extent been due to state education system initiatives. The emergence to vary different decentralized system in Vitoria in the 1980s warrants special mention (Rahel, 2014). The authority also indicated that though school improvement has a long history in Australia, the recent initiatives is the school excellence initiative which is being

on implementation since 2004. The primary outcome of striving for school excellence in Australia is to create quality in the four domains of schooling. The domains of schooling are: learning and teaching, Leadership and management, community involvement, and student environment, as it is stated in chapter one, the school improvement plan of Ethiopia is similar to that of Australia because the Ethiopian school improvement plan was adopted from that of Australia (MOE, 2007).

The introduction of school improvement in the Australia is connected to different issues related to curriculum issues and community movements. Curriculum reform effort, ethic right movement pressures, commitment towards war on poverty and money provided for a wide variety of educational programs to support equity and the improvement of school eventually cause evaluation of how. Programs for change actually made their way into school practice that lead to give ground for the beginning of school improvement.

2.10.2. Experiences in Germany

Education is compulsory from ages 6 to 18 in Germany. Germany has a decentralized education system and school-level education is the responsibility of the 16 federal states, each of which has their own education department, policies and administrative traditions (Dedering et al., 2015). Following the primary school stage, secondary education is characterized by division into the various educational paths placing different emphasizes on academic and vocational education. While the national government has put in place national standards and assessment for primary and secondary schools, the range of subjects, curricula, certificates and transitions between the school types can be differently regulated in different areas.

A nationwide program which aimed for a sustainable improvement of the professional development of teachers was introduced in Germany to enhance the efficiency of teaching in Science and Mathematics in particular. Schools helped teachers working in teams within their own schools and across networks, to identify strengths and weaknesses in their own teaching as well as providing ideas for developing classroom approaches. An evaluation of this program showed that pupils attending schools performed significantly better in science and mathematics than those in schools, particularly in lower secondary and in comprehensive schools rather than gymnasiums¹⁹ so helping narrow the gap between high and low socio-economic groups (Salzer & Prenzel, 2014).

Germany has adopted a series of reforms aimed at improving the overall achievement of students and enhancing the achievement of disadvantaged pupils (Davoli & Entorf, 2018) which include lengthening the school day; expanding early childhood education; providing more autonomy to schools; reforming tracking at the secondary level; and creating national standards for pupil performance (Davoli & Entorf, 2018). Germany's results have steadily improved since 2003 and the country was in the top tier of performance in the 2015 (Davoli & Entorf, 2018). However, Germany still faces challenges in ensuring an equitable education for all of its pupils regardless of their socio-economic status.

The 16 federal states in Germany set their own educational goals and have various administrative traditions. Accordingly, there is no national, unified system of school inspection. However, "the general approach is the same in all states in terms of using a uniform inspection process based on standardized instruments, and there is the implicit expectation that the inspection results will provide the impetus for school improvement (Dedering, 2015). School quality is achieved in Germany due to support of school principals, school committees, project groups and steering groups. The purpose is to assist schools in setting up organizational structures that will support the change processes required to achieve their improvement goals. Schools are provided with support in all matters relating to the development and evaluation of general teaching quality. There is a particular emphasis on team development within the teaching staff of schools.

2.10.3. Experiences in United States of America

The term school improvement first came into prominence in United States of America in the 1960s with reference to federal and state programs for school improvement in specific areas such as bilingual education and science education (Rahel, 2014). The introduction of school improvement in the United States of America is connected to different issues related to curriculum issues and community movements. The American education system is currently undergoing a deep process of overall reform as a result of gradual implementation of "the law on the general organization of education system" in 1990 (Frew, 2010). This reform has affected the schools general administration, autonomy, management, structure, curriculum, organization of teaching staff and other elements. These authorities related school improvement to overall reform traced to the new American Constitution.

According to Frew (2010), the main initiatives at the national contextual level, which have fostered school improvement in America, are the reform of secondary school. As described by these authorities there are five effective school improvement programs in America. These are: 1) Students learning improvement in the first cycle of compulsory secondary education; 2) Effective school improvement in mathematics; 3) The reform of the leading and writing process at a Rural Grouped Schools; 4) Open reading group program; and 5) The new compulsory secondary education teaching and the attention to diversity in the education center.

2.10.4. Experiences in South Africa

All students need to be well educated, and schools must continuously track and improve their performance via inspections and examinations. Each country should set standards and measures of success in relation to its needs, and introduce mechanisms to help schools to achieve those standards. Pressure without support does not yield better performance. A performance management system needs to be in place to assess whether targets are being met. Comprehensive data helps to identify obstacles that prevent learners from succeeding, and helps to shape strategies to address them. To reduce wide disparities in education, a great school system has to overcome huge socio-economic challenges. The harsh reality is that parents are the greatest determinant of how learners do in school – but this can, to a significant degree, be overcome with good teaching (Chinsamy, 2002).

During this period of transition, there was much interest from different educational constituencies in finding out the characteristics of effective and improving South African schools. A number of school improvement, school effectiveness and school improvement initiatives were started, both by the new government utilizing donor funding, and by nongovernmental organizations. The programs touched different aspects of school life in individual schools and school management, teacher development in subject content and teaching methodology, learner assessment, organizational development etc. However, studies of school development projects in South Africa over this period have revealed that they have not had a significant impact on teaching and learning and subsequent learners performance (Chinsamy, 2002).

One of the main reasons for the relative failure of these projects, despite their good intentions and excellent content in many cases, was the implementation of single change programs or the

lack of integration of many programs initiated in schools. In addition, it was generally found that those schools that did make improvements in some aspects, and whose learners subsequently improved their performance, could not maintain that improvement in subsequent years consistently. Many of these early projects, aside from having single change programs, tended to be “supply push” interventions, either focusing on inputs or on improved schools processes and that was natural; they generally did not focus on “demand-side” and on accountability for final results. They were based on the notion that there was some input or process deficit, and that fixing that deficit would more or less automatically lead to better final results (Chinsamy, 2002).

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

2.11. School Improvement Plan Practice in Ethiopia

Ethiopia introduced Education and Training Policy in 1994 hoping to improve education sector in the country. In line with the policy, the government of Ethiopia launched the first Education Sector Development Program (ESDP-I) in 1997. The key goal of ESDP-I is to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015 (MoE, 2005). It was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular.

In previous years, due to a great effort exerted to implement the education and training policy, various promising results were registered. In spite of those achievements, still there are problems related to access, quality, equity, relevance as well as leadership and management that require critical interventions, if the education is to be an instrument for the realization of the goals set by

the state. Accordingly, the ministry of education has developed the General Education Quality Improvement Package (GEQIP) in 2007 so as to ensure the equitable provision of quality education (MoE, 2007). Different evaluations on the implementation of ESDP disclose that Ethiopia made significant progress in education as a result of ESDP I, II, III (MoE, 2005). The document also points out that access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were also important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system.

The school improvement program was launched in Ethiopia in 2006 to improve the quality of education through enhancing students' learning achievement and outcomes (MoE, 2006). Ethiopia has launched Education Sector Development Plan (ESDP) for five years (2021-2025 G.C.) to address the gaps of the previous education sector development plans (MoE, 2021). Ethiopia has initiated to reform change to improve teaching and learning and school conditions of the country as the result school improvement program started in all schools of the country since 2007 by setting strategies and the objectives of school improvement program. According to MoE (2007), the objectives of school improvement program are: to improve the capacity of schools to prioritize needs and develop a school improvement plan; to enhance school and community participation in resource utilization, decisions and resource generation; to improve government's capacity to deliver specified amount of schools grant at district level; and to improve the learning environment by providing basic operational resources to school.

One of the six programs included in General Education Quality Improvement Package is the school development or improvement program. The program is aimed to bring about a desirable influence up on the promotion of quality education. To this end, the ministry, in collaboration with Regional Education Bureaus, had developed school improvement framework in 2007 marking experiences drawn from other countries. School improvement program is being implemented in Ethiopia to improve quality of education, and it is adopted from the Australian school excellence. It consists of four domains and twelve elements (MoE, 2007). The program was designed by ministry of education with different guiding manuals which were disseminated to regions, training was given for different level educational leaders and expertise and teachers. Different documents showed that though the implementation of the policy has improved the quality of education to some extent, there is also lack of improvement at different levels.

2.12. Conceptual Framework of the Study

The involvement of stakeholders in the school development planning process plays a key role in assuring quality education in general and in improving students' achievement in particular. Teachers play a decisive role in implementing the curriculum in the classroom. Teachers are the facilitators of the teaching and learning activities. They are counselors, advisors and helpers of the students. Students are also very much important in insuring quality education and in increasing their own performances. School principals also play roles in managing and inspiring the stakeholders of school development plans in directing and bringing them towards the goal of the school plan. Parents also play their roles in shaping the school and bringing it to the right track. Generally, the stakeholders of the school development plan play an important role in achieving school goals. The following pictorial illustration describes the conceptual framework of the study.

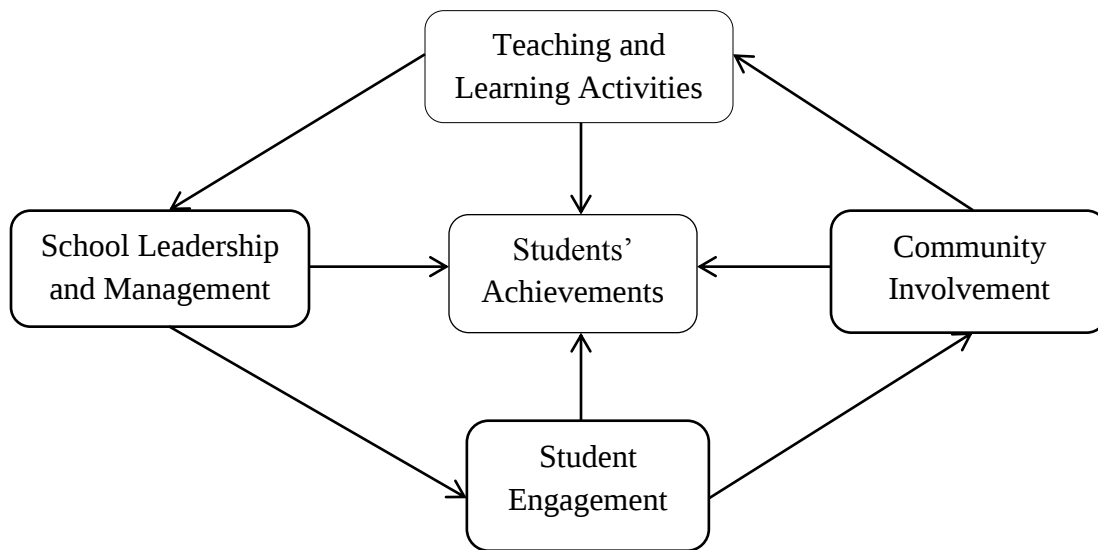


Fig. 1: The conceptual framework of the relationship and interdependence of the domains of school improvement plan (Adapted from MoE, 2007)

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents design and methodology of the study. It discusses design of the study, sites of the study, population of the study, sample size and sampling techniques of the study, data sources of the study, instruments of data collection, procedures of data collection, techniques of data analysis and ethical issues taken into consideration in the study.

3.2. The Research Design

Once the specific research objectives are set, and the research variables are operationalized, the next stage is to plan a suitable research design. The research design is chosen based on the nature of the research problem and the objective that is set to address the problem. Thus, this study employed descriptive survey research design for five major reasons. First, survey research design is mostly ideal for mixed research approaches like that of the present one (Creswell, 2012 & Johnson & Christensen, 2012). Second, survey research design is used to describe school related trends and practices like the implementation of school improvement plans. It can answer what, where, when and how questions regarding the school related issues.

Third, survey research is often used to assess stakeholders' beliefs, thoughts and feelings about the practices, implementations and challenges of certain plans like the issue under study. Thus, stakeholders' opinions in relation to the school improvement plans were surveyed. Fourth, survey research design is important to generalize the result of the study. It has high external validity, which means the researcher can confidently generalize his findings to other populations or settings by selecting research participants randomly (Creswell, 2012). Random sampling fits survey research design because it is unbiased and it reduces sampling errors (Ary et al., 2010 & Creswell, 2012). The present study also sampled participants of the study randomly from the given population so that the result to be obtained using the sample was generalized back to the population. Fifth, this design is considered to be acceptable and ethical when the information that the research participants provide is to be reported anonymously.

3.3. The Research Approach

Mixed research approach was used in this study for three major reasons. First, was used to provide an in-depth, holistic and complete understanding about the research problem than either

the quantitative or the qualitative alone (Creswell & Plano Clark, 2018). Thus, quantitative and qualitative data regarding the problem under the study supported each other, and made the result of the study more valid. There was an added value when combining the two approaches. Description in words for the qualitative data added meaning to the use of numbers, and the numbers added precision to the descriptions. Second, mixed approach was used to develop more effective and refined conclusions of the study. Hence, the mixing of the two approaches provided a strong and comprehensive evidence for the conclusion of the present study.

Third, the current researcher believes that the mixed research approach helped him acquire knowledge and skills of both approaches rather than being skilled with only a single approach. The collection and analysis of the data to be obtained through the two approaches added knowledge and experience to the future academic career of the present researcher. To support this claim, Denscombe (2007), Hall (2013), Creswell (2012) and Kumar (2011) argued that a mixed research approach boosts the quantitative and qualitative knowledge and skills of the researcher. Hence, the present researcher got certain understanding about both approaches.

Concurrent mixed-method was used to collect and analyze data. This means the quantitative and qualitative data were collected in parallel times, and then analyzed separately. The quantitative data was collected through questionnaire and was analyzed via descriptive statistics. The qualitative data was collected through interview and document analysis and was analyzed through theme identification. After the analysis, the results of both quantitative and qualitative data was triangulated, refined, validated and compared to get a complete picture of the result.

3.4. Selection of the Research Sites

Wayu Tuka District, East Wollega Zone, Oromia Regional State, Ethiopia, was the site of the study. The district was selected as a study site for one main reason. The reason is that feedback that has been collected from the secondary school teachers and parents during formal or informal school visits indicated that there was a problem with regard to the implementation of school improvement plans. Therefore, the current researcher decided to conduct research in the area, and wanted to organize trainings based on the result of the study at the study area. Thus, four secondary schools in the district namely: Biftu Bari Secondary School, Burka Jimata Secondary School, Dirre Injifano Secondary School and Gute Secondary School were selected as sites for the study.

3.5. Data Sources

In order to enhance the validity and reliability of the study, primary data were collected from sample participants of the study. Data were collected through questionnaire, interview and document analysis from sample school principals, supervisors, teachers, students, parents, school improvement committee, and district education office experts. Besides, works of other scholars like researches, articles, reports, scholarly summaries, abstracts, proceedings and other literature were reviewed not to use as primary data sources, but to compare and contrast with the results of the present study so as to locate the arguments in the world of other scholars' views, and to rationalize the significance of the study.

3.6. Participants of the Study

The population of the study was school principals, supervisors, teachers, students, parents, school improvement committee, and district education office experts of Wayu Tuka, East Wollega Zonal administration. Accordingly, 32 teachers, 4 principals, 1 supervisor, 40 students, 10 parents, 8 school improvement committee and 2 district education office experts. The total participants of the study were 97 individuals (63 males 34 females) were selected out of 290 populations.

3.7. Sampling Techniques

In case a researcher cannot study the entire population because of practicality, accessibility, expense, time and other factors, he/she can select a representative sample from the population of interest for his/her study so that the inferences derived from the sample can be generalized back to the population (Ary et al., 2010; Cohen et al., 2007 & Kothari, 2004). Accordingly, some sampling techniques were employed to select participants for this study. Wayu Tuka district was selected purposefully because the extent and magnitude of the problem under the study had been observed by the current researcher. Representative participants from the four secondary schools were selected randomly for questionnaire and interview. As a result, 32 teachers, 4 school principals, 1 supervisor, 40 students, 10 parents, 8 school improvement committee members and 2 district education office experts were selected for the study randomly. The total participants of the study for the questionnaire were 97 individuals out of which 63 of them were males and 34 of them were females. Besides, 10 participants (4 teachers, 4 school principals and 2 school improvement committee members) were selected randomly for interview.

3.8. Instruments of Data Collection

The way a researcher asks the basic research questions often determines the type of data collection instruments to be used (Creswell & Poth, 2017). Accordingly, the current researcher employed questionnaire, interview and document analysis as instruments of data collection. Questionnaire was the major tool of data collection. Each of the instruments is discussed below in detail.

3.8.1. Questionnaire

Questionnaire is one of the most important instruments of data collection in educational research. It is relatively easy to construct, adapt and be capable of gathering data from large respondents as quickly as possible (Dörnyei, 2003 & Saris, 2007). Besides, a questionnaire is mainly used to measure school related behaviors like the implementation of school improvement plans. It is among the most comprehensive and efficient means of data collection tools in relation to teaching and learning in particular (Denscombe, 2007).

For the above reasons, a five point Likert Scale items were constructed to address all the research questions of the study. The items were adapted from various questionnaires that are developed by renowned scholars and other related literature. Open-ended items were also added to get additional data than the researcher might not consider in close-ended ones. It is intended to allow the teachers to express their ideas about school improvement plans as freely as possible.

The adapted items of the questionnaire were given to the research advisor and colleagues to read and comment critically. After that, the questionnaire was developed to full-fledged instrument and was distributed to the participants of the study to be filled. Then, the responses were fed to Statistical Package for Social Science (SPSS) Version-20 for analysis. To enhance validity, the items were linked to the objectives of the study. They were also good to the eyes of the respondents, have good layout, standard font size and margin. This could possibly make the questionnaire more appealing to the respondents and could enhance the response rate. To check the reliability of the items, internal consistency was checked by using Cronbach Alpha. Thus, the internal consistency among the items was 0.82. The validity of the instrument was checked by relating the items to the objectives of the study.

3.8.2. Interview

Interview is one of the effective instruments of data collection when the objective of the research is to examine school related behaviors (Denscombe, 2007; Gray, 2004 & Hinkel, 2011). It is used to verify the data obtained through questionnaire. Therefore, interview was used with sample teachers to get data regarding the basic research questions. The content of the questions was related to the specific objectives to ensure the issue of credibility and validity in the study. Before the interview began, the current researcher explained the purpose of the interview, and how the information to be obtained from the interviewee.

Semi-structured interview was conducted to gather data from the research participants. It was semi-structured interview because it allowed the researcher to probe for more detail responses and clarify ambiguities. To support this idea, Denscombe (2007) confirmed that semi-structured interview promotes flexibility of the choice of words and the order of questions. As to the scholar, extra questions were asked based on the context of the interview to get detail information on the topic under the study. One-to-one interview was conducted to get data from the participants. To support this, Miller and Brewer (2003) emphasize that one-to-one interview is relatively good to elicit individual thought, easier to arrange, manage and transcribe. The interview was held in school compound by arranging convenient time with each participant. It stayed for 30-45 minutes. It was audio-recorded.

3.8.3. Document Analysis

The purpose of the document analysis in this study was to assess availability of plans and other necessary documents related to school improvement plans. Consequently, documents like the three year or five year school improvement plans, academic year action plans, performance reports, and guiding manual of school improvement plans were reviewed and analyzed. The researcher also analyzed teachers' portfolios, teachers' professional development documents and other relevant documents to get additional data.

3.9. Data Collection Procedures

It was difficult to collect data through the tools mentioned before at the same time. Thus, the data was collected one after the other. First, quantitative data was collected through questionnaire from the participants of the study. The rationale for collecting quantitative data first was to survey issues in relation to the topic under study as comprehensively as possible to get the

general picture of the research finding that might need further depth, validation and verification through qualitative data collection. Second, qualitative data was collected through document analysis. Third, the data was collected from the participants through semi-structured interview. The time period for the collection of the quantitative and qualitative data was not too far away from each other.

3.10. Data Analysis Techniques

The nature of data to be collected implies the way it is to be analyzed and interpreted (Dawson, 2007 & Walliman, 2011). Accordingly, the data collected through questionnaire was analyzed through descriptive (mean and standard deviation). On the other hand, the data collected through document analysis and interview was transcribed, coded, and categorized based on the patterns or themes. Thus, it was analyzed and interpreted thematically. The printed and published works of others was also analyzed through meta-analysis, which means the results of the previous studies were compared and contrasted with the results of the current study to identify to what extent the results were similar or different. In order to draw reliable and valid conclusions, the data collected through the aforementioned instruments were compared, contrasted and triangulated. Finally, conclusions and likely recommendations were made based on the findings obtained through the analysis.

3.11. Ethical Considerations in the Study

Researches that involve human participants usually need ethical considerations (Ary et al., 2010). For this reason, ethical issues with regard to the present study were also considered. At the start, the sample secondary schools were contacted by obtaining official letter from the district education office. The school principals, supervisors, teachers, students and parents were also informed about the objectives and significances of the study, and were convinced to participate in the study. Besides, information about the current researcher, his address and the sponsoring institution (Addis Ababa University) was clarified. Before any data collection process started, the consents of the participants were asked. The data the participants provided were kept confidential with honesty and respect and were reported anonymously. The original data was not changed or misinterpreted to satisfy certain predictions of the present researcher. Finally, to maintain academic honesty and integrity, all the sources used in the study were acknowledged.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1. Introduction

This chapter deals with the presentation, analysis, interpretation and discussion of the data obtained through questionnaire, interview and document analysis. The data collected through the administration of the questionnaire was changed to descriptive statistics using SPSS version-20 and analyzed quantitatively. Whereas, the data collected through interview and document analysis were categorized according to their thematic relationships and interpreted qualitatively. The analysis was made based on the order of the basic research questions, but they were triangulated with each other in the result and discussion section.

4.2. The beliefs the school stakeholders hold about school improvement plan

4.2.1 Analysis of the Data Obtained through Questionnaire

The first basic research question of the study is, “What beliefs do school stakeholders hold about school improvement plan?” To answer this research question, questionnaire was used as one of the instruments of data collection. The items of the questionnaire were designed in a way they measure the beliefs that the participants’ hold about the school improvement plan. A total of 97 copies of the questionnaires were distributed to 97 participants and all the distributed questionnaires were returned. The questionnaire consisted of two parts. The first part was close-ended items while the second part was open-ended ones. The closed ended items were analyzed through mean scores and standard deviations whereas the close-ended items were analyzed by forming themes based on the repeatedly written responses.

Table 1: Beliefs that the stakeholders hold about school improvement plan

N_o	Items	N_o	Min.	Max.	Mean	SD
1	I believe that school improvement plan can identify the strength and weakness of a school, and prioritize activities to be done	97	3	5	4.07	0.034
2	I think school improvement plan helps to anticipate the future of a school	97	2	5	4.13	1.173
3	I believe that school improvement plan can enhance the quality of teaching and learning	97	2	5	3.94	0.705
4	I assume that school improvement plan can improve learners' achievements	97	3	5	4.06	1.143
5	In my opinion school improvement planning is vital to the school's overall performance	97	3	5	3.98	0.771
6	I think stakeholders should participate in the school improvement planning process	97	2	5	3.54	0.754
7	The overall performance of a school is improved when a school begins to undertake school improvement plans	97	2	5	4.24	0.631
8	Students, teachers, parents and local community should be trained for the execution of school improvement plan	97	3	5	4.47	0.576
9	I believe that a school should identify its problems and set priority accordingly	97	2	5	3.82	1.222
10	I think that staff members should suggest about the areas for school improvement to be taken into account in deciding on the priorities of the school	97	2	5	4.18	1.143
11	I think stakeholders need to have adequate awareness about the objectives of the school improvement plan	97	2	5	3.87	1.231

As shown in Table 1, Item 1 above, the participants were asked whether they believe that school improvement plan can identify the strength and weakness of a school, and prioritize activities to be done or not. Accordingly, the participants with mean score of 4.07 reported that they believed that school improvement plan can identify the strength and weakness of a school, and prioritize activities to be done. This response was equivalent to the scale of 'agree'. Thus, the participants of the study believed that school improvement plan can identify the strength and weakness of a school, and prioritize activities to be done. Similarly, Item 2 in the same Table asked the participants whether they think school improvement plan helps to anticipate the future of a school or not. Then, the mean score of the items was computed to be 4.13, which fall on the scale of 'agree'. This data indicates that the participants of the study believed that school

improvement plan can identify the strength and weakness of a school, and prioritize activities to be done, and school improvement plan helps to anticipate the future of a school.

As it can be noticed from Table 1, Item 3, the participants were asked whether they believe that school improvement plan can enhance the quality of teaching and learning or not. As a result, the grand mean score of 3.94 was reported that they believe that school improvement plan can enhance the quality of teaching and learning. From this data, one can conclude that school improvement plan can improve the teaching and learning activities as a whole. The school improvement plan is aimed at improving students' learning and their learning achievements to high standards by implementing the various standards of practices under the domains of school improvement programs. Similarly, in the same Table (Item 4), the participants of the study were asked whether they assume that school improvement plan can improve learners' achievements or not. Accordingly, the mean score of the responses was 4.06, which means similar to 'agree'. This shows that school improvement plan can improve learners' achievements to large extent.

Regarding Item 5 of the same Table, the participants were asked whether in their opinion school improvement planning is vital to the school's overall performance or not. Thus, the mean score of the response was 3.98, which mean near to 'agree'. This data shows that school improvement planning is vital to the school's overall performance. School improvement means making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations of children and their parents.

By the same token, the research participants were also asked whether they think stakeholders should participate in the school improvement planning process or not (Table 1, Item 6). Thus, the average mean score of the response was 3.54, which is above the midpoint. From this data, one can conclude that stakeholders should participate in the school improvement planning process to improve the schools' effectiveness. The school improvement plan is used to create a strong plan to raise students' achievement at schools. The school improvement plan can make the school more better place to learn for students.

Table 1, Item 7 asks the participants whether the overall performance of a school is improved when a school begins to undertake school improvement plans or not. As a result, the mean score of the responses were 4.24, which is above 'agree' level. This shows that the overall performance

of the schools is improved when a school begins to undertake school improvement plans. The plan guides the school to solve problems and help identify and organize strategies and resources that leads to increased student achievement at the school. School administrators use these plans to close the achievement gap, address low performance, and create equity in classrooms.

Table 1, Item 8 asks the participants whether students, teachers, parents and local community should be trained for the execution of school improvement plan or not. Accordingly, the mean score is 4.47, which is near to strongly agree. This shows that all stakeholders like students, teachers, parents and local community should be trained for the execution of school improvement plan. The stakeholders should get continuous trainings and developments in relation to school improvement plans. They take lead in strengthening the curriculum by giving support to various school activities. This is because they influence implementation of the plan by playing a vital role in monitoring the plan at schools, fulfilling the gap between teaching/learning and the school administration.

Table 1, Item 9 asks the participants whether they believe that a school should identify its problems and set priority accordingly or not. Accordingly, the mean score of the responses was 3.82, which mean near to agree. In addition to this, the participants were asked whether they think that staff members should suggest about the areas for school improvement to be taken into account in deciding on the priorities of the school or not. As a result, the mean score of the participants' responses was 4.18, which mean somewhat similar to 'agree.' From the data, one can conclude that schools should identify their problems and set priority accordingly. The staff members should suggest about the areas for school improvement to be taken into account in deciding on the priorities of the school. School priorities should be established across four main disciplines: learning and teaching, leading and managing, student environment, parental relationships, and community involvement.

Table 1, Item 11 asks the participants whether they think stakeholders need to have adequate awareness about the objectives of the school improvement plan or not. The stakeholders take lead in strengthening the school improvement plan by giving support to various school activities. They influence implementation of the plan by playing a vital role in monitoring and evaluating the plan. The stakeholders especially the parents are the most important stakeholders in any

school settings. They have sole responsibility of ensuring that their children attend and complete school as expected. They should make sure they send their children to school.

4.2.2. Analysis of the Data Obtained through Interview

Interview was also used to examine the beliefs that the school stakeholders hold about school improvement plan in their schools. Thus, ten research participants were interviewed and asked to elicit what they know, think and believe about school improvement plans, its goal and why it is so important to plan things for school improvement. The data was transcribed in a verbatim and analyzed thematically. That means the researcher transcribed the interview, coded it, categorized it into themes, reviewed the themes and interpreted it accordingly. The following is the analysis of the interview in detail.

The first basic research question of the study asks the participants on the beliefs they held about school improvement plan within their respective secondary schools. Thus, the first interview question asked the participants in relation to what they know, believe and think about school improvement plan. Therefore, most of the interviewees stated that school improvement plan is making schools better places for teaching and learning. They added that school improvement plan is very important for the domains of school improvement program like: teaching and learning, conducive learning environment, school leadership and community participation. The following is among one of the extracts taken from the interview:

School improvement plan is a plan needed to improve teaching and learning process in the school to keep quality of education. The plan is done to improve the teaching and learning process by the combination of teachers, students, family and school committee. It is a three or five year plan. (Interviewee 1)

From the above extract one can understand that the participants of the study view school improvement plan as something that is intended to ensure quality education in general and to improve teaching and learning process in particular. School improvement plan is the basic plan to improve the overall functioning of the school in areas of teaching and learning activities, making a school better learning environment, guiding and making good management and in involving the large community in school improvement plans. The plan improves the works of whole school in order to ensure that learner receive quality education.

The other interviewee also argued that:

School improvement plan is a plan which is planned to improve the teaching and learning process. It is important to increase efficiency and effectiveness of the school and to achieve school objectives and goals. The plan is to improve the whole process of the school. (Interviewee 6)

The above interviewee also confirmed that school improvement plan is very important to improve the quality of education and the teaching and learning activities. The plan is planned to improve the teaching and learning process. It is important to increase efficiency and effectiveness of the school and to achieve school objectives and goals. The plan is to improve the whole process of the school. School improvement plan improves students' results and strengthens the ability of the school to be a better place to learn. It is about concentrating on the teaching and learning process.

The participants of the study were also asked whether their schools had a school improvement plan or not. Almost all of the interviewees argued that the schools had school improvement plans, but the plans were found only at theory level not at real practice level. The plans are known only when school governing bodies write a report about school accomplishments. In support of this idea, one interviewee stated as follows:

I think yes. School improvement program is one of the six pillars of the General Education Quality Improvement Package (GEQIP). It is there in the theory, but not for practical. If it is true, it is intended to improve the quality of education in the Ethiopian schools. There is a plan framework that is brought from ministry of education. (Interviewee 4)

From the above extract, one can deduce that the schools had the school improvement plans in which the framework of the plan is given to schools by ministry of education. However, the interviewees claimed that the plan is not practically done in reality. There is no practical involvement of the community or the stakeholders. The interviewees argued that there is a three or five year plan, but it is not working properly. The ministry of education sent the school improvement plan outline to schools based on best-practices from Ethiopia and international research, to assist schools to realize measurable improvements in student results, but the schools failed to implement the plan. The other interviewee also added that:

I think the plan is in the school beginning from five years. It is in the school shelf, but the implementation is impossible. The committee and other stakeholders not functioning properly. It is important for all committee members to have a good understanding of the school improvement plan. (Interviewee 6)

From the above quotation, it possible to deduce that the schools had the frame work of the school improvement plans, but the plans were not functional. The plans remain only on the school shelf, but not implemented properly. The extent of teachers', students' and parents' participation in planning and implementing the plan was low. The mechanism of monitoring and evaluation work was not in position to effectively run the plan. The level of the participation of the community members was low.

The research participants were also asked with regard to the importance of school improvement plans. The participants argued that the school improvement plan have significant advantages in terms of assuring quality of education in general and improving of the teaching and learning process, in bringing about a healthy and safe education environment, and in creating a strong partnership between the community or parents and the school. The other interviewee had also substantiated this idea by saying:

School improvement program is an important for making schools better places for teaching and learning. It improves the process of teaching and learning and quality education in the schools. It also makes the school the best place to learn. (Interviewee 2)

As to the above expert as well, school improvement plan is important for making schools better places for teaching and learning activities. It improves the process of teaching and learning and quality education in the schools. A well planned school activity adds to the quality of teaching and learning and for the quality of education as well. This in turn also improves the performances and achievements of the students. The other interviewee also substantiated this idea by saying:

It is very important to improve the teaching and learning of education. It is important to develop quality education in the country. But there are so many challenges to implement the plan. In order to overcome the challenges, integrated efforts of all stakeholders of the program is important. (Interviewee 4)

It is inferred from the above quotation that school improvement plan is very important to assure quality of education in general and the teaching and learning in particular. The school improvement plan is planned to improve the quality of education in the schools; which also improves the teaching and learning process in the school. It is very important to make schools model place for students to learn from their teachers.

Generally, the participants' beliefs towards school improvement plan were positive. They view school improvement plan as something that ensures the quality of education, and improves the teaching and learning activities. This in turn also improves students' performances and achievements. A school improvement plan is planned to improve the weak and limitation in areas of teaching and learning, school management and leadership, and community participation.

4.3. The extent of stakeholders' involvement in the school improvement plan

4.3.1 Analysis of the Data Obtained through Questionnaire

The second basic research question of this study is, "To what extent the stakeholders involve in the school improvement planning process?" This research question is primarily intended to examine the extent to which school improvement plans were implemented with the involvement of the concerned stakeholders in the study area. The following table summarizes the research participants' self-reported responses.

Table 2: Participants' responses towards the extent to which stakeholders involve in the school improvement planning process

No	Items	No	Min.	Max.	Mean	SD
1	The teachers in my school are actively involved in preparation and execution of school improvement plan	97	1	4	2.66	0.415
2	The students in my school are actively involved in preparation and execution of school improvement plan	97	1	3	2.57	0.539
3	The school leaders are actively engaged in coordinating stakeholders and school improvement committee for the implementation of school improvement plan	97	1	4	2.69	0.306
4	Parents are actively involved in preparation and execution of school improvement plan	97	1	4	2.71	0.426
5	The school improvement committee has contributed a lot in preparing school improvement plan	97	1	5	2.79	0.271
6	My school actively collaborates with external stakeholders to implement school improvement plan	97	1	5	2.79	0.751
7	I know that parents discuss with the school leaders on teaching and learning issues as regularly as possible	97	1	4	2.55	0.429
8	My school principal regularly communicates the school community and other stakeholders about school improvement plans	97	1	4	2.06	0.698
9	The cluster supervisor is providing technical support to the implementation of the school development plan	97	1	5	2.84	0.410
10	The school stakeholders provide feedback about the implementation of school improvement plan based on the result of evaluation	97	1	5	2.96	0.729

As shown in Table 2, Item 1 above, the participants were asked whether the teachers in their schools are actively involved in preparation and execution of school improvement plan or not. Accordingly, the participants' responses were computed and the mean score was 2.66. This average was below the midpoint (3). By the same token, the participants were asked to illicit their responses whether the students in their school are actively involved in preparation and execution of school improvement plan or not. This tells one that the teachers and the students did not actively involved in the preparation and execution of school improvement plan. The participation of teachers and students in preparing and executing the school improvement plan was not encouraging.

Similarly, Item 3 of the same Table asked the participants whether the school leaders are actively engaged in coordinating stakeholders and school improvement committee for the implementation of school improvement plan or not. Thus, the mean score of the participants' responses was 2.69. This score was below the midpoint (3). This data indicates that the school leaders are not actively engaged in coordinating stakeholders and school improvement committee for the implementation of school improvement plan. The school principals lacked commitment to communicate the school improvement plan accomplishments, challenges and the solutions. As to the data, parents as well were not actively involved in the preparation and execution of school improvement plan.

As it can be noticed from Table 2, Item 5, the participants were asked whether the school improvement committee has contributed a lot in preparing school improvement plan or not. Accordingly, the mean score of the responses was 2.79, which means less than the midpoint. This shows that the school improvement committee has not contributed a lot in preparing school improvement plan, and they were not working cooperatively to solve issues related to teaching and learning activities and school functioning as a whole. All the concerned stakeholders of school improvement plan were not working in an integrated and coordinated way for the real and effective implementation of the plan.

By the same token, the research participants were also asked whether their school actively collaborates with external stakeholders to implement school improvement plan or not (Table 2, Item 6). Thus, the average mean score of the response was 2.79. From this data, one can infer that the schools' collaboration with external stakeholders to implement school improvement plan was not satisfactory. Meanwhile, the participants were also asked whether parents discuss with the school leaders on teaching and learning issues as regularly as possible or not. Thus, the mean score of the response was 2.55, which is less than the midpoint. This data also shows that parents rarely discuss with the school leaders on teaching and learning issues. Of course, there was some effort, but the effort was not enough.

Similarly, Item 8 of the same table asks the participants whether their school principal regularly communicates the school community and other stakeholders about school improvement plans or not. Then the mean score of the participants' responses was 2.06, which means very much less than the midpoint. This implies that school principals rarely communicate the school community and other stakeholders about school improvement plans. Table 2, Item 9 also asks the

participants whether the cluster supervisor is providing technical support to the implementation of the school development plan or not. Accordingly, the mean score is 2.84, which is less than the midpoint. This shows that the cluster supervisor rarely provides technical support to the implementation of the school development plan. Lastly, the participants were asked whether the school stakeholders provide feedback about the implementation of school improvement plan based on the result of the evaluation or not. The average mean score (2.96) shows that school stakeholders provide feedback to some extent about the implementation of school improvement plan based on the result of the evaluation.

4.3.2. Analysis of the Data Obtained through Interview

Interview was also used with the participants of the study to check the extent to which the stakeholders involve in the school improvement planning process. It was investigated that the stakeholders had positive beliefs and understanding about the school improvement and related issues, but they lacked commitment to implement it properly. The attention provided by the coordinating committee to support the plan was unsatisfactory. There was lack of effective commitment and cooperation among the leadership and the school governing bodies in Wayu Tuka District. Regarding this idea, one interviewee argued that:

I have never seen any participation of the stakeholders. The preparation and involvement of the stakeholders and the school community is very poor. The plan is written only for reporting to the education bureau or to government body. The plan is really not on work now. (Interviewee 2)

The above quotation is an evident for the ineffective implementation of school improvement plan at Wayu Tuka District. The district administration and education office did not closely work together to create awareness for the implementation of the plan. The concerned bodies did not strengthen the power of the stakeholders in order to discharge their duties and responsibility. They did not allocate enough budgets, to monitor and evaluate the plan in systematic ways, and did not provide incentives for the implementation process. In support of the above idea, another interviewee also stated that:

The involvement of teachers, students, parents, school improvement committee and other stakeholders in planning for school improvement and implementation of the plan is low. There is lack of awareness creation about the plan. People do not know even the

presence of the plan or not. The plan is not well communicated to the external bodies. Only known during report writing. (Interviewee 6)

From the above quotation, it is possible to deduce that the involvement of the stakeholders in planning and implementing of the school improvement plan is not satisfactory. The stakeholders suffered from lack of awareness with regard to the school improvement plan. They were not involved in the school improvement plan implementation without having training. There was less participation and integration of different stakeholders, poor concern and insufficient budget allocation for the plan. This data indicates that the participation of the stakeholders was not to the level it is intended by the government. The stakeholders were not working in an integrated way for the effective implementation of the plan.

This shows that school improvement plan was not monitored and evaluated regularly by the concerned bodies. It was investigated that the implementation of school improvement plan in the study area was not to the level it was intended by the ministry of education. The plans were there at the level of policy not at the level of real practice. Therefore, to promote the participation of stakeholders, it is better to improve the perception and to change the attitude towards school improvement plans, creating awareness, constructing comfortable classroom and comfortable schedule, creating integration among the stakeholders was important.

4.4. The extent to which school improvement plan is implemented

4.4.1. Analysis of the Data Obtained through Questionnaire

Table 3: Participants’ responses towards the extent to which school improvement plan was implemented in the study area

No	Items	No	Min.	Max.	Mean	SD
1	School improvement plan is well communicated to the school community like teachers, students and parents	97	1	4	2.77	0.238
2	The school leadership properly ensures the necessary resource for the implementation of school improvement plan	97	1	4	2.84	0.463
3	The status of the implementation of the school improvement plan is communicated to the community properly	97	1	4	2.52	0.381
4	The Woreda education office is providing technical support to the implementation of the school development plan	97	1	3	2.01	0.282
5	The school improvement committee conducts regular monitoring and evaluating process of the implementation of the plan	97	1	4	2.32	0.254
6	My school has organized and allocated the necessary resource for the implementation of school improvement plan	97	1	5	2.84	0.249
7	The principal facilitates on job-training at school to enhance quality education	97	1	5	2.99	0.34
8	The principal evaluates the ongoing activities of school improvement plan.	97	1	5	2.96	0.351
9	The principal plans educational programs in a way it enhances learning opportunities	97	1	5	3.02	0.590

As shown in Table 3, Item 1 above, the participants were asked whether school improvement plan is well communicated to the school community like teachers, students and parents or not. Accordingly, the participants’ responses were computed and the mean score was 2.77, which was near to the midpoint (3). By the same token, the participants were asked to illicit their responses whether the status of the implementation of the school improvement plan is communicated to the community properly or not. The average point of the participants’ responses was 2.52, which was less than the midpoint. This tells one that the school improvement plan was not well communicated to the school community like teachers, students and parents. The teachers and the students did not actively involve in the preparation and execution of school improvement plan.

Similarly, Item 4 of the same Table asked the participants whether the Woreda education office is providing technical support to the implementation of the school improvement plan or not.

Thus, the mean score of the participants' responses was 2.01, which was very much less than the midpoint. This data indicates that the school leaders are not actively engaged in coordinating stakeholders for the implementation of the school improvement plan. The Woreda education office lacked commitment to communicate the school improvement plan accomplishments, challenges and the solutions.

As it can be noticed from Table 3, Item 5, the participants were asked whether the school improvement committee conducts regular monitoring and evaluating process of the implementation of the plan or not. Accordingly, the mean score of the responses was 2.32, which means less than the midpoint. This shows that the school improvement committee did not conduct regular monitoring and evaluating process of the implementation of the plan, and they were not working cooperatively to solve issues related to teaching and learning activities and school functioning as a whole. All the concerned stakeholders of school improvement plan were not working in an integrated and coordinated way for the real and effective implementation of the plan.

By the same token, the research participants were also asked whether their school has organized and allocated the necessary resource for the implementation of school improvement plan or not (Table 3, Item 6). Thus, the average mean score of the response was 2.84. From this data, one can infer that the schools did not organize and allocated the necessary resource for the implementation of school improvement plan. The schools' collaboration with external stakeholders to implement school improvement plan was not satisfactory. Meanwhile, the participants were also asked whether the principals facilitate on job-training at school to enhance quality education or not. Thus, the mean score of the response was 2.99, which was near to the midpoint. This data also shows that the principals facilitate less on job-training at school to enhance quality education.

Similarly, Item 8 of the same table asks the participants whether the principals evaluate the ongoing activities of school improvement plan or not. Then the mean score of the participants' responses was 2.96, which means very much near to the midpoint. This implies that the principals occasionally evaluated the ongoing activities of school improvement plan. Table 3, Item 9 also asks the participants whether the principals plan educational programs in a way they enhance learning opportunities or not. Accordingly, the mean score is 3.02, which is similar to

the midpoint. This implies that the principals occasionally plan educational programs in a way they enhance learning opportunities.

4.4.2. Analysis of the Data Obtained through Interview

The interview result showed that the level of community participation in school improvement program in sample secondary schools was very low. The role played by school principals to participate community in school improvement program was found to be inadequate. The status of school improvement plan implementation was not to the expected level. The achievements made so far were not encouraging and no significant efforts have been made to strengthen the implementation of school improvement program. Regarding this idea, one interviewee stated his opinion as:

There is no involvement of stakeholders for sure. The stakeholders have no adequate awareness on the purposes, objectives, and the implementation process of the school improvement plan. There is poor participation of the stakeholders. There is lack of communication about the plan to the community. (Interviewee 8)

From the above quotation, one can conclude that the status of the school improvement plan implementation was not to the expected level. The achievements made so far have not been encouraging and no significant efforts have been made to strengthen the implementation of school improvement program. The current practice of school improvement planning in involving stakeholders and identifying the areas and working on it was not strong. Another interviewee also argued that:

The involvement of the stakeholders in planning and implementing of the school improvement plan is not satisfactory. The stakeholders suffered from lack of awareness on the school improvement plan. Stakeholders are not involved in the school improvement plan implementation without having training. (Interviewee 9)

The above extract also showed that the level of stakeholders' participation in the process of school improvement program in sample secondary school was low. The role played by school principals to encourage community to participate in school improvement plan was found to be inadequate. Not only the stakeholders, but also the government should allocate enough amounts of money and budget to accomplish the plan effectively. Adequate budget should be allocated for the implementation of the program. Unless the necessary concern was given to the

implementation of school improvement plans, there would not be quality education in general and improvement of teaching and learning activities in particular.

4.5. The Challenges that hinder the Implementation of School Improvement Plan

4.5.1 Analysis of the Data Obtained through Questionnaire

Table 4: the contextual challenges that hinder the effective implementation of the school improvement plan

No	Items	No	Min.	Max.	Mean	SD
1	There is absence of motivation of teachers, principals and other stakeholders regarding school improvement plan	97	2	5	4.22	1.002
2	There is resistance from teachers, principals and other stakeholders on school improvement plan	97	1	4	2.74	0.572
3	There is lack of awareness and knowhow of stakeholders on planning activities	97	2	5	3.68	0.752
4	There is lack of practical training on the uses of school development plan guide lines	97	2	5	3.97	0.246
5	There is lack of effective integration of budget and school improvement plan	97	1	5	3.99	0.782
6	There is lack of community participation in the school improvement plan preparation	97	2	5	3.86	0.673
7	There is failure to prioritize school improvement plan activities	97	2	5	4.01	0.773
8	There is limited support from Woreda education office and cluster supervisors	97	2	5	4.21	1.012
9	There is lack of effective integration of school community with regard to school improvement plan	97	2	5	3.97	1.001
10	There is absence of commitment of school leaders	97	2	5	3.78	0.634

As shown in Table 4, Item 1 above, the participants were asked whether there is absence of motivation of teachers, principals and other stakeholders regarding school improvement plan or not. Accordingly, the participants mean score was 4.22, which falls between ‘agree’ and ‘strongly agree’ scales. This shows that there was absence of motivation for teachers, principals and other stakeholders regarding school improvement plan. There was no motivation for the stakeholders to implement school improvement plans.

Similarly, Item 2 of Table 4 asked the participants whether there is resistance from teachers, principals and other stakeholders on school improvement plan or not. Accordingly, the average mean score was 2.74, which is near to the midpoint. Likewise, the participants were asked

whether there is lack of awareness and knowhow of stakeholders on planning activities or not. As a result, the average mean score of the response was 3.68. Therefore, it was found out that there is lack of awareness and knowhow of stakeholders on planning activities. The stakeholders had blurred information about school improvement plans.

As it can be noticed from Table 4, Item 4, the participants were asked whether there is lack of practical training on the uses of school development plan guide lines or not. As a result, average mean score of 3.97 was reported by the respondents. Similarly, the participants were asked whether there is lack of effective integration of budget and school improvement plan or not. Therefore, the average mean score was computed be 3.99, which was near to ‘agree’ scale. This shows that there is lack of practical training on the uses of school development plan guide lines, and there is lack of effective integration of budget and school improvement plan.

Similarly, in the same Table (Item 6), the participants of the study were asked whether there is lack of community participation in the school improvement plan preparation or not. As such, the average mean score of the participants’ responses was 3.86, which was near to the scale of ‘agree’. This shows that there was lack of community participation in the school improvement plan preparation. When there is no community participation in school improvement plan, the plan is not put in to practice as successfully as possible. Therefore, conducive environment should be created for the successful and effective implementation of the school improvement plans.

Regarding Item 7 of the same Table (Table 4), the participants were asked whether there is failure to prioritize school improvement plan activities or not. Therefore, the average mean score of the participants’ responses was 4.01, which was similar to ‘agree’ scale. From this data, one can conclude that there was failure to prioritize school improvement plan activities. The school improvement plan stakeholders did not know how to prioritize activities based on their level of urgency. By the same token, the research participants were also asked whether there is limited support from Woreda education office and cluster supervisors or not. Accordingly, the average mean score of the response was computed to be 4.21, which was similar to the scale of ‘agree’. This tells us that there is limited support from Woreda education office and cluster supervisors.

Table 4, Item 9 asks the participants whether there is lack of effective integration of school community with regard to school improvement plan or not. Therefore, the average mean score of

the participants' responses was 3.97, which was near to the scale of 'agree'. This shows that there was lack of effective integration of school community with regard to school improvement plan. There was lack of integration between different stakeholders to support the school improvement plan. This lack of integration had a negative effect on effective implementation of the plan. Table 4, Item 10 asks the participants whether there is absence of commitment of school leaders or not. As a result, the average mean score of the response was 3.78, which was near to the scale of 'agree'. This shows that there was absence of commitment of school leaders in relation to school improvement plan.

Generally, it was investigated that various factors hindered the effective implementation of school improvement plans. The factors were related to lack of motivation among stakeholders, lack of coordination, absence of training for teachers, resistance to the program, shortage and inadequate budget allocation for the plan, weak institutional arrangement to support the plan, lack of integration among the stakeholders, inadequate supervision, poor communication among the stakeholders, and above all there was poor political commitment of leaders.

4.5.2. Analysis of the Data Obtained through Interview

Interview was also used to get data with regard to the challenges that affected the execution and implementation of school improvement plan in the study area. It was investigated that the plan was not implemented properly because of some factors. The stakeholders were not serious about the implementation of the school improvement plan. The participants argued that there was inadequate budget allocation for the plan to be implemented. Moreover, absence of individuals who runs the program with due attention and great consideration, awareness of communities is low. In support of this idea, one interviewee had the following to say:

There is lack of allocated budget to implement the plan. There is weak support from the school principals and school administrative bodies to involve stakeholders. There is shortage of budget or finance for monitoring and evaluating the plan. There is weak collaboration among stakeholders. (Interviewee 2)

The above extract is evident that various factors hindered the effective implementation of school improvement plan. The factors were related to lack of budget, and weak support from the school principals and school administrative bodies. There was lack of motivation among stakeholders because of lack of incentives when engaged in the facilitation of the plan, there was lack of

monitoring and evaluation, lack of supervision problem, shortage of budget, lack of awareness of community about school improvement plan, and lack of coordination, absence of training for teachers, lack of appropriate integration of sectors, low monitoring and evaluation of the plan and lack of motivation from the stakeholders. Another interviewee also added that:

There is lack of motivation of all stakeholders because of lack of incentives, there is lack of monitoring and evaluation, there is lack of supervision problem, shortage of budget, lack of awareness of community about school improvement program. There is lack of coordination and delays in implementation and decision making. (Interviewee 3)

The above interviewee also added that there was lack of motivation and willingness of stakeholders to participate in the school improvement programs. There was no incentive to help the stakeholders to implement the plan effectively. There was also inadequate budget that was used to run the plan in an integrated way. The interviewee also raised that there was inadequacy of salary and other payments for integration of the plan. Therefore, due attention should be given to the school improvement plan and the necessary resources should be allocated for the effective implementation of the plan. Similarly, another interviewee added the factors that hinder the implementation of school improvement plan as follows:

There is poor communication and lack of strong support from school governing bodies. Deficiencies in planning, inadequate awareness, lack of coordination and delays in implementation and decision making. Inadequate budget allocation to the plan, a and absence of integration, and there is no owner for the plan. (Interviewee 4)

From the above quotation as well, the participants expressed that there was poor communication and lack of strong support from school governing bodies. Deficiencies in planning, inadequate awareness, lack of coordination and delays in implementation and decision making. Inadequate budget allocation to the plan, a and absence of integration, and there is no owner for the plan there was low and inconsistent budget allocation, There was also poor political commitment of leaders at various levels and absence of well-organized and independent managing structure for the school improvement plan. There was lack of integration among the stakeholders, inadequate supervision, poor communication among the stake holders, and shortage of resources at the area.

The participants were also asked to tell how the challenges were minimized to run the plan as effectively as possible. It was suggested that strong monitoring and evaluation system should be designed and implemented. The government has to restructure the fragmented system of the school improvement plan that could minimize the gap between the policy implementers and the end users. Ministry of Education and its regional, zonal and district offices should follow up and ensure the utilization of the budget for the program. It should continue playing a facilitative role to encourage non-governmental organizations to participate in the implementation of the plan.

Therefore, to promote the effective implementation and participation of stakeholders, it is better to improve the beliefs of the stakeholders and to change the attitude towards school improvement plans by creating awareness, constructing comfortable and better teaching and learning environment, creating integration among stakeholders and others were very much needed. National and local commitment and support for school improvement plan is very much vital.

4.6. Analysis of the Data obtained through Document Analysis

To strengthen the information obtained through questionnaire and interview, the current researcher had used related document such as, school improvement plan manual, annual reports, quarterly progress evaluation, minutes, students' rosters, and other related documents at district levels. Unfortunately, the current researcher did not find the relevant documents in relation to the school improvement plans. There was the framework of school improvement plan guideline at district education office on the shelf. It was put on the shelf without any purpose. The guideline was not found in the secondary schools. Only annual plans of teachers and weekly lesson plans were found in the schools. There was no necessary document or record that showed continuous monitoring and evaluation of school improvement plan. The schools had no documents that showed follow up of the reliability of the evaluation. In fact, some policy-based documents like Education Sector Development Plans I-V were found at the schools on the shelf.

4.7. Discussions of the Results

The main purpose of this study was to investigate the school improvement plan and its implementation in secondary schools of Wayu Tuka Woreda in East Wollega zone, Oromia Regional State, Ethiopia. To attain the purpose, four basic research questions were framed and answered through questionnaire, interview and document analysis. The discussion of the results was made based on the sequence of the research questions as follows.

The first research question of the study asks, “What beliefs do school stakeholders hold about school improvement plan?” Questionnaire and interview were used to answer this research question. The questionnaire items were constructed to measure the participants’ beliefs about school improvement plan. According to the results obtained through the questionnaire and interview, the participants showed relatively positive and favorable belief about school improvement plan.

The participants of the study believed that school improvement plan can identify the strength and weakness of a school, and prioritize activities to be done. They also believed that the school improvement plan helps to anticipate the future of a school. The school improvement plan can ensure quality education and improve the teaching and learning activities as a whole. This means the school improvement plan is vital to the school’s overall performance. The participants also argued that the plan guides the school to solve problems and help identify and organize strategies and resources that leads to increased student achievement at the school. Thus, all stakeholders like students, teachers, parents and local community should be trained for the execution of school improvement plan. The above finding was relatively in agreement with the finding obtained by Lemessa (2016). He found out that some stakeholders of school improvement plan believed that the plan helps the school to ensure quality education and improve teaching and learning activities and students’ achievements.

The second basic research question asks “To what extent the stakeholders involve in the school improvement planning process? Thus, it was found out that the teachers and the students did not actively involved in the preparation and execution of school improvement plan. The participation of teachers and students in preparing and executing the school improvement plan was not encouraging. The school leaders were not actively engaged in coordinating stakeholders and school improvement committee for the implementation of school improvement plan. The school principals lacked commitment to communicate the school improvement plan accomplishments, challenges and the solutions. Parents as well were not actively involved in the preparation and execution of the school improvement plan. The stakeholders were not working cooperatively to solve issues related to teaching and learning activities and the school functioning as a whole.

The above finding was also in agreement with the finding reached by Abera (2013) who found out that the status of school improvement program implementations was not to the expected

level. The achievements made so far have not been encouraging and no significant efforts have been made to strengthen the implementation of school improvement program. The school improvement plan was not well-managed in terms of planning, participation of the stakeholders, implementation, integration, and monitoring and evaluation. Bahiru (2019) also added that the current practice of school development planning in involving stakeholders and identifying the schools' new development areas and working on it was not strong in primary schools of Kolfe Keranyo Sub City.

However, the finding obtained by Dereje (2012) opposes the above findings. As to him, most of the activities across the four domains of the school improvement plan were implemented at moderate level and the students' achievement was also improved at moderate level. Workneh (2022) also found that the overall school improvement plan implementation in government secondary schools of Addis Ababa City Administration was moderate where school leadership and community participation domains were poorly implemented. Inadequate coordination of school improvement plan by the school principals and poor participation from the stakeholders were the major challenges in the school improvement plan implementation in schools at Addis Ababa city.

Besides, Yishak (2022) concluded that the level of engagement of teachers, leaders, and parents in planning and executing school improvement plan in secondary schools of Hawassa City Administration was low. The system for monitoring and evaluation used to support school improvement plan was low. Furthermore, the majority of the activities across the four domains were carried out at a moderate level. Overall school improvement plan adoption was moderate.

The result of the study also showed that there were various challenges that hindered the effective implementation of school improvement plan. These challenges include: lack of motivation from stakeholders, lack of coordination, absence of training for stakeholders, weak institutional arrangement to support the plan, shortage and inadequate budget allocation for the plan, lack of promotions and incentives for the stakeholders, lack of integration among the stakeholders, inadequate supervision, poor communication among the stakeholders, shortage of resources, and above all there was poor political commitment of leaders regarding the school improvement plan.

The above findings were related to some other findings. For example, Dereje (2012) concluded that shortage of budget, insufficient school facilities, inability of school improvement committee

to properly play their role, inadequate planning, and low involvement of stake holders in the implementation of school improvement plan, and inadequate monitoring and evaluation were the major factors that negatively affect the implementation of school improvement plan. Bahiru (2019) also identified that lack of training, lack of trained facilitators, insufficiency of supports provided for teachers' growth, insufficient allocation of budget, lack of commitment and peer evaluation, and insufficient feedback and follow up, were the major factors that hindered the implementation of school improvement plans in Kolfe Keranyo Sub City.

Similarly, Yishak (2022) indicated that lack of properly prepared plan for school improvement plan implementation, lack of proper understanding of school improvement plan at the school level, weak monitoring and evaluation system of school improvement plan, lack of leadership capacity, different organs of the school not properly understanding their role in school development plan, lack of sufficient stakeholder involvement in school improvement plan, and a lack of attention given for school improvement plan. Therefore, the above factors were the challenges that affected the implementation of school improvement plan in Wayu Tuka District of East Wollega Zone.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents summary, conclusions and recommendations of the study. The summary section recaps the procedures used and the major findings of the study. The conclusion section presents the inferences drawn from the study. Finally, recommendations are suggested based on the findings and conclusions of the study.

5.2. Summary

The education sector of Ethiopia has been suffering from quality, relevance and equity. These problems caused dissatisfactions and critics from stakeholders. Consequently, recommendations for change at national level have been forwarded by educators and other concerned bodies. This calls for reform or improvement at schools at country level. This in turn paves ways for the introduction of school improvement plan to be implemented in schools. The objectives of the school improvement plan are: to improve the capacity of schools to prioritize needs and develop a school improvement plan; to enhance school and community participation in resource utilization, decisions and resource generation; to improve government's capacity to deliver specified amount of schools grant at zonal levels; and to improve the learning environment by providing basic operational resources to school.

Although Ethiopia has launched a number of education sector improvement plans for the last thirty years, much is still remaining in terms of achieving quality of education. The current practice of school improvement plan and its implementation in identifying the school related problems and in engaging stakeholders is not to the level it is intended by ministry of education. The situation in the present study area (Wayu Tuka District in East Wollega zone) is not quite different from the above problem. As a teacher, the current researcher has several opportunities to closely observe the way the current school improvement plan is generally managed. A lot of critical issues, formally and informally, have been raised by the stakeholders of school improvement plan.

Therefore, the general objective of this study was to investigate the school improvement plan and its implementation in secondary schools of Wayu Tuka Woreda, East Wollega Zone, Oromia National Regional State, Ethiopia. To attain the objective, four research questions were framed, and descriptive survey design with mixed approach was employed. A total of 97 participants (63

males 34 females) were included in the study through simple random sampling technique. Data was collected from the research participants through questionnaire, interview and document analysis. Convergent mixed-method was used to collect data from the participants at parallel times.

The data collected through the questionnaire was analyzed through descriptive statistics using SPSS version 20. On the other hand, the data collected through interview was transcribed, coded and categorized based on the similar themes that were repeatedly said during the interview. Similarly, the documents were analyzed thematically. The analysis of the data was made based on the order of the research questions so as to provide a triangulated answer for each research question.

Accordingly, the participants showed relatively positive and favorable belief about school improvement plan. They believed that school improvement plan can identify the strength and weakness of a school, and prioritize activities to be done. They also believed that the school improvement plan helps to anticipate the future of a school. However, in spite of their positive beliefs, it was found out that the stakeholders of the school improvement plan did not involve actively in the preparation and execution of the plan. The participation of the stakeholders in preparing and executing the school improvement plan was not encouraging. The school principals lacked commitment to communicate the school improvement plan, its accomplishments, challenges and the solutions. Parents as well were not actively involved in the preparation and execution of the plan.

The result of the study also showed that there were various challenges that hindered the effective implementation of school improvement plan. These challenges include: lack of motivation from stakeholders, lack of coordination, absence of training for stakeholders, weak institutional arrangement to support the plan, shortage and inadequate budget allocation for the plan, lack of promotions and incentives for the stakeholders, lack of integration among the stakeholders, inadequate supervision, insufficient school facilities, inability of school improvement committee to properly play their roles, inadequate planning, low involvement of stakeholders in the implementation of school improvement plan, poor communication among the stakeholders, shortage of resources, inadequate monitoring and evaluation, and above all there was poor political commitment of school governing bodies regarding the school improvement plan.

5.3. Conclusions

The main objective of school improvement plan is to ensure quality education and to improve students' performance. School improvement plan is a major instrument to ensure quality of education. In spite of the participants' positive beliefs about school improvement plans, the stakeholders did not involve actively in the planning and executing processes. The stakeholders have not played their roles with regard to the implementation of the plan. There is a mismatch between the policy documents and the real practice of the plan. The participation & the integration of stakeholders to implement the plan were not adequate due to the challenges. Hence, the key stakeholders (teachers, students and parents) should be encouraged to actively participate in the planning and implementation of the school improvement plan. The extent of monitoring and evaluating the school improvement plan, and the extent of school leadership capacity to encourage the stakeholders to participate in school improvement plans determines the effective implementation of the school improvement plans. Therefore, adequate human, material and financial resources should be allocated for the effective implementation of the school improvement plan.

5.4. Recommendations

The following recommendations are suggested based on the findings of the study.

- ✓ Ministry of education in general and schools in particular should create awareness raising issues to ensure practical involvement of all stakeholders in school improvement plan. The schools should also strengthen monitoring and evaluation of the plan.
- ✓ Regional, zonal or district education bureaus should give due attention to the plan in terms of planning, implementation and allocating of the resources.
- ✓ The stakeholders of school improvement plan should be motivated by allocating the necessary budget so that they willingly take more responsibilities in the planning and implementing of the school improvement plan to effectively achieve the intended goals.
- ✓ There should be a strong team spirit among school principals, supervisors, teachers, students, parents and local communities to implement the school improvement plan
- ✓ Since the participants of this study were from one district administration, the findings might not be generalized to other areas and regions in the country. Therefore, further researches are recommended to make the study more comprehensive.

References

- Abera Mekango. (2013). *Practices and challenges of implementation of school improvement program in secondary schools of Metekel Zone*. Unpublished M.A Thesis: Jimma University.
- Akpan, C. P. (2018). *Types of educational planning and reasons for planning in education*. Calabar: University of Calabar
- Amare, A. (2000). The state of educational research in Ethiopia. *The Ethiopian Journal of Education* 20, 19-48.
- Ary, D., Jacobs, L., Sorensen, C. & Razavieh, A. (2010). *Introduction to research in education* (8th ed.). USA: Wadsworth Cengage Learning.
- Bahiru Arega. (2019). *The practices and challenges of school development planning in primary schools of Kolfe Keranyo sub city in Addis Ababa*. Unpublished M.A. Thesis, Addis Ababa University.
- Berhan Hailu. (2010). Implementation of the School Improvement Program (SIP) in Addis Ababa City Administration: Achievements, challenges and prospects. Proceedings of the 8th National Conference on Private Higher Education Institutions (PHEIs) in Ethiopia.
- Brill, F., Grayson, H. & Kuhn, L. (2018). *What impact does accountability have on curriculum, standards and engagement in education? A literature review*. Slough: NFER.
- Bryan, L.A. (2012). Research on science teacher beliefs. In B. Fraser, K. Tobin, & C. McRobbie (Eds.), *Second international handbook of science education* (pp. 479–495). New York: Springer.
- Bush, T. (2008). *Leadership and management development in education*. London: Sage Publication.
- Chinsamy B. (2002). *Successful school improvement and the educational district office in South Africa: Some emerging propositions*. South Africa: USAID.
- Clarke, A. (2012). *The hand book of school governors*. Cape Town: Kate McCallum.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education* (6th ed.). New York: Routledge.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson Education, Inc.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). USA: Sage Publications.
- Creswell, J. W. & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Los Angeles, CA: Sage publications.

- Davoli, M. & Entorf, H. (2018). *The PISA shock, socioeconomic inequality, and school reforms in Germany*. IZA Policy Paper No. 140: IZA Institute of Labor Economics.
- Dawson, C. (2007). *A practical guide to research methods: A user friendly manual for mastering research techniques and projects* (3rd ed.). United Kingdom: How to Content.
- Dedering, K. (2015). The same procedure as every time? School inspections and school development in Germany. *Improving Schools*, 18(2), 171–184.
- Dedering, K., Goecke, M. & Rauh, M. (2015). Professional background and working practices of consultants in school development: Initial empirical findings from Germany. *Journal of Educational Change*, 16(1), 27–52.
- Deng, Z. & Gopinathan, S. (2016). PISA and high-performing education systems: Explaining Singapore's education success. *Comparative Education*, 52(4), 449-472.
- Denscombe, M. (2007). *The good research guide for small-scale social research projects*. New York: Open University Press.
- Dereje Hofosha. (2012). *The implementation and challenges of school improvement program in government secondary schools of Oromia Special Zone Surrounding Finfine*. Unpublished M.A Thesis, Addis Ababa University.
- Derese Simegnaw. (2020). Practices and challenges of implementing school improvement program in primary schools of Addis Ababa City Administration. *International Journal of Academic Multidisciplinary Research (IJAMR)*, 4(11), 93-112.
- Dimmock, C. & Tan, C. Y. (2016). Explaining the success of the world's leading education systems: The case of Singapore. *British Journal of Educational Studies*, 64(2), 161-184.
- Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration and processing*. New Jersey: Lawrence Erlbaum Associates, Inc. Publishers.
- Frew Amsale (2010). *Practices and challenges of implementing school improvement program in primary schools of Jimma City Administration*. (2nd ed.). Oxford: Elsevier science Ltd.
- Garland, R. (2013). *School improvement planning: Implementation guide*. North Carolina: State Board of Education Department Public Instruction.
- Gray, D. E. (2004). *Doing research in the real world*. London: Sage Publications Ltd.
- Greoof, M. (2010). Teaching and school improvement. *Australian Council for Educational Research*, 7(3), 1-30.
- Hall, R. F. (2013). Mixed methods: In search of a paradigm. In Le, & Le (Eds.), *Conducting research in a changing and challenging world* (pp. 71-78). New York: Nova Science Publishers Inc.
- Harris, A. (2002). *School improvement: What is in it for schools?* London: Routledge.

- Harris, A. (2005). Teacher leadership and school improvement. In Harris, A. et al. (Eds.), *Effective leadership for school improvement*. London: routledge.
- Harris, A. & Jones, M. (2011). *Professional learning communities in action*. London: Leanta Press.
- Hinkel, E. (Ed) (2011). *Handbook of research in second language teaching and learning*. London: Routledge.
- Hopkins, D. (2005). Instructional leadership and school improvement. In Harris, a. et al. (Eds.) *Effective leadership for school improvement*. London: Rouledge.
- Hopkins, D. (2011). *International leadership in school improvement*. Nottingham: Faculty of Education Press.
- Hopkins, D., & Harris, A. (2005). *School improvement: Improving education quality for all*. London: Sage Publications.
- Ibrahim, N. (2011). *Preparation and development of public secondary schools principals in Kenya and Tanzania*. Institute for Education Development, Aga Khan University.
- Johnson, B. & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed.). Thousand Oaks, CA: Sage publications.
- Johnson C. S. (2011). *School administrators and the importance of utilizing action research*. USA: Gonzaga University.
- Kalayou, K. (2011). *Practices and challenges of implementing school improvement program in primary schools of south zone of Tigray National Regional State*. An Unpublished MA Thesis, Addis Ababa University.
- Kothari, R.C. (2004). *Research methodology: Methods and techniques*. New Delhi: New Age International Publisher.
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners*. New Delhi: Sage Publications Ltd.
- Lemessa Abdi. (2016). The status of the implementation of school improvement program in primary schools of Ilu Aba Bora Zone, Ethiopia. *International Journal of Advanced Research in Education & Technology (IJARET)*, 3(4), 50-55.
- Lewis, C. (2006). *School improvement in action: Lessons in sustainability*. Kelowna: BC: Society for Advancement of Excellence in Education.
- Lin, H. (2014). *Experimental instrumentality: Networked efforts towards school transformation*. Center for Research on Activity, Development and Learning: Working papers 2/2014. Unigrafia, Helsinki: University of Helsinki.

- Mesele Wolde Senbet (2011). *Current practices and challenges of school improvement program in some selected primary schools of Sodo Zuria Woreda in Wolayita Zone*. Unpublished M.A Thesis, Addis Ababa University.
- Miller, L. & Brewer, D. (2003). *The A-Z of social research* London: Sage Publications Ltd.
- Ministry of Education (MoE). (1994). *The new education and training policy of Ethiopia*. Addis Ababa: ICDR
- Ministry of Education (MoE). (2002). *The new education and training policy and its implementation*. Addis Ababa.
- Ministry of Education (MoE). (2002). *The education and training policy and its implementation*. Addis Ababa: MoE.
- Ministry of Education (MoE). (2005). *Education sector development program III*. Addis Ababa: MoE.
- Ministry of Education (MoE). (2006). *Decentralized management of education in Ethiopia: A reference manual*. Addis Ababa: MoE.
- Ministry of Education (MoE). (2007). *School improvement program framework*. Addis Ababa: MoE.
- Ministry of Education (MoE). (2010). *Education sector development program IV (ESDP IV)*. Addis Ababa: MoE.
- Ministry of Education (MoE). (2010). *School improvement program guidelines*. Addis Ababa: MoE.
- Ministry of Education (MoE). (2021). *Education sector development program VI (ESDP VI): From 2013 to 2017 E.C./2020/21 to 2024/25 G.C*. Addis Ababa: MoE.
- Mugenyi, C. (2015). An examination of teachers' perceptions of stakeholders' involvement in school improvement planning: The case of Uganda. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*, 6(3), 2265-2274.
- Okwori, A. (2011). *Conceptual and practical approach to educational planning*. Makurdi: Aboki publishers.
- Pajares, M.F. (1992). Teachers' beliefs and educational research: Cleaning up a messy Construct. *Review of Educational Research*, 62(3), 307–332.
- Perrett, G. (2003). Teacher development through action research: A case study in focused action research. *Australian Journal of Teacher Education*, 27(2), 1-10.
- Plan International. (2004). *The school improvement program*. Khartoum: MIT Press.
- Rahel Ashagre. (2014). *The implementation of school improvement program in Kokebe Tsibah and Wondyrad Preparatory Schools*. Unpublished M.A. Thesis, Addis Ababa University.

- Salzer, C. & Prenzel, M. (2014). Looking back at five rounds of PISA: Impacts on teaching and learning in Germany in Štraus, M. (Ed.), *evidence from the PISA study on educational quality in Slovenia and other countries*. Letnik XXV, številka 5-6.
- Saris, W. E. (2007). *Design, evaluation and analysis of questionnaires for survey research*. Barcelona: John Wiley & Sons, Inc. Publication.
- Shin, J., Yu, L. & Chen, M. (2018). *Educational system of Taiwan*. IEM Spotlight Newsletter, 16 (Full Issue, November 2018).
- Solomon Melesse. (2016). Stakeholders views about preparation for implementation of school improvement program. *Research in Pedagogy*, 6(2), 72- 84.
- Stoll, L., Ken, J., & Jim, B. (2008). *School effectiveness and school improvement*. London: Institute of Education Press.
- Thompson, C. (2019). School administrators' and stakeholders' attitudes toward and perspectives on school improvement planning. *Educational Planning*, 25(24), 1-26.
- UNESCO. (2014). *Education for all fast track initiative (FTI): Accelerating progress towards quality universal primary education framework*. Paris: UNESCO.
- UNICEF. (2010). *A report card on child protection*. New York: UNICEF.
- UNICEF. (2013). *Sanitation and hygiene in secondary schools*. Addis Ababa: UNICEF.
- Walliman, N. (2011). *Research methods: The basics*. London: Routledge.
- Watkins, C. (2010). Learning, performance and school improvement. *International Network for School Improvement*, 7(3), 4-12.
- Woodhall, M. (1992). *Cost benefit analysis in educational planning*. Paris: UNESCO.
- Workneh Jiru. (2022). *School improvement program (SIP) implementation and challenges in secondary schools: the case of selected government secondary schools of Addis Ababa City Administration*. Unpublished M.A Thesis, Addis Ababa University.
- Xaba, M. (2006). The difficulties of school development planning. *South African Journal of Education*, 26(1)15–26.
- Yishak Hanchacha & Dr. Paul Triegaardt. (2022). Perception, practices and problems of school improvement program implementation: The case of selected secondary schools in Hawassa City Administration, Ethiopia. *International Center for Research and Resources Development*, 3(3), 178-204.

Appendix A: Questionnaire (English Version)

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
Questionnaire for Research Purpose

Dear Sir,

The general objective of this questionnaire is to investigate school improvement plan and its implementation in government secondary schools in Wayu Tuka Woreda, East Wollega Zone. Thus, the validity of the research depends on your genuine and honest response to every item that is provided for you. The information you give is used only for research purpose, and it will be kept confidential. The information is analyzed and reported anonymously. Please read each item carefully and give your response accordingly. The researcher appreciates your cooperation in advance.

I) Your background information:

Please put tick mark (✓) in the appropriate boxes given below for the items that are given in categories, but write your answer for the items that are given in blank spaces.

- a) Name of your school _____
- b) Your sex: Male ☐ Female ☐
- c) Your field of study: Major _____ Minor _____
- d) Your educational qualification: Diploma ☐ Degree ☐ Masters ☐ PhD ☐
Other (please specify) _____
- e) Your total teaching experience in years: 1-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐
More than 40 years ☐ other (please specify) _____
- f) Your total teaching load per week: 1-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐
More than 40 ☐
- g) Average number of students you teach in one class: 1-30 ☐ 31-60 ☐ 61-90 ☐
more than 90 ☐

II) Read each of the statement given in the table and indicate your level of agreement. Use the following ranking key:

- For *Strongly Disagree (SD)*, put tick mark (✓) under the column of number 1
- For *Disagree (D)*, put tick mark (✓) under the column of number 2
- For *Neutral (N)*, put tick mark (✓) under the column of number 3
- For *Agree (A)*, put tick mark (✓) under the column of number 4
- For *Strongly Agree (SA)*, put tick mark (✓) under the column of number 5

		SD	D	N	A	SA
No	Statements (Items)	1	2	3	4	5
	Beliefs stakeholders hold about school improvement plan					
1	I believe that school improvement plan can identify the strength and weakness of a school, and prioritize activities to be done					
2	I think school improvement plan helps to anticipate the future of a school					
3	I believe that school improvement plan can enhance the quality of teaching and learning					
4	I assume that school improvement plan can improve learners' achievements					
5	In my opinion school improvement planning is vital to the school's overall performance					
6	I think stakeholders should participate in the school improvement planning process					
7	The overall performance of a school is improved when a school begins to undertake school improvement plans					
8	Students, teachers, parents and local community should be trained for the execution of school improvement plan					
9	I believe that a school should identify its problems and set priority accordingly					
10	I think that staff members should suggest about the areas for school improvement to be taken into account in deciding on the priorities of the school					
11	I think stakeholders need to have adequate awareness about the objectives of the school improvement plan					
	The extent to which the stakeholders involve in the school improvement planning process					
12	The teachers in my school are actively involved in preparation and execution of school improvement plan					
13	The students in my school are actively involved in preparation and execution of school improvement plan					
14	The school leaders are actively engaged in coordinating stakeholders and school improvement committee for the implementation of school improvement plan					
15	Parents are actively involved in preparation and execution of school improvement plan					
16	The school improvement committee has contributed a lot in preparing school improvement plan					
17	My school actively collaborates with external stakeholders to implement school improvement plan					
18	I know that parents discuss with the school leaders on teaching and learning issues as regularly as possible					
19	My school principal regularly communicates the school community and other stakeholders about school improvement plans					
20	The cluster supervisor is providing technical support to the implementation of the school development plan					
21	The school stakeholders provide feedback about the implementation of school improvement plan based on the result of evaluation					
	The extent to which school improvement plan is implemented					
22	School improvement plan is well communicated to the school community like teachers,					

	students and parents					
23	The school leadership properly ensures the necessary resource for the implementation of school improvement plan					
24	The status of the implementation of the school development plan is communicated to the community properly					
25	The Woreda education office is providing technical support to the implementation of the school improvement plan					
26	The school improvement committee conducts regular monitoring and evaluating process of the implementation of the plan					
27	My school has organized and allocated the necessary resource for the implementation of school improvement plan					
28	The principal facilitates on job-training at school to enhance quality education					
29	The principal evaluates the ongoing activities of school improvement plan.					
30	The principal plans educational programs in a way it enhances learning opportunities					
	The contextual challenges that hinder the effective implementation of the school improvement plan					
31	There is absence of motivation of teachers, principals and other stakeholders regarding school improvement plan					
32	There is resistance from teachers, principals and other stakeholders on school improvement plan					
33	There is lack of awareness and knowhow of stakeholders on planning activities					
34	There is lack of practical training on the uses of school development plan guide lines					
35	There is lack of effective integration of budget and school improvement plan					
36	There is lack of community participation in the school improvement plan preparation					
37	There is failure to prioritize school improvement plan activities					
38	There is limited support from Woreda education office and cluster supervisors					
39	There is lack of effective integration of school community with regard to school improvement plan					
40	There is absence of commitment of school leaders					

III) Answer the following questions frankly

1) What is school improvement plan for you? Why it is important in teaching and learning activities?

2) To what extent are the school stakeholders like teachers, students, principals, parents and others are effective in planning, organizing, monitoring and evaluation the school improvement plan? (**Hint:** not at all, rarely, to some extent, often, always) why?

3) What do you think is the status of school improvement plan implementation in your school? Is it poor, satisfactory, good, very good or excellent? Why?

4) What are the challenges your school faces to implement school improvement plans?

Appendix B: Questionnaire (Afan Oromo Version)

Yuunvarsiiiti Addis Ababaa

Kolleejjii Barnootaa fi Saayinsii Amalaa

Muummee Karooraa fi Bulchhinsa Barnootaa

Bar-gaaffii qorannoof qophaa'e

Kabajamoo Obbo/Aadde,

Kaayyoon gooroo bar-gaaffii kanaa Aanaa Waayyuu Tuqaa keessatti hojiirra olmaa karoora fooyya'insa manneen barnootaa qoratee furmaata kennuufidha. Kanaafuu, bu'a qabeessummaan qorannoo kanaa deebii amanamaa fi dhugaa-qabeessa isin kennitanirratti hundaaa. Odeeffannoo isin kennitaan qorannoo kana qaaccessuuf duwwaa oola malee waanta biraaf hinoolu. Iccitii odeeffannoo isin kennitaniis ni eegama. Kanafuu, himoota gabatee armaan gadii keessatti kennaman sirriitti erga dubbifanii booda deebii siniif sirrii ta'e deebisaa. Yaada keessan akkaataa furtuu armaan gadiin murteessaati tartiiba (qixa) lakkoofsa irratti walii galtanii jalatti mallattoo (✓) barreessaa. Gargaarsa keessaniif durseen singalateeffadha!

- Cimsitanii mormitu yoo ta'e, 1 jalatti barreessaa
- Ni mormitu yoo ta'e, 2 jalatti barreessaa
- Yaada hin kennitan yoo ta'e, 3 jalatti barreessaa
- Ni deeggartu yoo ta'e, 4 jalatti barreessaa
- Cimsitanii deeggartu yoo ta'e, 5 jalatti barreessaa

		SD	D	N	A	SA
LT	Himoota (Yaadolee)	1	2	3	4	5
	Ilaalcha qooda fudhattoonni karoora fooyya'insa manneen barnootaarratti qaban					
1	Karoorri fooyya'insa manneen barnootaa ciminaafi hanqina mana barumsaa tokkoo adda baasee waantota hojjetamuu qaban lafa kaa'a					
2	Karoorri fooyya'insa manneen barnootaa fuulduree manneen barnootaa ni raaga					
3	Karoorri fooyya'insa manneen barnootaa qulqullinni barnootaa akka dabalu ni gargaara					
4	Karoorri fooyya'insa manneen barnootaa qabxiin barataa akka fooyya'u ni taasisa					
5	Karoorri fooyya'insa manneen barnootaa hojii baruufi barsiisuu walii galaa ni cimsa					
6	Qooda fudhattoonni barnootaa karoora fooyya'insa manneen barnootaa karoorsuurratti hirmaachuu qabu					
7	Karoorri fooyya'insa manneen barnootaa hojii manneen barnootaa keessatti hojjetaman ni fooyyessa					
8	Karoora fooyya'insa manneen barnootaa hojiitti hiikuuf barataan, barsiisaan, maatiifi					

	hawaasni walii gala leenjii argachuu qaba					
9	Manneen barnootaa rakkoolee furuuf hojjechuu qabu					
10	Qooda fudhattoonni barnootaa waantota fooyya'insa barbaadan akeekuu qabu					
11	Qooda fudhattoonni barnootaa kaayyoo karoora fooyya'insa manneen barnootaa sirriitti beekuu qabu					
	Hirmaannaa qooda fudhattoonni barnootaa karoora fooyya'insa manneen barnootaa keessaatti qaban ilaalchisee					
12	Barsiisonni mana barumsaa koo karoora fooyya'insa mana barumsaa karoorsuu fi hojiitti hiikuu keessatti dammaqinaan hirmaachaa jiru					
13	Barattoonni mana barumsaa koo karoora fooyya'insa mana barumsaa karoorsuu fi hojiitti hiikuu keessatti dammaqinaan hirmaachaa jiru					
14	hooggantoonni mana barumsaa koo karoora fooyya'insa mana barumsaa karoorsuu fi hojiitti hiikuu keessatti dammaqinaan hirmaachaa jiru					
15	Maatiin barataa mana barumsaa koo karoora fooyya'insa mana barumsaa karoorsuu fi hojiitti hiikuu keessatti dammaqinaan hirmaachaa jiru					
16	Koreen karoora fooyya'insa mana barumsaa koo karoora fooyya'insa mana barumsaa karoorsuu fi hojiitti hiikuu keessatti dammaqinaan hirmaachaa jiru					
17	Manni barumsaa koo qaamota alaa wajjin qindoomina uumee hojiirra oolmaa karoora fooyya'insa manneen barnootaarratti hojjechaa jira.					
18	Matiin barattootaa waa'ee baruu fi barsiisuu bulchiinsa manneen barnootaa waliin ni mariatu					
19	Hoggantoonni mana barumsaa koo yeroo mara waa'ee karoora fooyya'insa manneen barnootaa qooda fudhattoota waliin ni mari'atu					
20	Suuppervaaayizaronni karoorti fooyya'insa barnootaa akka milkaa'uuf deeggarsa garaagaraa nigodhu					
21	Qooda fudhattoonni barnootaa karoorti fooyya'insa barnootaa akka hojiitti jijjiiramuuf yaada adda addaa ni kennu					
	Karoorti fooyya'insa manneen barnootaa hagam hojiirra olaa jira kan jedhuuf					
22	Karoorti fooyya'insa manneen barnootaa qooda fudhattootaaf ni ifooma					
23	Hooggantoonni manneen barnootaa karoorti fooyya'insa manneen barnootaa hojiitti akka hiikamuuf waantota barbaachisoo ta'an dhiyeessuu qabu					
24	Hoojiirra oolmaan karoorra fooyya'insa manneen barnootaa qooda fudhattootaaf ibsamuu qaba					
25	Hooggantoonni barnoota aanaa hojiirra oolmaa karoora fooyya'insa manneen barnootaaf deeggarsa gochaa jiru					
26	Koreen fooyya'insa manneen barnootaa hojiirra oolmaa karoorchaa yeroo yerootti ni madaala					
27	Manni barumsaa koo karoorti fooyya'insa manneen barnootaa hojiirra akka ooluuf qarshii barbaachisaa ramadee hojjechaa jira					
28	Hoggansi manneen barnootaa qulqullina barnootaa cimsuuf lenjii kennaa jira					
29	Hooggansi manneen barnootaa yeroo yerootti hojiirra oolmaa karoora fooyya'insa manneen barnootaa ni madaala					
30	Hooggantoonni mana barumsaa akkaataa barnootni fooyya'utti karoorsuu qabu					
	Karoorti fooyyansa manneen barnootaa sirnaan hojiirra akka hinoolleef waantota gufuu/danqaa ta'an					

31	Hojii karoora fooyya'insa manneen barnootaa ilaalchisee onnachiiftuun hinjiru					
32	Qooda fudhattoonni barnoota qophii karoora fooyya'insa manneen barnootaarratti of laatani hinhojjetani					
33	Qooda fudhattoonni waa'ee karoora fooyya'insa manneen barnootaarratti beekumsa hinqaban					
34	Waa'ee karoora fooyya'insa manneen barnootaa ilaalchisee leenjiin yeroo yeroon kennamu hinjiru					
35	Qarshiin hojiirra oolmaa karoora fooyya'insa barnootaaf ramadamu hinjiru					
36	Qooda fudhattoonni barnootaa hojiirra oolmaa karoora fooyya'insa barnootaa irratti hirmaataa jiru					
37	Karoora fooyya'insa manneen barnootaa keessatti hojiin garaa garaa tartiibaan hojjechuun dirqama					
38	Hooggansi barnoota aanaa karoora fooyya'insa barnootaa deeggaraa hinjiru					
39	Qooda fudhattoota karoora fooyya'insa manneen barnootaa gidduu qindoominni hinjiru					
40	Qooda fudhattoonni karoora fooyya'insa manneen barnootaa kutannoo hojii hinqaban					

III) Kanneen armaan gadiif deebii sirrii kenni

1) Karoorri fooyya'insa manneen barnootaa jechuun maal jechuudha? Faayidaa karoorri kun baruu barsiisuu keessatti qabu maali?

2) Karoorri fooyya'insa sirna barnootaa mana barumsaa keessatti hagam hojiirra ooleerra jettee yaadda? (fknf: tasa hojiirra hinoolle, xiqqoo hojiirra ooleeraa, haga ta'e hojiirra ooleera, haala gaariin hojiirra ooleera, yeroo hunda hojiirra oola) Maaliif jette?

3) Hojiirra oolmaan karoora fooyya'insa manneen barnootaa mana barumsaa kee keessatti maal fakkaata? gadheedhamoo, gaadhamoo, gaariidhamoo, baayyee gaariidhamoo moo? Maaliif?

4) Karoorri fooyya'insa manneen barnootaa sirnaan hojiitti akka hinjijjiiramneef waantonni gufuu ykn danqaa ta'an maalfaadha?

Appendix C: Interview Guide Questions

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

- 1) What is school improvement plan for you?
- 2) Does your school have a school improvement plan?
- 3) What do you think is the purpose of school improvement plan for you?
- 4) Does your school involve all the school stakeholders in planning and implementing school improvement plan? How?
- 5) What are the major activities that the stakeholders do to improve the school's activities?
- 6) What are the challenges that hinder the implementation of school improvement plan in your school?

Appendix D: Transcription of the Interview

Researcher: Thank you for giving me your time for the interview. The purpose of this interview is to investigate the school improvement plan and its implementation in secondary schools of Wayu Tuka Woreda. Therefore, I want you to tell me your genuine opinion with regard to the questions that I am going to ask you. Your opinion is used only for research purpose. Every discussion we make will be kept confidential, and you are expected to be open enough to express your feelings in relation to the questions. To begin with, what is school improvement plan for you?

Interviewee1: School improvement plan is a plan needed to improve teaching and learning process in the school to keep quality of education. The plan is done to improve the teaching and learning process by the combination of teachers, students, family and school committee. It is a three or five year plan

Interviewee 2: A school improvement plan is planned to improve the weak and limitation area of schools in terms of teaching and learning areas in a school's academic or administrative performance. School Improvement Plan is a 3-year plan of program started with the help of the community and other stakeholders. It serves as a roadmap for the effective implementation of school activities.

Interviewee 3: It is one of the general education quality assurance package from the ministry of education. The program is divided into four domains. Relationships between parents, communities, and schools; teaching and learning; school leadership and administration; and providing an appropriate teaching and learning environment.

Interviewee 4: The school improvement program is really being implemented as well as to identify issues that impede school improvement activities in secondary schools in economic contexts.

Interviewee 5: School improvement plan improves students' results while also strengthening the ability of the school to manage improvement projects. It is about concentrating on the teaching and learning process.

Interviewee 6: School improvement plan is a plan which is planned to improve the teaching and learning process. It is important to increase efficiency and effectiveness of the school and to achieve school objectives and goals. The plan is to improve the whole process of the school.

Interviewee 7: School improvement plan is a type of educational improvement that deals with improve learning circumstances and school capacity in order to attain objectives among students.

Interviewee 8: The school improvement plan is the capacity for change as well as implementing specific plans, both of which have their ultimate goal of increasing in students' achievement. It is about school performance and bringing better learning outcomes at school level

Interviewee 9: School improvement plan is an effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively.

Interviewee 10: School improvement plan is the plan of improving the works of whole school in order to ensure that learner receive quality education in terms of their social life and academic aspects. Effective planning process is an essential feature for every successful schools. School improvement planning is essentially a collaborative process that draws the whole school community together in shaping the school feature

Researcher: Does your school have a school improvement plan?

Interviewee 1: I don't know. I don't really know. I don't see practically. The school director not tell until today.

Interviewee 2: There is a plan according to the three year program of plan, but it is not working.

Interviewee 3: There is a plan framework that is brought from ministry of education. However, the plan is not practically done in reality. There is no practical involvement of the community.

Interviewee 4: I think yes. School improvement program is one of the six pillars of the General Education Quality Improvement Package (GEQIP). It is there in the theory, but not for practical. If it is true, it is intended to improve the quality of education in the Ethiopian schools.

Interviewee 5: Yes, the ministry of education sent the school improvement program outline to our school based on best-practices from Ethiopia and international research, to assist schools to realize measurable improvements in student results.

Interviewee 6: I think the plan is in the school beginning from five years. It is in the school shelf, but the implementation is impossible. The committee and other stakeholders not functioning properly. It is important for all committee members to have a good understanding of the school improvement plan.

Interviewee 7: The plan is very important. It is very important, and the objective of the plan is teaching and learning improvement.

Interviewee 8: Yes, but not for work. The extent of teachers', students' and parents' participation in planning and implementing the plan is low. The mechanism of monitoring and evaluation work is not in position to effectively run the program.

Interviewee 9: The plan is in the school, but the level of participation of community members to implement is low. Students' achievement is also not improved.

Interviewee 10: Yes, but the government should give adequate budget, and making active participation of stakeholders on planning and implementation.

Researcher: What do you think is the purpose of school improvement plan for you?

Interviewee 1: The purpose of a school improvement plan is to guide the school to be quality, and to improve teaching and learning process.

Interviewee 2: School improvement program is an important for making schools better places for teaching and learning. It improves the process of teaching and learning and quality education in the schools. It also makes the school the best place to learn.

Interviewee 3: So many things that school get from school improvement program. They learned how to ensure quality of education..

Interviewee 4: It is very important to improve the teaching and learning of education. It is important to develop quality education in the country. But there are so many challenges to implement the plan. In order to overcome the challenges, integrated efforts of all stakeholders of the program is important.

Interviewee 5: The school improvement plan is planned to improve the quality of education in the schools; which also improves the teaching and learning process in the school. It is very important to make schools model place to learn from their teachers.

Interviewee 6: Like that of sweeping homes and keeping rubbish off the floor to prevent environmental contamination, taking regular shower, maintaining oral hygiene practices,

Interviewee 7: The school improvement program will have significant advantages in terms of improving the learning and teaching process, in bringing about a healthy and safe education environment, and in creating a strong partnership between the community or parents and the school.

Interviewee 8: It is very important in teaching and learning. The program also aims to teach the school community fundamental skills and knowledge that will increase the standard of living in communities.

Interviewee 9: It is a plan. A plan is very important for the all school works and activities.

Interviewee 10: There are many purposes. For example, quality education.

Researcher: Does your school involve all the school stakeholders in planning and implementing school improvement plan? How?

Interviewee 1: The schools are not well equipped to the involve all the stakeholders so that they implement school improvement plan effectively.

Interviewee 2: I have never seen any participation of the stakeholders. The preparation and involvement of the stakeholders and the school community is very poor. The plan is written only for reporting to the education bureau or to government body. The plan is really not on work now.

Interviewee 3: The plan is not well-prepared in involving all the stakeholders and all the academic staff and students.

Interviewee 4: No participation! You know this more than me. Why you ask me?

Interviewee 5: There is low involvement of stakeholders to school improvement plan because of limitation of support from educational authorities, and shortage of materials and financial resources were the major factors that disadvantaged the implementation of the plan.

Interviewee 6: The involvement of teachers, students, parents, school improvement committee and other stakeholders in planning for school improvement and implementation of the plan is low. There is lack of awareness creation about the plan. People do not know even the presence of the plan or not. The plan is not well communicated to the external bodies. Only known during report writing.

Interviewee 7: Never participated. That is real. No participation.

Interviewee 8: There is no involvement of stakeholders for sure. The stakeholders have no adequate awareness on the purposes, objectives, and the implementation process of the school improvement plan. There is poor participation of the stakeholders. There is lack of communication about the plan to the community.

Interviewee 9: The involvement of the stakeholders in planning and implementing of the school improvement plan is not satisfactory. The stakeholders suffered from lack of awareness on the school improvement plan. Stakeholders are not involved in the school improvement plan implementation without having training.

Interviewee 10: They do not participate. I haven't seen any involvement. The plan is only theory.

Researcher: What are the major activities that the stakeholders do to improve the school's activities?

Interviewee 1: It is to teach the community continuously about the advantages of school improvement plans. The solution is also to explain in detail possible benefits that students get by school improvement plan. All people should work on awareness creation.

Interviewee 2: Not only the stakeholders, but also the government should allocate enough amount of money and budget to accomplish the plan effectively. Adequate budget should be allocated for the implementation of the program, to allocate appropriate and reasonable monthly payments to the stakeholders and facilitators and to implement the plan.

Interviewee 3: As to me, they do activities of planning and implementing the school improvement plan.

Interviewee 4: They ask the government to prepare training for them. It is to train the stakeholders to improve quality education.

Interviewee 5: stakeholders must work for the implementation of the plan. They should come together and discuss or plan what they do.

Interviewee 6: The solution is to work together in all stakeholders to improve quality education in general and teaching and learning activities in particular. All the stakeholders integrated together by giving serious attention for the plan. Working together solves many problems. Student achievement is increased when people work together.

Interviewee 7: They implementing the plan, but the government are to train stakeholders.

Participant 8: The solution is employing qualified teachers, giving training for the teachers, supervisors, and parents to improve quality of education.

Interviewee 9: It is very difficult to achieve the objective of school improvement plan. Only teachers and school principals participate in implementing the plan. The other stake holders are not participating.

Interviewee 10: The stakeholders do nothing without proper allocation of the budget.

Researcher: What are the challenges that hinder the implementation of school improvement plan in your school?

Interviewee 1: There are so many challenges. For example, lack to motivation of stakeholders to involve in the motivation. There is shortage of logistic and finance for monitoring and evaluating the plan.

Interviewee 2: There is lack of allocated budget to implement the plan. There is weak support from the school principals and school administrative bodies to involve stake holders. There is shortage of budget or finance for monitoring and evaluating the plan. There is weak collaboration among stakeholders.

Interviewee 3: There is lack of motivation of all stakeholders because of lack of incentives, there is lack of monitoring and evaluation, there is lack of supervision problem, shortage of budget, lack of awareness of community about school improvement program. There is lack of coordination and delays in implementation and decision making.

Interviewee 4: There is poor communication and lack of strong support from school governing bodies. Deficiencies in planning, inadequate awareness, lack of coordination and delays in implementation and decision making. Inadequate budget allocation to the plan, and absence of integration, and there is no owner for the plan.

Interviewee 5: There is lack of motivation and willingness of stakeholders to participate in the plan and its implementation.

Interviewee 6: There is inadequate budget allocation to the school improvement plan. There is absence of adequate teaching and learning materials such as text books, guides and others supplementary materials.

Interviewee 7: Stakeholders not to take the activity seriously. There is inadequate budget allocation for the plan implementation. Moreover, absence of individuals who runs the program with due attention and great consideration, awareness of communities is low.

Interviewee 8: There was lack of integration between stakeholders to support the plan.

Interviewee 9: There is poor management and organization from the coordinating committees at all levels.

Interviewee 10: There is low and inconsistent budget allocation, poor capacity of stakeholders. There is poor political commitment of leaders at various level and absence of well-organized and independent managing structure for the plan.

Researcher: Thank you very much for giving me your time. God bless you.

Interviewee 1: It is ok.

Interviewee 2: No problem research is a team work.

Interviewee 3: Thank you too.

Interviewee 4: It is good. Bye.

Interviewee 5: You are welcome. Have a good time of doing research.

Interviewee 6: Thank you.

Interviewee 7: Don't mention it. It is good.

Interviewee 8: Thank you very much. It is alright.

Interviewee 9: Thank you.

Interviewee 10: You are welcome.

Appendix E: Checklist for Document Analysis

The following are checklist used to assess the document of school improvement plan

1	Are there any school improvement guides in the secondary schools under the study?
2	Do the secondary schools have school improvement plans?
3	Do other resources like reference materials in the area?
4	Is there a document or record that show continuous evaluation program to assess the performance of the teachers?
5	Do the district education offices have documents that show follow up?
6	Are there plans showing the program implementation?
7	Are certificates which show the qualification level documented?
8	Are there policy-based documents like Education Sector Development Plans I-V?
9	Is there school improvement plan implementation guideline?