



**ADDIS ABABA UNIVERSTY
COLLEGE OF EDUCATION AND BEVAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**IMPLEMANTATION OF SCHOOL IMPROVEMENT PROGRAM IN
GOVERNMENT SECONDARY SCHOOLS IN WEST ARSI ZONE**

**BY:
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ADDIS ABABA**

ADDIS ABABA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
IMPLEMENTATION OF SCHOOL IMPROVEMENT PROGRAM IN
WEST ARSI ZONE SECONDARY SCHOOLS REGIONAL STATE

A Thesis Submitted to Addis Ababa University College of Education and Behavioral Studies in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Educational Planning and Management

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DECLARATION

I declare that this thesis entitled “**The Implementation of School Improvement Program in West Arsi Zone Secondary Schools**” has been conducted by me under the guidance and supervision of Aman Worku (PhD). The thesis is my own work and has not been submitted for any degree or diploma in any other university or institution and all sources of material used for this thesis work have been duly acknowledged.

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Acronyms and Abbreviations

EDPM	: Educational Planning and Management
ETP	: Ethiopian Education Policy
EIC	: Education Improvement Commission
ESDP	: Education Sector Development Program
ETP	: Education Training Policy
GEQIP	: General Education Quality Improvement Program
ICT	: Information Communication Technology
MOE	: Ministry of Education
PTA	: Parents Teachers Association
SC	: Students' Councils
SIP	: School Improvement Program
SPSS	: Statistical Package for Social Science
WEO	: Woreda Education Office

ABSTRACT

The main objective of the study was to assess the implementation of SIP in West Arsi Zone Secondary Schools. Descriptive research method was used. Data for this study were collected from Teachers, principals, supervisors, student councils and PTA members. Stratified, simple random and availability sampling techniques were employed to select the sample respondents. To this effect, 150 teacher participants were selected using stratified and simple random sampling techniques. Besides, 5 principals, 5 supervisors, 5 students' council members and 5 PTA members were selected by availability sampling technique method. Questionnaires and interviews were used as instruments for data collection. And, the collected data were analyzed using both quantitative and qualitative methods. The results of the study showed that the schools were not as such frequently evaluated and discussed with teachers on the program planning and implementation outcomes, the involvement of parents in preparation of school improvement program was low, stakeholders' involvement in self-evaluation was not satisfactory, SIP was not well communicated to school community (teachers, students and parents), the school improvement committee has not contributed in coordinating, monitoring and evaluating the implementation of school improvement program, there was also low team work among stakeholders to implement the SIP, parents involvement in preparation of SIP was unsatisfactory, principals' engagement in improving learning conditions and learning outcomes was low and parents and community involvement in the school affairs was low.

Keywords: Implementation, Domain, SIP

CHAPTER ONE

INTRODUCTION

This chapter describes background of the study, statement of the problem, objective of the study, significance of the study, delimitations of the study, definition of key terms and the organization of the study

1.1. Background of the Study

The school improvement has been defined in different ways by different scholars. However, the definitions have common elements in that SIP targets to improve students' learning outcome. Hopkins (2005) defined school improvement as a distinct approach to educational changes that enhances students' outcomes as well as strengthens the school's capacity for managing improvement initiatives. Further school improvement is about raising student's achievement through focusing on the teaching and learning process and those conditions which support it. Additionally, Hopkins et al., (1994) explained that school improvement is an overall approach or a result of specific application of an innovation. It is aimed at changing in order to achieve educational goals more effectively. Also, they discussed on two meanings or senses of school improvement. The first is common sense which relates to the general efforts to make schools better places. The second is a more technical or specific phrase, school improvement as an approach to educational change that enhances students' outcomes as well as strengthen the school's capacity for managing change.

According to Plan international (2004) school improvement means making schools for learning. This relies on changes at both school level and within classroom, which in turn depends on school being committed to fulfilling the expectations of the children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools. School improvement, in general, is about strategies for improving the school's capacity for providing quality education. The major concern of SIP is raising students' achievement focusing on the teaching and learning process and conditions that support the process (Hopkins, 2002). Having this general objective of SIP, one can see that specific objectives of school improvement programs may vary from country to country or from school to school based on the prevailing problems in which particular schools or the education system in general suffer from. For

example, SIP in Egypt is carried out with the objective to improve accountability, efficiency and quality of primary education system having the purpose of improving children learning outcomes, increasing enrollment and retention rates, and reducing repetition and dropout rates (plan Egypt, 2007). SIP in Sudan similarly, intended to promote access and utilization of good quality and efficient basic education with focus on geographical and gender equity (plan Sudan, 2006). The above examples show that, the major problem of schooling in the two countries (at least in those schools covered by the SIP program) is not only the issue of providing quality education but also problems related to access, efficiency and equality of education. That is the reason for these countries' to include the issues of access, efficiency and quality of education in their SIP programs. On the other hand in western countries like UK and Wales, where issues of access, equality and efficiency of education are no more serious problems, the main objectives of SIP is searching for teaching approaches that are effective in achieving high academic standards whilst at the same time enhancing the students' range of learning skills as well as contributing to aspects of personal and social development (Hopkins, 2002).

In general, the above explanation shows that, even though the general aim of SIP seems to be providing quality of education to all its pupil, particular challenges and problems in which particular nations or schools suffer from determine the objectives of the school improvement programs. On a global scale of the current educational climate SIP initiative becomes the focus of attention and the dominant approach to educational change for enhancing quality of student achievement and attainment as well as strengthening school internal capacity for change (Hopkins, 2001:19).SIP is the outstanding strategy to ensure quality education in schools by bringing changes in schools. Reynold (2001: 32-33) also states the developmental stage of SIP in the Western countries as follows: The academic study of SIP has passed through a number of phases in western countries. Mid 1960s to the 1970s has emphasized on the adoption of curriculum materials. Most of the 1970s has emphasized on implementation with a combination of strategic planning and individual learning (teacher training late 1970s to mid-1980s the publication of effective school research coupled with the conduct of some major large scale school improvement project: late 1980s to the present has emphasized on managing change and actual participation in school improvement (Ziszan and Williams, 2006:5)

It is an endeavor that develops skill and capacity, eradicates harmful practices and enhances science and technology (MoE, 1991). Schools play a central role in the realizing these purposes of education, as they are institutions where the formal teaching and learning activity takes place. Hence, what is going on in schools could imply the performance of an education system. In this regard, Macbeth said that, “improving the micro-efficiency of the school has been viewed as a means of addressing some of the Macro problems of the state and society (Harris,2005).On the other hand, what is going on in the larger educational system and the external environment highly affects schools’ performance (Ayalew, 1991).

Since the early 1980’s educators around the world have been faced with continual and dynamic changes both in their schools and in those systems that are in support of them. Such a merciless change at schools makes the multiplicity of complex educational demands to be the responsibility of teachers and administrators (Telford, 1996). Such increasingly competitive environment in which schools operate forced them to raise standards and to improve the quality of their service (Harris, 2005).

Moreover, more than ever before, there is the need to engage in new ways of thinking about educational problems and ways through which schools can make needed and desired improvements. As a result, school systems throughout the world have become subject to wide ranging reform programs. Consequently, many countries introduced huge reforms to their education systems to keep their schools effective. Among the reforms introduced School improvement programs is the major one (Carlson, 1996: Dimmock, 1993). Many writers define school improvement program in different ways. Barnes, for example, defines school improvement as a process of changing specific practices and policies in the way these changes help to improve the teaching and learning process (MoE,2007).

In order to change specific practices and policies, people who are engaged in the school improvement program should have the knowledge of those factors within schools that may be changed to produce higher quality of schooling and they should be clearly informed as to what conditions out-side the level of the school are necessary to the improvement (Dimmock, 1993). In this regard, it must be noted that since schools differ in shape, size, structure, culture, political environment and other dimensions, we cannot have single universally accepted school improvement approach that works in all educational systems and settings. Hence, different

countries have developed different school improvement approaches that suit their educational problems (MoE, 2007).

Ethiopia faced many economical, historical and cultural impediments that have limited the quality of education for many years .Hence, it was necessary to respond to the consecutively accumulated educational problems at different levels of education related to educational system, and curriculum that did not address the need and the problem of society (MoE.2002).In addition to the short coming of the past educational system's weakness ,the 1994 education and training policy gave attention to equity and access of education ,restructuring the education system ,changing the curriculum to increase relevance of education to the society problem making teachers training relevant and improving education management so as to improve quality education .

To bring efficient access to quality education, General Education Quality Improvement Package (GEIP) was introduced in 2007 in the country. The educational package consists of six sub programs; namely, curriculum improvement program, teachers development program educational leadership performance and organization improvement program SIP, civil and ethical education program and information and communication technology expansion 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.

Accordingly, in Ethiopia, the MoE had introduced a school improvement program, blue print document (2007), the timely and the basic aim of the program is improving students' academic achievement through creating conducive teaching and learning environment and with active involvement of parents in the teaching learning process. 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. In Ethiopia, besides the commitment of the country to improve access education, the school improvement program has launched aiming at improving the quality of education through enhancing student learning achievement and outcomes (MoE, 2007).

Unfortunately, because of the process of translating policy into practice is so difficult to achieve. That is why, the implementing of the school improvement program is challenging.

Schools need the participation of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders and the intended student's outcome and ethical-centered activities are not achieved without the participation of stakeholder (MoE, 2007). If students feel safe, they attend their schooling with interest. So, schools should be conducive for all students (male and female) ethical improvement and academic achievement. Therefore, schools should be prepared based on the needs and interest of students secured their school environment (MoE, 2007).

The education and training policy and its implementation document reveals the shortage in access of education to citizens and the low quality of education were among the initiatives to develop the new education and training policy (MoE, 2002). 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. Based on the 1994 education and training policy, the government of Ethiopia launched the first education sector development program (ESDP-I) in 1997. The main thrust of ESDP 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, 2005:4).

Different evaluations on the implementation of ESDP disclose that Ethiopia made significant progress in education as a result of ESDP I, II, III (MoE, 2005:10). 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. Challenges, however, remain in order to realize quality and internal efficiency. 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.

To overcome the short coming related to quality, MoE launched the general education quality improvement package in 2007 (MoE, 2007). The document consists of four major programs, teachers development program, curriculum improvement program, education leadership and organization improvement program, and school improvement program and two complementary packages; civics and ethical education and information communication technology.

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 MoE with different guiding manual which were disseminated to regions, training were given for different level educational leaders and expertise and teachers.

1.2. Statement of the Problem

Quality education is described as transformation and fitness for purpose. Quality as transformation deals with the empowerment and enhancement of student that allows them to take control of themselves where as fitness to purpose is usually based on the ability of an institution to fulfill its mission or program of study to fulfill its aims (Amera, 2005).

In Ethiopia, as indicated in MoE (2007) document of SIP, the MoE education addressed for major domains to improve schools. Documents of the FDRE Ministry of Information revealed that Ethiopia is suffering from problem of implementation capacity in all sectors, public or private. The education sector as a part of the larger government machinery is also expected to face such problems. These problems might impede the implementation of projects and programs in the sector. The West Arsi Zone is as part of governmental structure that cannot be free from such implementation capacity problems. Hence, the implementation of SIP in the schools of West Arsi Zone faces several challenges.

The researchers own experience to reveals that, there were several problems that have been affected the implementation of SIP in the Zone.

Despite those factors discussed above, there were no enough studies conducted on the area of SIP because of the novelty of the case. As far as SIP is concerned the researcher comes across few studies conducted in A.A.U. Even though these studies are considered to give insights on the implementation SIP, the solutions recommended by the studies may not be feasible for all localities, because solutions for the same problems lies in different cultural, political, social and

economical forces. The other points that attracted the attention of the researcher are to identify the level of the awareness of each stakeholder in and also to identify the factors that affected the implementation of SIP in the Zone. Lemessa Abdi (2012) has studied the implementation of SIP in secondary schools of East Wollega Zone. He found out that the level of awareness of the students and parents on SIP's objective and their responsibility in the implementation of the program was low. However, the level of awareness of the principals and teachers on the program planning and implementation process was high and medium. Similarly Frew Amsale (2013) has conducted the research on practice and challenges of implementing school improvement program in Jimma City Administration. He found that the level of the awareness of key stakeholders in all activities of SIP was low. Similarly Lamessa (2016) carried out the status of the implementation of school improvement program in primary schools of Ilu Aba bora zone. The findings of the study indicated that local educational managers didn't demonstrate their responsibility in supervising, evaluating and monitoring the implementation of the program as expected of them. Dereje Hafosha (2012) has conducted a similar study in local area. He found that inadequate participation of stakeholders, lack of experience and skills among school principals, low coordination of school community to implement the program. Even if considerable research there has not been any research carried out to examine the school improvement program implementation in West Arsi Zone. Since, research is cyclical; the present researcher is different from the above arguments in the area of the research, in the theme of the research and time of the research. So, the above arguments in the researcher's area initiated the present researcher to conduct a research on examining the implementation school improvement program and to identify the awareness each key stake holders. The conducted studies did not assure that the key stake holders principals, supervisors and teachers have adequate awareness in all aspects of SIP implementation. Therefore, the researcher student intended to fill this gap by conducting proper assessment on each stake holders.

However, no study has been conducted on the implementation and challenges of SIP in the schools of this zone.

On the other hand, the researcher has observed some of implementation problems that hinder the program from achieving its objectives in secondary schools. Some of these were inadequate participation of stakeholders, lack of experience and skills among school principals, low coordination of school community to implement the program and others.

Thus, the purpose of this study was to provide scientific findings on the implementation of the school improvement program (SIP) and assess challenges in implementing the program in secondary schools in West Arsi Zone.

Accordingly, the study is designed to answer the following basic questions:

1. To what extent have key stake holders (Teachers, principals, supervisors, Students', Councils and PTA) been involved in preparation and readiness for implementation
2. To what extent have stakeholders been involved in the planning, leadership, & monitoring and evaluation of SIP implementation?
3. To what extent has SIP been implemented in the schools? (preparations made; its leadership; activities related to the four domains of SIP; & monitoring and evaluation)
4. What are the factors that affect the implementation of SIP in the schools?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to assess the implementation of SIP West Arsi Zone Secondary Schools.

1.3.2. Specific Objectives

The specific objectives of this study are to:

1. identify the level of awareness of principals', teachers, supervisors, students and Parent teacher Association and other stakeholders have on SIP
2. assess the involvement of stakeholders in planning and implementation of SIP in secondary schools of West Arsi zone.
3. assess the level of implementation of SIP to achieve its objectives in secondary schools of West Arsi zone.
4. identify the major factors that affected the implementation of SIP in secondary schools of West Arsi zone.

1.4. Significance of the Study

In the educational systems where school improvement program was being implemented it was useful to study how the program was being implemented and identifying those major factors that affected the implementation of the program. On the basis of this, the researcher believes that the study will have the following importance. It will provide information for teachers, students, parents, and educational leaders at different levels on how SIP implementation is going in secondary schools of the schools in question; It would encourage school principals, supervisors, teachers, students, parents and educational experts to increase their participation and performance in the implementation of SIP. It would give valuable information to enhance community participation in the schools' program. Encourage secondary schools to create conducive and better learning environment and enable educational officials and school principals to identify the weaknesses and strengths observed in implementing SIP and in turn to take corrective measures and serve as a basis for other researchers in conducting scientific inquiry on the area under investigation. And also enable educational officials and school principals to identify the challenges in implementing SIP and in turn to take corrective measures.

1.5. Delimitations of the Study

The study was conducted in general secondary schools of West Arsi Zone of Oromia Regional state. The study addressed only government general secondary schools (grade 9-12) teachers, principals, supervisors, students and PTA. In order to make it more manageable the study is delimited in concepts and time. Regarding the concepts, delimited to challenges implementation of the four SIP domains and such as teaching, learning, safe and healthy school environment, school leadership and community involvement, planning for implementation, monitoring the result

1.6. Limitation of the study

The study would be more fruitful, if it included all teachers, Principals, supervisors and all concerned stake holders found in secondary schools of Zone. However, due to time and financial constraints the student researcher was forced to focus on only some of the schools and some of the teachers. Consequently, the study might lack an expected adequate findings from this few teachers and schools.

1.7. Definitions of Key Terms

Implementation: Carrying out something that has been officially decided to be happened or used.

School improvement is a distinct approach to educational changes that enhances students' outcomes as well as strengthens the school's capacity for managing improvement initiatives (Hopkins, 2005).

Secondary school: – Schools found in the city whose grade ranging from grade 9 to 12 and run by the government (MoE: 2002)

1.8 Organization of the study

This study is organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the delimitations, and operational definition of terms. The second chapter presents a review of relevant literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration. The fourth chapter deals with data presentation, analysis and interpretation. The final chapter relates to the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part of the study deals with review of related literature to the problem of the study. It discusses issues related to SIP in general, objectives of SIP, SIP in Ethiopia, guiding principles for SIP school improvement planning and strategy school improvement Domain, partners in SIP implementation.

2.1. The Concept of School Improvement

In current climate, it is unreasonable for schools to decide to ignore approaches that bring change in schools. These days, school improvement is more recognized as an important process and has become the dominant approach to educational change which helps to enhance quality of students' learning and strengthen schools' capacity for change (Hopkins, 2002:55). School improvement is about strategies for improving the school's capacity for providing quality education by focusing on pupils learning.

Gray (2001:10) cited in Zijian and Williams (2006:4) stated that school improvement is the process of improving the way that schools organize, promote and support learning. It includes changing aims, expectations, organization (sometimes people), and ways of learning and methods of teaching and organizational culture. There are literatures that describe school improvement in terms of raising students' achievement by focusing on the quality of teaching and learning in classrooms and the management arrangements that support it. School improvement is also stated as a concept that focuses on increasing the academic performance of students by conducting self-evaluation on various school domains regarding the current situation of schools and by improving inputs and teaching process (MoE, 2007).

2.2. Rationales and Objectives of School Improvement Program

SIP is necessary for schools to provide quality education by improving the conditions under which teaching learning takes place. The only way that school can survive and enhance quality in an era of change is through the SIP (Hopking et al 1994). The main focus of SIP in Ethiopia is to enhance the student achievement by improving the student learning and other conditions associated with in (MoE, 2007:8). The document also points out that the need for SIP is to make

schools accountable for parents, community and government to develop the responsibility and accountability of educational personnel's working at different level of the education system. According to Sathyabalan (2004:3), school improvement program aims to support schools addresses ensuring teachers competent and motivation, promoting active learning methods which are supported by appropriate teaching and learning aids, in the same way ensuring a safe, sound and effective learning environment and ensuring empowered and supportive school leaders.

2.3. Definitions of School Improvement

Various scholars have defined school improvement as an approach to educational reform. The most popular and widely accepted definition to school improvement was forwarded by Hopkins (2005). He defined school improvement as "a distinct approach to educational change that enhances students' outcomes as well as strengthen the school's capacity for managing improvement initiatives". Hopkins further elaborated that school improvement is about raising students' achievement through focusing on the teaching and learning process and those conditions which support it. Another definition for school improvement is given by Van Velzen (in Sammons, 1994). He described school improvement as a systematic and sustained effort focusing on the change of learning conditions and other similar conditions within school(s) having the ultimate aim of accomplishing educational goals in more effective ways.

2.4. Purpose of School Improvement Program

According to Husen and Postlethwaite (1994:5241), the purpose of most school improvement policies is improving educational process that includes instruction or subject matter. It helps schools to improve their organizational functioning that are indirectly linked to students' achievement, such as school climate, staffing and school organization. Besides, SIP encourages schools to conduct self-enquiry regarding the strengths and weakness of their performance.

2.5. Guiding Principles for SIP

It is vital to recognize and use the guiding principles that help schools in planning for SIP and implementing the plan. Hopkin (2001:16) suggested some basic principles that serve as a base for the development of the current comprehensive approach to school improvement process which involves achievement focused, strategic and systematic. In addition to this, Hopkins (2002:178) lists the following key principles of school improvement at the outset of improving

School improvement is a process that focuses on enhancing the quality of students' learning. The vision of the school should be one which embraces all members of the school community as both learners and contributors; the school will secure its internal priorities through adapting external pressures for change and in doing so enhance its capacity for managing changes. It should use data obtained through action research and enquiry to inform and drive forward the efforts made to improve and ,the school will seek to develop structures and create conditions that encourage collaboration that lead to the empowerment of students and teachers.

On the other hand MoE (2007) discusses guiding principles for planning and implementation of SIP separately. The guiding principles in planning for school improvement are: the main target for school improvement is to achieve high student outcomes, school principal is the leader of school improvement team, students and parents have adequate involvement, students and parents have adequate knowledge about school improvement.

2.6. Objective of School Improvement Program

School improvement, in general, is about strategies for improving the school's capacity for providing quality education. The major concern of SIP is raising students' achievement focusing on the teaching and learning process and conditions that support the process (Hopkins, 2002). Having this general objective of SIP, one can see that specific objectives of school improvement programs may vary from country to country or from school to school based on the prevailing problems in which particular schools or the education system in general suffer from. For example, SIP in Egypt is carried out with the objective to improve accountability, efficiency and quality of primary education system having the purpose of improving children learning outcomes, increasing enrollment and retention rates, and reducing repetition and dropout rates (plan Egypt, 2007).SIP in Sudan similarly, intended to promote access and utilization of good quality and efficient basic education with focus on geographical and gender equity (plan Sudan, 2006).On the other hand in western countries like UK and Wales, where issues of access, equality and efficiency of education are no more serious problems, the main objectives of SIP is searching for teaching approaches that are effective in achieving high academic standards whilst at the same time enhancing the students' range of learning skills as well as contributing to aspects of personal and social development (Hopkins, 2002).

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2.7. School Improvement Planning and Strategy

2.7.1. School Improvement Planning

According to Ann Vanstone, et al (2000:6) school improvement planning is a process through which schools set goals for improvement and make decisions about how and when these goals will be achieved SIP is a road map that set out the change a school needs to make to improve the level of student achievement and shows how and when these changes will be made. Involving in school improvement planning process supports and assists the teachers, pupils and parents in developing and implementing the school improvement plan. Hence, planning for improvement demands collaborative strategic problem solving, establishing vision and mission, goal cutting, identifying objective and identify implementation strategies (Burkett 2006:18).

Once sufficient awareness has been generated within the community, it is time to conduct self-assessment. In planning for school improvement self- evaluation takes a vital role in to (Holly and South 1989:88). School's self -evaluation is the life blood of school development, the linkage with in the developing school; the essence of collaborative inquiry, a mechanism for emerging and mobilizing the development work and the activities that provide for the integrity required by the development culture. In SIP, self -assessment is an analysis of the schools current situation. To Gallagher (2004:10) setting informed and achievable long term strategic goals based on priorities derived from annual self -assessment understanding of the agreed learning outcomes, the capable of giving focus, direction and motivation schools.

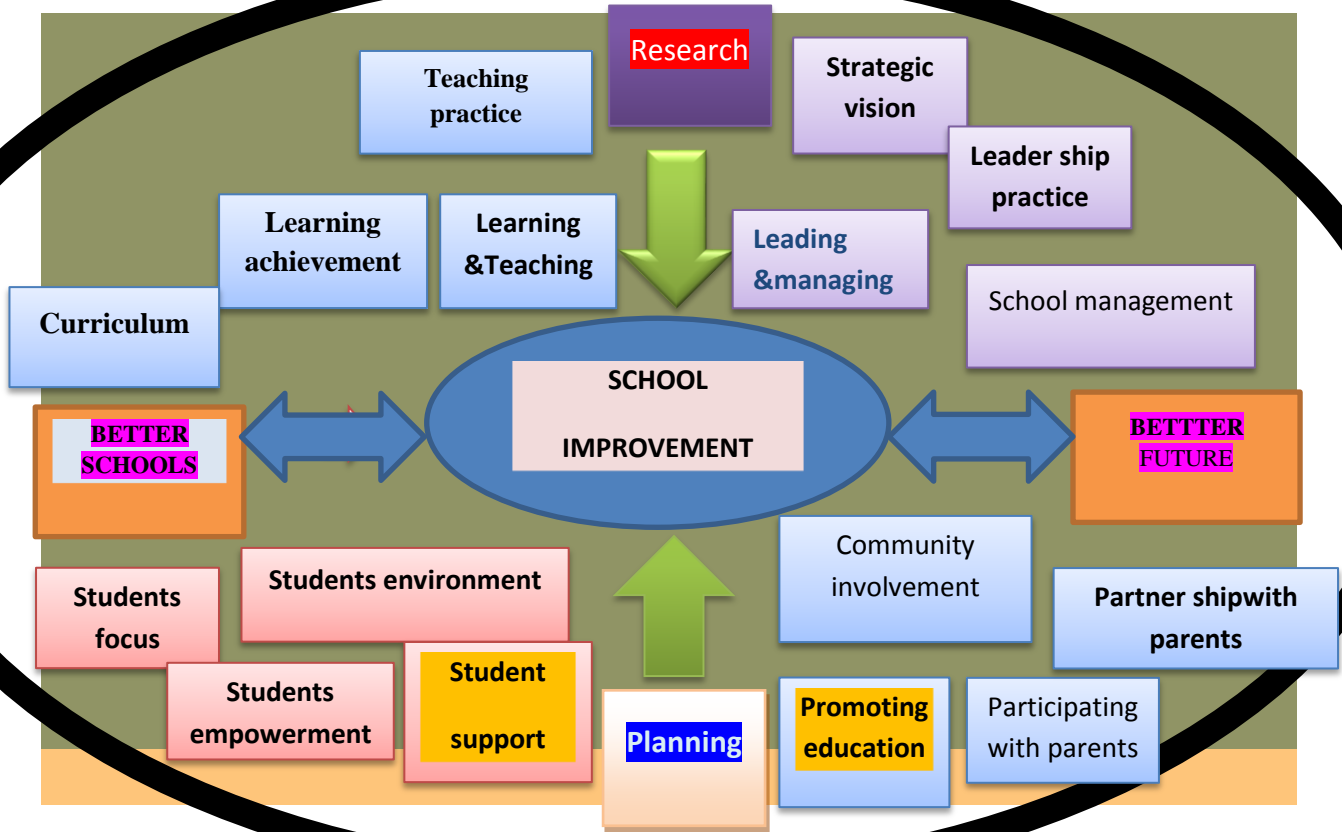
2.7.2. School Improvement Strategy

According to Hopkins (2005:105) the strategies of school improvement implementation are: conducting systematical review and process; base focus of information evaluation. To make real change, the process needs to focus Specific priorities, area can be addressed in only planners considered basic strategies to identify the priorities, the effective planners of school improvement should include the necessary, 1992:6) School improvement is the process whereby schools undertaken a continuous cycle of self -assessment. School improvement plan of one cycle should be designed for three years. In each of these years, school have to establish a goal statement, performance targets, areas of focus implementation strategies, indicators of success time line, responsibility for implementing strategies, check points for status updates, and opportunities for revision (Ann Vanstone, et al, 2000:7). Staff at all levels are committed to the program and its goals and the level of planning activity is clear for those who organize it. The various sections of the school function as effective teams with clear objectives so that they know what is required of them and the evaluation process is built in during the planning stages, rather than (Davis and Ellison, 1992:6) School improvement is the process whereby schools undertaken a continuous cycle of self -assessment. School improvement plan of one cycle should be designed for three years. In each of these years, school have to establish a goal statement, performance targets, areas of focus implementation strategies, indicators of success time line, responsibility for implementing strategies, check points for status updates, and opportunities for revision (Ann Vanstone, et al, 2000:7). School improvement is the process whereby schools undertaken a continuous cycle of self- assessment. School improvement plan of one cycle should be designed for three years. In each of these years, school have to establish a goal statement, performance targets, areas of focus implementation strategies, indicators of success time line, responsibility for implementing strategies, check points for status updates, and opportunities for revision (Ann Vanstone, et al, 2000:7).

2.8. Framework for School Improvement

The School Improvement Framework supplies the schools with a structure for raising quality, achieving excellence and delivering better schools for better futures. The framework sets up a dynamic relationship between research and planning that will assist schools to undertake self-assessment, which is context-specific, evidence-informed and outcomes focused (ACT, 2009

Figure 1: The School Improvement Framework

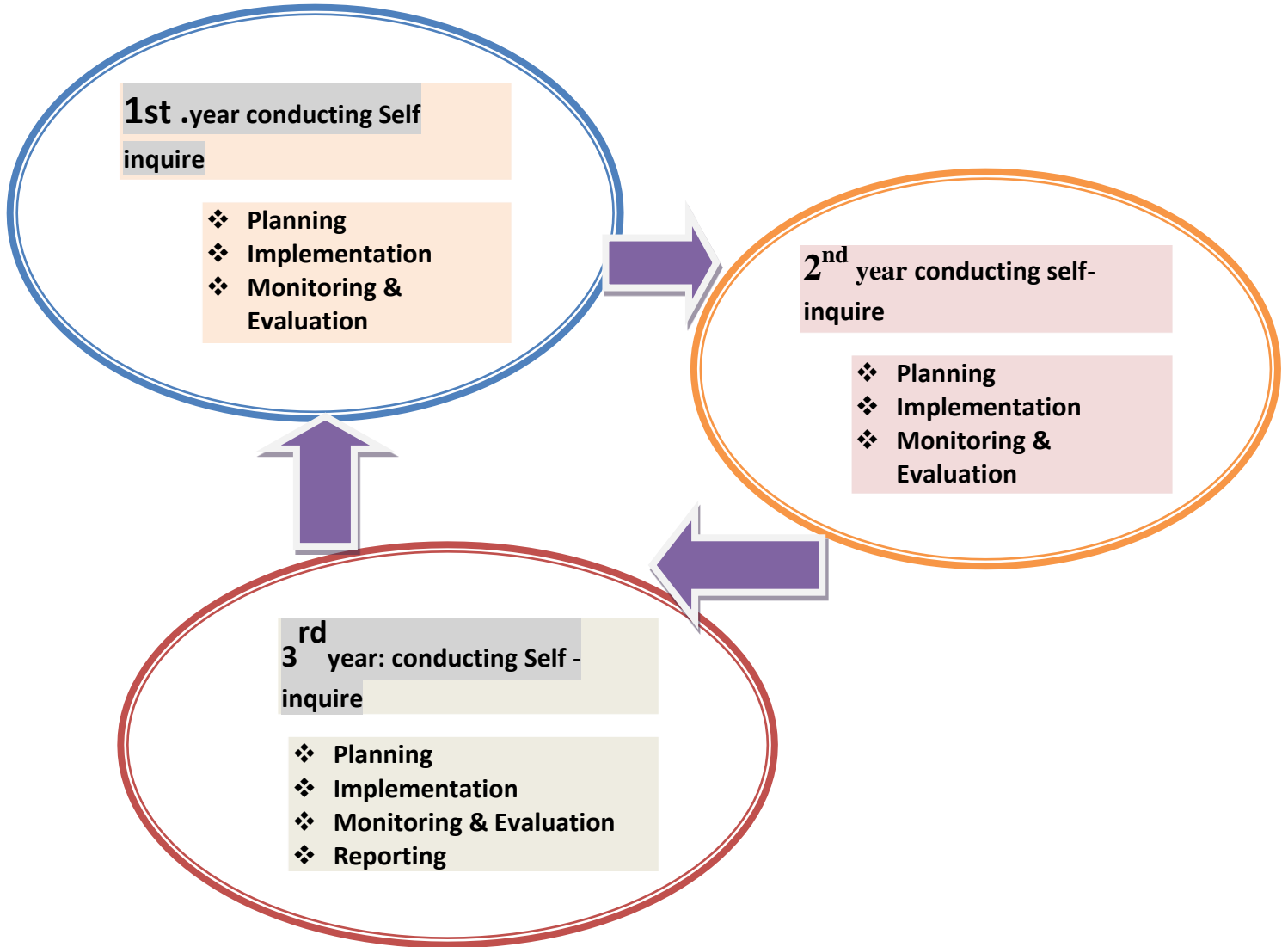


Source: ACT Government (2009): School Improvement Framework

2.8.1. Phases of School Improvement program

The school improvement program plan passes through successive stages with its own procedure and requirement of the participation of different responsible bodies for the success of the program. MOE (2010) identified, the four stages of the SIP cycle, which are identified as: stage 1 (self-assessment), stage 2 (Planning), stage 3 (implementation), stage 4 (monitoring).

Figure 2: Stages of school Improvement implementation cycle



Source: MoE (2011:3) School improvement program.

2.9. The Domains of School improvement program

According to MOE (2007) school improvement program is developed based on the result of the review of the best practices of the schools all over the country. Accordingly, The SIP has four domains in which every domain links to each other and aims at improving students’ learning outcomes.

2.9.1. Teaching and Learning Domain

Quality of teaching is at the heart of successful schooling (Sammons et al., in Harris, 2005). In successful schools, teachers are well organized and lessons are planned in advance, are well structured and have clear objectives which are communicated to the students and successful teachers are sensitive to differences in the learning style of the student and adapt their teaching style accordingly. According to Leu (2005), the characteristics of good teachers are: sufficient knowledge of subject matter to teach with confidence knowledge and skills in a range of appropriate and varied teaching methodologies, knowledge of the language of instruction, ability to reflect on teaching practice and children's responses, ability to modify teaching/learning approaches as a result of reflection, ability to create and sustain an effective learning environment, understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced, general professionalism, good morale, and dedication to the goals of teaching ability to communicate effectively, ability /to communicate enthusiasm for learning to students, interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion, good character, sense of ethics, and personal discipline, and ability to work with others and to build good relationships within the school and community.

Accordingly, the schools' domain of teaching learning process focuses on three elements, these are, teaching practice, learning assessment and the curriculum. And students that do not learn quickly enough with this method can quickly fall behind, rather than being allowed to learn at their natural speeds (MoE, 2007). Curriculum is the foundation of the education system

2.9.2. Safe and Healthy School Environment Domain

According to MoE (2007:29), the safe and healthy nature of schools' environment enhances students learning out comes. The school environment must be healthy in which students can learn without any type of fear of rape, physical harassment, and abduction, in which students' discipline is maintained, in which a teacher-student relationship is healthy and smooth. Besides, educational facilities such as classrooms, textbook, references, libraries, science kits, laboratory chemicals, sport materials, plasma TVs, and ICT centers will be facilitated. Infrastructures and sanitations such as: water supply, electric power (where the service exists), toilets will be

availed. As indicated in Estyn (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, government, parents and wider community is essential for purposeful effort and achievement. These are: a clear and focused vision; a safe and orderly environment; a climate of high expectations for student success; a focus on high levels of student achievement that emphasizes activities related to learning; a principal who provides instructional leadership; frequent monitoring of student Progress; and strong home school relations (EIC, 2000). This implies a particular form of teacher development that extends teaching repertoires and engages teachers in changing their practice (Hopkins et al., in Harris, 2002). Safe schools needs a collaborative work at the school and community levels to support inclusive education for children and teachers with special needs and also, Parents / guardians of children with special needs are actively involved in the school. So teachers are responsible to use various teaching methods in order to meet the diverse student needs in the classroom, and sufficient learning and teaching materials are available (MoE 2010).

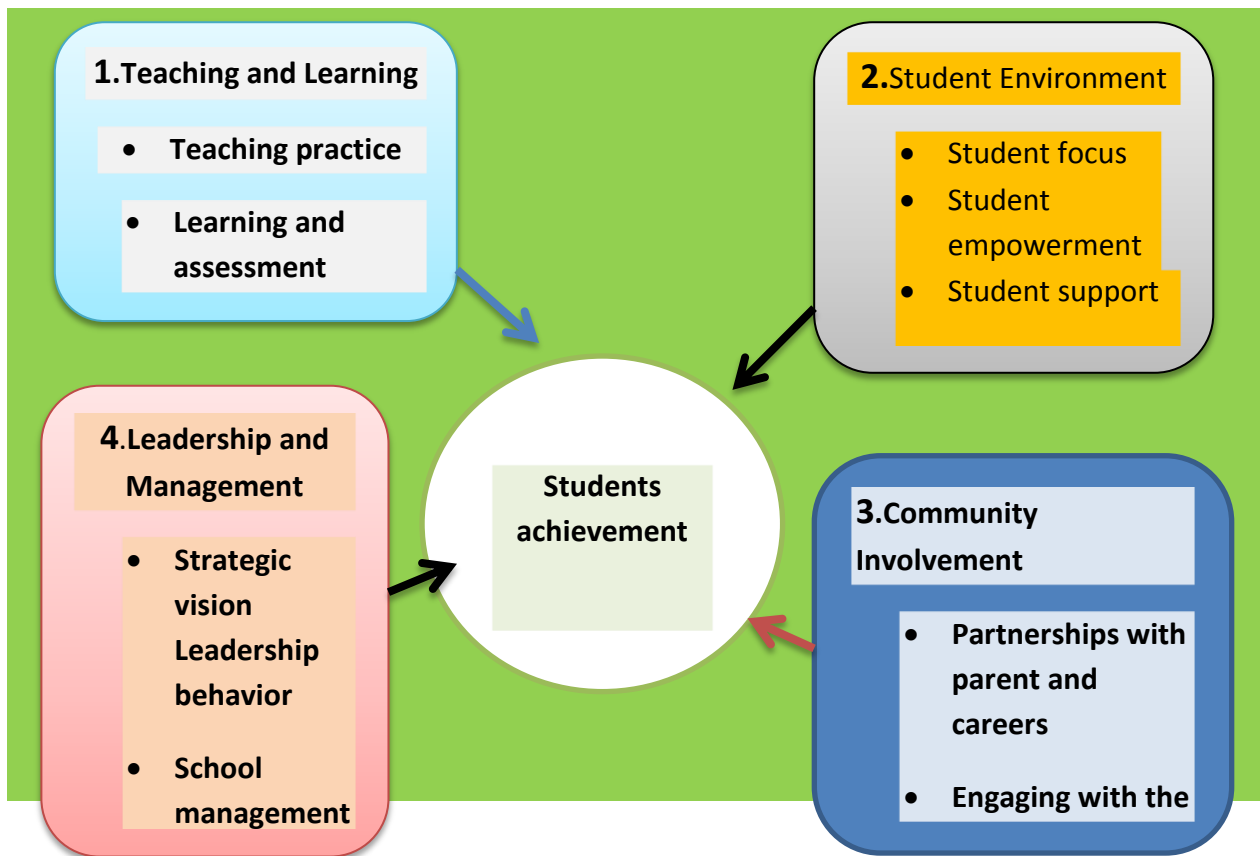
2.9.3. School Leadership and Management Domain

According to Harris and Muijis (2005), Leadership can be defined as providing vision, direction and support towards different and preferred state-suggesting changes. School leadership has become a priority in education policy because it believe to play a key role in improving classroom practice, school policies and the relations between individual schools and the outside world. As the key intermediary between the classrooms, the individual school and the whole education system, effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al., 2008).The study in particular found out that successful school leaders share certain attributes, such as strong sense of moral responsibility and belief in equal opportunities; belief that every pupil deserves equal opportunity to succeed; respect and value for all people in and connected with the school; passion for learning and achievement; and commitment to pupils and staff. In addition to this, the school decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively MoE (2010).

2.9.4. Community Involvement Domain

There are always interaction and interdependence wherever society exists. The major roles that community could perform in the development of education is effective participation in school construction and encouraging parents to send their children to school and motivate children to stay in school.. It is the parents who should follow up their children were about and what they do. In this regard, Assefa (1991) has noted that a school is not an island speared from the rest of the community that it serves. building classrooms and schools However, PTAs and communities still need further capacity enhancement in carrying out quality support to help schools to function as desired (MoE, 2005). According to MoE (2006) school cannot succeed without the support of the parents and community

Figure 3: School Improvement Domain and Its Elements in Ethiopia



Source: MoE (2011:3) School Improvement guidelines with (11) Elements, (15) standards and (58) indicators

2.10. SIP Program In The United Kingdom

Publications on schools effectiveness and later of school improvement have been demonstrated since 1979 in Britain and much of the English- speaking world (Hargreaves, 2001). In united kingdom, the question of how to improve student achievement has resulted in the adoption of an ambitious reform program aimed at raising standards in schools (Harris, 2005,8) The introductions of national literacy strategies, and information communication Technology in the curriculum were the major initiative designed to improve teaching and learning in the united kingdom. According to Hopkins (2005:148) schools improvement in England is explanations of the fate of change effort concerns that evolution of the managerial innovations of schools self-evaluation, and its successor, school development planning both of which have been championed by external agents for the good of schools in England.

Developing planning has firmly established itself as a key strategy for school improvement since 1989 in England as a means of helping schools manage the extensive national and centrally driven change agenda and to enable the school to organize what it is already doing and what it needs to do in a more purposeful and coherent way (Hopkins 2002:168) Hopkins also asserts that the school Improvement approach in England is development planning that was rooted classroom. The focus was on students learning their progress and achievement. What was needed to improve it and how this was best supported. The school improvement plan begins with learning goals for students. A teaching for achieving them is then produced. This strategy supported by any necessary adjustments to the school's management arrangements (Hopkins, 2002:170).

In England, school improvement in 1980's tends to be practitioner oriented and a research and evidence base was not incorporated into policy working (Zijjian and Williams, 2006:13) Between 1995 and 1998, there was an increase Commissioned research and a consequent rise in Universities involvement in the school improvement, From 1998, there has been a trend towards an integrated relationship b/n research, policy and practice with the favoring themes; design approaches contextual specific approaches to school improvement networking teacher effectiveness, teach learning and professional learning communities.

2.11. School Improvement Program in the United State of America (USA)

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 since education (marsha, 1988,s)The introduction of school improvement in the USA is connected to different issues related to curriculum issues and community movements. Lieberman (2005; 3) state 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 mode their way into school practice that lead to give ground for the beginning of school improvement.

2.12. School Improvement Program in Australia

SIP 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 (Marsha, 198.13). 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 SIP of Ethiopia is similar to that of Australia because the Ethiopian SIP was adopted from that of Australia (MOE, 2007).

2.13. School Improvement Program in Ethiopia

In Ethiopia, 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 MoE has developed the general education quality assurance package in 2007 so as to ensure the equitable provision of quality education (MoE, 2007).One of the six programs included in General Education Quality

Assurance package is the school 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.

The education and training policy and its implementation document reveals the shortage in access of education to citizens and the low quality of education were among the initiatives to develop the new education and training policy (MoE, 2002). 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. Based on the 1994 education and training policy, the government of Ethiopia launched the first education sector development program (ESDP-I) in 1997. The main thrust of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary 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, 2005:4).

Different evaluations on the implementation of ESDP disclose that Ethiopia made significant progress in education as a result of ESDP I, II, III (MoE, 2005:10). 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.. Challenges, however, remain in order to realize quality and internal efficiency. 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 MoE with different guiding manual which were disseminated to regions, training were given for different level educational leaders and expertise and teachers.

2.14. Challenges and Implementation of School Improvement Program

According to Hussein and Postethwore (cited in Jemal, 2013) Challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change. However, there are common challenges that most

school improvement programs face. These are lack of schedules in schools that permit teachers to meet and work together.

Duffie and Balkon in Marzano (cited in Jemal, 2013) also suggested that, in South Africa the initiatives of SIP were faced by lack of material resources; the limited capacity of educational leaders; poor participation and lack of safe environments, for sustained periods of time; the demanding nature of teachers work as an increasing number of students arrive at school less well-socialized, less prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities In Ethiopia, besides the commitment of the country to improve access education, the school improvement program has launched aiming at improving the quality of education through enhancing student learning achievement and outcomes (MoE, 2007). Unfortunately, because of the process of translating policy into practice is so difficult to achieve. That is why, the implementing of the school improvement program is challenging, Due to this reason, they lack the ability to design vision and coordinate the school community so as to lead to the attainment of the goals (MoE, 2007). Therefore, schools should be prepared based on the needs and interest of students secured their school environment (MoE, 2007). Duignan (2006) additionally, describes the major school leadership challenges as.

2.15. Gap in the literature

Gaps in the empirical review were identified: from the literature review. Globally, even though many researches were conducted on SIP. ,But there was Gaps in the empirical review that was identified: from the literature review. Hopkins(2005),revealed SIP is about raising students ‘achievement through focusing on the teaching and learning process. This idea did not mention the specific problems of SIP implementation by identifying the specific problems of SIP implementation rather than explaining the objective of SIP and explaining the teaching and learning process. Sathyabalan (2004:3),has indicated that school improvement program aims to support schools addresses ensuring teachers competent and motivation, promoting active learning methods which are supported by appropriate teaching and learning aids, in the same way ensuring a safe, sound and effective learning environment and ensuring empowered and supportive school leaders. Similarly this idea also does not indicate the basic problem of SIP implementation and challenges related to each of each stake holders awareness on SIP implementation were not raised as problems.

2.15.1. Local gaps in the literature

Gaps in the empirical review were identified: from the literature review, Even though these studies are considered to give insights on the implementation SIP, the solutions recommended by the studies may not be feasible for all localities, because solutions for the same problems lies in different cultural, political, social and economical forces .Lemessa Abdi (2012) has studied the implementation of SIP in secondary schools of East Wollega Zone. He found out that the level of awareness of the students and parents on SIP’s objective and their responsibility in the implementation of the program was low. However, the level of awareness of the principals and teachers on the program planning and implementation process was high and medium.In this study monitoring and evaluating program is not seen ,and the reason why other stake holders were low in awareness is not mentioned. Similarly Frew Amsale (2013)has conducted the research on practice and challenges of implementing school improvement program in Jimma City Administration.

He found that the level of the awareness of key stakeholders in all activities of SIP was low. Again this study did not identify from the four domain on which part the domain weakness is

observed .Secondly ,the study did not identified the level of the awareness of each stake holders separately. Again Lamessa (2016) carried out the status of the implementation of school improvement program in primary schools of Ilu Aba bora zone. The findings of the study indicated that local educational managers didn't demonstrate their responsibility in supervising, evaluating and monitoring the implementation of the program as expected of them.This study also did not identified the specific problems that challenged them whether it is problem of awareness or finical constraints. Dereje Hafosha(2012) has conducted a similar study in local area. He found that inadequate participation of stakeholders, lack of experience and skills among school principals, low coordination of school community to implement the program. This study also did not identify what was a case for inadequate participation and whether the issues are ,lack of awareness ,lack of financial ,problem were not clearly identified. And also from all stake holders which group faces sever problem is not explained.

Especially in empirical review no, any studies researches conducted in the implementation of School improvement.in West Arsi Zone. So, the above arguments in the researcher's area initiated the present researcher to conduct a research on examining the school improvement program implementation at West Arsi secondary schools. Therefore, the researcher felt that the study will fill a gap that the key stake holders have.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

Research Design are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009).

In this study a descriptive survey was employed. According to Leedy and Ormrod (2005) descriptive survey involves acquiring information about one or more groups of people perhaps about their characteristics, opinion attitudes or previous experiences by asking them questions and tabulating their answers. Similarly, Best and Kahan (2003) noted that descriptive research design help to describe and interpret the current condition with the intention to get the general picture of the current status of challenges and implementation of SIP. In supporting this idea, Abiy et al., (2009) also suggested that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. Moreover, the descriptive survey is more effective in assessing the current practices in its natural setting.

3.2. Research Method

In this research both quantitative and qualitative methods were employed. Since the research was survey method, it more emphasized quantitative research approach. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach (Creed, et al., 2004). It is also practical in the sense researcher free to use all methods possible to address a research problem (Creswell, 2006). Furthermore, to confirm, cross-validate or corroborate findings within a study.

3.3. The Study Area

The researcher student preferred to conduct the research in West Arsi. Because it is the area in which researcher have been working for about 20 years in education sector that attracted the researcher to investigate the implementation of SIP . West Arsi Zone is one of the 21 Zones of Oromia Regional State which is found in the south part of Ethiopia. It is bordered by Sidama people Regional State to the north, East Shewa Zone to the East, Arsi Zone to the South east, Bale Zone to the East, SNNPR Halaba Zone. West Arsi Zone has 13.Wereda and two towns. Agriculture, especially barley, coffee, Wheat, Maize and coffee is produced in Wondogenet and Nansebo woreda. Sheshemene is the Zonal capital and is located 250 km away from Addis Ababa.

3.4. Source of Data

In this study, both primary and secondary data sources were employed to obtain reliable information about implementation of school improvement programs. The major sources of primary data were teachers, principals, external supervisors, Students' Councils, PTA and representatives of secondary schools who directly involved and concerned major actors of primary that can give reliable information. Sources of secondary data were SIP Manual ,books and journals.

3.5. Population, Sample and Sampling Techniques

3.5.1. The Study Population

A study population was the entire group of people to which a researcher intends the results of a study to apply (Aron& Coups, 2008). The target population of the study will be secondary school teachers, principals, students Councils, supervisors and Parent-Teacher Association (PTA) in West Arsi zone. In this zone there were twenty six (26) secondary schools. For this study five (5) schools was selected by purposive Sampling method which is the best way to get representative samples and to have every subject equal chance was selected. These schools were selected randomly because of constraints of money to include more schools in the sample. The total numbers of teachers in the 5 sample schools is 214 and principals (26) were included in the sample study.

3.5.2. Sample and Sampling Techniques

To obtain the necessary sample units, the researcher used the cluster sampling because the geographic distribution of the schools are widely scattered. Accordingly, first from the total of 26 secondary schools in the zone 5 was taken by taking into account the manageability within the given time and resources. This classification has been done to make the research work more clear and easy to collect expected data in the zone. Concerning the location and distribution of the 26 schools, 5 secondary schools are found in North (cluster 1), 5 secondary school in the South (cluster 2), 5 secondary school West (cluster 3), and 5 secondary school in East (cluster 4) and 6th secondary school in central. Including five (5) schools (one from north, one from south, one from west and one from east and one from central). To have a representative sample school from each cluster. Therefore, totally 5 sample schools was selected from four clusters and one from central. Since the minimum acceptable sample size in correlation design is 30 & above (Gay, Mills, & Airason, 2009, p. 204). Accordingly, 30 teachers from each school was selected and included in the study making sample size 150 teachers. The total number of teachers in the 5 sample schools is 214 and from this number 150 (70%) teachers was taken as a sample. Then, to determine the proportional sample size of teachers to be drawn from each selected school, the researcher used the stratified formula of William (1977:75).

Accordingly, from Negelle Arsi 22 male and 8 female teachers, from Entaye 22 male & 8 female teachers, from Keltu Rea, 21 male & 9 female teachers, from Chebi 25 male & 5 female teachers and from Hursa 25 male & 5 female were used for the study. After determining the proportional allocation of teachers to each school, the researcher employed a simple random sampling technique to give equal chance for every sample elements was selected from each school. Moreover, 5 (100%) school principals, 5(100%) supervisors, 5(100%) students' Council and 5(100%) PTA respondents were selected by available sampling technique and in general 170 respondents were participated in this study sample schools.

Therefore the population, the sampling size and the percentage of teachers, principals Supervisors, Students' Council and PTA sample size were listed in the following table.

$$n = \frac{N}{1 + N(e)^2}$$

Where

N= population size

n = Sample size

e = level of precision (error) which is 0.05

$$n = \frac{214}{1 + 314(0.05)^2} = \frac{214}{1 + 314(0.05)^2} = \frac{214}{1 + 314(0.0025)} = \frac{214}{1 + 0.785} = \frac{214}{1.785} = 150$$

William stratified Formula (1977:75):

$P_s = \frac{n}{N} \times$ No of teacher in each school

Where, P_s = Proportional allocation to size

n = Total teachers' sample size

N = Total number of teachers in the five selected sample school =214.

Table 1. Sample Size and Sampling Techniques

Schools	Teachers							Principals			Students' Councils			Supervisors			PTA		
	population			Sample Size				population	Sample Size	%	population	Sample Size	%	population	Sample Size	%	population	Sample Size	%
	M	F	T	M	F	T	%												
NageleArsi	45	15	60	22	8	30	50	1	1	100	1	1	100	1	100	100	1	1	100
Entaye	27	7	34	22	8	30	88	1	1	100	1	1	100	1	100	100	1	1	100
Keltu Rea	29	11	40	21	9	30	75	1	1	100	1	1	100	1	100	100	1	1	100
Cheb DedNa	35	15	50	25	5	30	60	1	1	100	1	1	100	1	100	100	1	1	100
Hursa	25	5	30	22	8	30	10	1	1	100	1	1	100	1	100	100	1	1	100
Total	161	53	214	114	36	150	70	5	5	100	5	5	100	5	100	100	5	5	100
Sampling Techniques	Proportional stratified							Availability			Availability			Availability			Availability		

3.6. Data Gathering Tools

3.6.1. Questionnaire

Questionnaires' with items to collect quantitative and qualitative data from selected teachers. This is because the questionnaire is convenient to conduct surveys and to acquire the necessary information from a large number of study subjects in a short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). A five point rating likert scale (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree) will be employed to obtain close ended data from respondents. The questionnaires were prepared in English language, because all of the sample teachers could have the necessary skills to read and understand the concepts that are in the questionnaire. The questionnaires have two parts. The first part of the questionnaire describes about the respondents' background information, which include: Sex, age, experience, Position and name of the school. The second part incorporates both closed and open-ended questions.

The closed ended items were prepared for teachers ,principals and supervisors by using Likert type. Because likert scale is most reliable ways to measure opinion ,attitude and behavior of person to ward the particular.

3.6.2. Interview

Semi-structured interview was used to gather in-depth qualitative data from principals PTA and students' councils', representatives. Employing semi-structured interview is quite important, because interview has great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiyi et al., 2009). The interview questions were translated into the local language (Afan Oromo) for PTA and students councils' representatives to minimize communication barriers.

3.7. Procedure of Data collection

To answer the research questions raised, to confirm, cross-validate or corroborate findings within a study student researcher passed through a series of data gathering procedures. The expected relevant data were gathered by using questionnaires, interview, observation and document analysis. Having letters of authorization from Addis Ababa University and West Arsi Zone education office, the researcher was directly lead to each sampled school according to the schedule outlined. Then, the student researcher in every step followed all important procedures until all required data were collected and completed from intended sampled schools.

3.8. Validity and Reliability Checks

In order to ascertain the validity reliability of instruments, before data collection was made the researcher used the comments and suggestions of expert opinion from and peers on face, content and format of questionnaire, interviews. Again to ascertain the reliability of instruments a pilot study was made in Busa secondary school which belongs to west Arsi zone that did not participate in the actual study. The researcher used Cronbach's alpha coefficient (α) to measure internal consistency of instruments. The study obtained $\alpha_1 = 0.85$ for scale prepared to measure the current status of the implementation SIP, $\alpha_2 = 0.76$ for scale prepared to measure the attitude of teachers toward SIP , $\alpha_3 = 0.75$ for scale prepared to measure the attitude of Principals toward

SIP. $\alpha = 0.71$ for scale prepared to measure the challenge facing the implementation of SIP . According to Cronbach Alpha the value of α greater than or equal to 0.7 is satisfactory.

3.9. Methods of Data Analysis

After collecting the data from the field, the data were arranged and organized according to their characteristics and items. The organized and coded data stored in an editable excel spreadsheet were imported to SPSS version 25.00 for analysis. Data gathered from respondents through open-ended questions, interviews from Parent Teachers' Association and Students Council principals and secondary school supervisors were summarized by respondents' ideas and qualitatively narrated and thematically analyzed by words for the interpretation of data. The quantitative data gathered through questionnaire from teachers principals and supervisors were analyzed by using percentage; frequency, mean and standard deviation.

3.10. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the student researcher communicated with all secondary schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The identity of the respondents' kept confidential.

CHAPTER FOUR

DATA PRESENTATION ,ANALYSIS AND INTERPRETATION

This chapter deals with data presentation ,analysis and interpretation .The results were presented in summarized formof descriptive statistics, such as frequency, percentage,and standard deviation. These statistical methods were used to analyze and present the close-ended items of the questionnaires quantitatively. The results of qualitative data through open-ended items, interview and document analysis were analyzed thematically using statements. In this study, a total of 150 teacher respondents, 5 principals, 5 supervisors and 5 student council and 5 PTA respondents were selected and invited to complete the questionnaires. Out of 165 total respondents 158 were appropriately completed and returned the questionnaires with the return rate of nearly 96 percent. Thus, the total response rate was sufficient to analyze and interpret the data.

4.1. Demographic Characteristics of the Respondents

In this section background data of the teacher, principal and supervisor respondents such as name of school, sex, age, qualification and work experience and student respondents' demographic data like name of school and sex were summarized and analyzed using percentage for small number in Table 2.

Table 2: Characteristics of the respondents

			Teachers		Principals		Supervisors		Student Councils		Total	
			No	%	No	%	No	%	No	%	No	%
1	Name of School	Hursa	30	21	1	20	1	20	1	20	33	20.9
		Kiltu Rea	31	21.7	1	20	1	20	1	20	34	21.5
		Negele Arsi	24	16.8	1	20	1	20	1	20	27	17.1
		Entaye	28	19.6	1	20	1	20	1	20	31	19.6
		Chebi	30	21	1	20	1	20	1	20	33	20.9
Total			143	100	5	100	5	100	5	100	158	100
2	Sex	Male	110	76.9	4	80	5	100	5	100	124	78.5
		Female	33	23.1	1	20	-	-	-	-	34	21.5
Total			143	100	5	100	5	100	5	100	158	100
3	Age (in year)	20-30	37	25.9	1	20	-	-	-	-	38	24.8
		31-40	83	58	1	20	2	40	-	-	86	56.2
		41-50	18	12.6	3	60	3	60	-	-	24	15.7
		51& above	5	3.5	-	-	-	-	-	-	5	3.3
Total			143	100	5	100	5	100	-	-	153	100
4	Qualification	BA/BSC	77	53.8	-	-	2	40	-	-	79	51.6
		MA/MSC	66	46.2	5	100	3	60	-	-	74	48.4
Total			143	100	5	100	5	100	-	-	153	100
5	Work Experience (in year)	1-4	6	4.2	-	-	-	-	-	-	6	3.9
		5-8	28	19.6	-	-	-	-	-	-	28	18.3
		9-12	40	28	1	20	-	-	-	-	41	26.8
		13-16	34	23.8	1	20	-	-	-	-	35	22.9
		Above 16	35	24.5	3	60	5	100	-	-	43	28.1
Total			143	100	5	100	5	100	-	-	153	100

Source: Own Survey Results, 2021

As shown in Table 2, from the total of 143 teacher respondents, 30 (21%) were from Hursa, 31 (21.7%) were from Kiltu Rea, 24 (16.8%) were from Negele Arsi, 28 (19.6%) were from Entaye and 30 (21%) were from Chebi Secondary Schools in West Arsi Zone. With regard to the number of principal, supervisor and student council respondents from each selected schools, one

principal (20%), one supervisor (20%) and one student council respondents; total of 15 respondents were selected to fill the questionnaire. From this one can say that nearly equal proportions of respondents were taken from the selected five schools.

As revealed in Table 2 item 2, from the total of 143 teacher respondents, the majority 110 (76.9%) were males whereas 33 (23.1%) of them were female respondents. Concerning the sex of the principal, supervisor and student council respondents, 4 (80%) of the principal respondents were males while 1 (20%) of them were female counterparts, all the 5 supervisor respondents were males and all the 5 student council respondents were also males. The discrepancy in the sample size between males and females was due to more number of the available respondents in the selected schools.

Concerning age of the teacher respondents as indicated in item 3 Table 2, of the total 143 participants, 37 (25.9%) of them were in the age range of 20-30 years old and more than half 83 (58%) were in the age category of 31-40 years. The remaining, 18 (12.6%) and 5 (3.5%) of the teacher respondents were in the age intervals of 41-50 years and 51 years and above, respectively. Regarding age of the principal and supervisor respondents in the study, 1 (20%) of the principal respondents were in the age range of 20-30 years old, 1 (20%) of them were in the age interval of 31-40 years and the remaining majority 3 (60%) of the principal respondents were in the age category of 41-50 years; 2 (40%) and 3 (60%) of the supervisor respondents were in the age categories of 31-40 years and 41-50 years, respectively. From this one can conclude that most of the teacher, principal and supervisor respondents 115 (75%) of the study were above 30 years old and might have maturity to understand about the issue under study.

Item 4 in Table 2 describes about educational level (qualification) of the teacher, principal and supervisor respondents. Accordingly, from the total of 143 teacher respondents, more than half, 77 (53.8%) of them were BA/BSC degree holders; whereas 66 (46.2%) were MA/MSc degree holders. Concerning educational level of the principal and supervisor respondents, all the 5 (100%) principal respondents were MA/MSc degree holders; while 2 (40%) and 3 (60%) of the supervisor respondents were BA/BSC and MA/MSc degree holders, respectively. This shows that teacher, principal and supervisor respondents in the study areas had better qualification to understand, implement and evaluate SIP in their school.

The last item in Table 2 deals with work experience of teacher, principal and supervisor respondents. Accordingly, from the total of 143 teacher respondents, 6 (4.2%) of them had work experience of 1-4 years, 28 (19.6%) had work experience of 5-8 years, the majority 40 (28%) had work experience of 9-12 years, 34 (23.8%) had 13-16 years of work experience and 35 (24.5%) of them had work experience of above 16 years. Of the total 5 principal respondents, 1 (20%) of them had work experience of 9-12 years, the other 1 (20%) had work experience of 13-16 years and the remaining 3 (60%) of the principal respondents had work experience of above 16 years. Regarding work experience of the supervisor respondents, all the 5 (100%) of supervisor respondents had work experience of above 16 years. From this one can say that large number of the teacher, principal and supervisor respondents, 119 (80.7%) had work experiences of above 8 years and hence, they were senior respondents having sufficient experiences to understand, implement and evaluate SIP in the respective schools, this implies that all teachers in selected schools have sufficient experience to respond provided items.

4.2. Responses of Teachers' awareness on SIP Implementation

Table 3: Teachers' Awareness about SIP Implementation

	Item	Yes		No	
		F	%	F	%
1	Did you receive any training on SIP?	52	36	91	64
2	If yes, did you get adequate awareness on SIP from the training?	50	35	93	65

Note: F denotes frequency

As can be demonstrated in Table 3, from the total of 143 teacher respondents, 52 (36.4%) of the respondents stated that they were received training on SIP; whereas, the majority 91 (63.6%) of them argued that they did not receive any training on SIP. This shows that trainings on SIP were not given for majority of teachers in the study schools and hence, they may lack understanding about SIP to involve themselves in the planning and implementation of this program.

Item 2 of Table 3 depicts about the adequacy of awareness on SIP obtained from the training. Accordingly, 50 (35%) of the teacher respondents described that they got adequate awareness on SIP from the training provided for them; while the majority 93 (65%) of them stated they did not

get adequate awareness on SIP from the training given for them. From this one can conclude that even the training given on SIP for some teachers was not effective as most of the teachers in the selected schools had no adequate awareness on SIP

4.3. Responses of Teachers on SIP Implementation

For the interpretation of the mean scores of the item the researcher used the framework of ≤ 1.49 - very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high and ≥ 4.50 – very high (Gay & Airasin, 2000: 156).

Table 4: Teachers’ awareness about SIP Implementation

No	Item		F	%	Mean	Standard Deviation
1	Adequate training on school improvement program was given to teachers	Strongly disagree	10	7.0	3.22	.994
		Disagree	14	9.8		
		Undecided	68	47.6		
		Agree	37	25.9		
		Strongly agree	14	9.8		
		Total	143	100.0		
2	Students have adequate understanding of their responsibilities in School Improvement Program	Strongly disagree	4	2.8	3.14	.836
		Disagree	22	15.4		
		Undecided	74	51.7		
		Agree	36	25.2		
		Strongly agree	7	4.9		
		Total	143	100.0		
3	Teachers have adequate awareness of the objectives of the program and its implementation processes	Strongly disagree	1	.7	3.30	.760
		Disagree	16	11.2		
		Undecided	72	50.3		
		Agree	47	32.9		
		Strongly agree	7	4.9		
		Total	143	100.0		
4	Students have adequate understanding of their responsibilities in School Improvement Program	Strongly disagree	2	1.4	3.07	.819
		Disagree	28	19.6		
		Undecided	80	55.9		
		Agree	24	16.8		
		Strongly agree	9	6.3		
		Total	143	100.0		
5	The school has assured the staff readiness before the commencement of the program	Strongly disagree	6	4.2	3.10	.790
		Disagree	12	8.4		
		Undecided	95	66.4		
		Agree	22	15.4		
		Strongly agree	8	5.6		
		Total	143	100.0		

Framework: ≤ 1.49 - very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥ 4.50 – very high.

As revealed in Table 4, 10 (7%) and 14 (9.8%) of the teacher respondents were strongly disagree and disagree about whether adequate training on school improvement program was given to teachers, respectively. Majority 68 (47.6%) of the teacher respondents were undecided on whether adequate training on school improvement program was given to teachers; whereas the remaining 37 (25.9%) and 14 (9.8%) of them were agree and strongly agree about whether adequate training on school improvement program was given to teachers, respectively. The mean score of this item (mean = 3.22) was also in the interval of moderate level of implementation. As can be demonstrated in Table 3, from the total of 143 teacher respondents, 52 (36.4%) of the respondents stated that they were received training on SIP; whereas, the majority 91 (63.6%) of them argued that they did not receive any training on SIP. This shows that trainings on SIP were not given for majority of teachers in the study schools and hence, they may lack understanding about SIP to involve themselves in the planning and implementation of this program.

Item 2 of Table 4 depicts about the adequacy of awareness on SIP obtained from the training. Accordingly, 50 (35%) of the teacher respondents described that they got adequate awareness on SIP from the training provided for them; while the majority 93 (65%) of them stated they did not get adequate awareness on SIP from the training given for them. From this one can conclude that adequate training was not given to teachers.

Item 2 in Table 4 describes about whether students have adequate understanding of their responsibilities in School Improvement Program. Accordingly, from the total 143 teacher respondents, 4 (2.8%) and 22 (15.4%) of the teacher respondents were strongly disagree and disagree on whether students have adequate understanding of their responsibilities in School Improvement Program, respectively; while more than half 74 (51.7%) of them were undecided about whether students have adequate understanding of their responsibilities in School Improvement Program. The remaining, 36 (25.2%) and 7 (4.9%) of the teacher respondents were agree and strongly agree on whether students have adequate understanding of their responsibilities in School Improvement Program, respectively. The mean score of the item (mean = 3.14) was in the range of moderate level of students understanding of their responsibilities in School Improvement Program in the selected schools. From this one can conclude students in the study schools have no as such adequate understanding of their

responsibilities in School Improvement Program so that they may lack to perform their responsibilities required from them in the school.

As indicated in Table 4 item 3, 1 (.7%) and 16 (11.2%) of the teacher respondents were strongly disagree and disagree about whether teachers have adequate awareness of the objectives of the SIP and its implementation processes, respectively and most 72 (50.3%) of the teacher respondents were undecided on whether teachers have adequate awareness of the objectives of the SIP and its implementation processes. The remaining 47 (32.9%) and 7 (4.9%) of the teacher participants were agree and strongly agree about whether teachers have adequate awareness of the objectives of the SIP and its implementation processes, respectively. The result of mean score of the item (mean = 3.30) was also in the cutoff point of moderate level of teachers' awareness about the objectives of the SIP and its implementation processes. From this one can explain that most of the teachers in the study have moderate level of awareness about the objectives of the SIP and its implementation processes and hence, they may not have adequate motivation to engage themselves in the implementation of the program.

Item 4 in Table 4 requests about whether students have adequate understanding of their responsibilities in School Improvement Program. Accordingly, 2 (1.4%) and 28 (19.6%) of the teacher respondents were strongly disagree and disagree about whether students have adequate understanding of their responsibilities in School Improvement Program, respectively. Most 80 (55.9%) of the teacher respondents were undecided on whether students have adequate understanding of their responsibilities in School Improvement Program. The rest 24 (16.8%) and 9 (6.3%) of them were agreed and strongly agreed about whether students have adequate understanding of their responsibilities in School Improvement Program, respectively. The result of the mean score of the item was mean = 3.07, which indicates moderate level of students understanding of their responsibilities in School Improvement Program. From this one can say that majority of the teacher respondents not as such have adequate understanding of their responsibilities in School Improvement Program so that they may not play their role.

The last item in Table 4 demonstrates about whether the school has assured the staff readiness before the commencement of the program. Accordingly, 6 (4.2%) and 12 (8.4%) of the teacher respondents were strongly disagreed and disagree on whether the school has assured the staff

readiness before the commencement of the program, respectively; whereas most 95 (66.4%) of them were undecided about whether the school has assured the staff readiness before the commencement of the program. The remaining 22 (15.4%) and 8 (5.6%) of the teacher respondents were agree and strongly agree about whether the school has assured the staff readiness before the commencement of the program. The mean score of the item (mean = 3.10) was also in the moderate level of the school in assuring the staff readiness before the commencement of the program. This shows that the schools in the study areas were not as such have assured the staff readiness before the commencement of the program and thus, this may reduce the staff commitment for the effectiveness of SIP implementation.

4.3.1. Responses of principals' on SIP Implementation

Table 5: Principals' Awareness about SIP Implementation

No	Item	Yes		No	
		F	%	F	%
1	Did you receive any training on SIP?	1	20	4	80
2	If yes, did you get adequate awareness on SIP from the training?	1	20	4	80

As shown in Table 5, from the total of 5 school principal respondents, 1 (20%) of the respondents stated that they were received training on SIP; whereas, the majority 4 (80%) of them argued that they did not receive any training on SIP. This shows that trainings on SIP were not given for most of school principals in the study area and hence, they may lack understanding about SIP to involve themselves in the planning and implementation this program.

Item 2 of Table 5 portrays about the adequacy of awareness on SIP obtained from the training. Accordingly, 1(20%) of the school principal respondents stated that they got adequate awareness on SIP from the training provided for them; while the majority 4 (80%) of them described they did not get adequate awareness on SIP from the training given for them. From this one can conclude that even the training given on SIP for few school principals was not effective as most of them had no adequate awareness on SIP

4.3.2. Responses of Principals' on SIP Implementation

Table 6: Principals' Awareness about SIP Implementation.

No	Item		F	%	Mean	Standard Deviation
1	Adequate training on school improvement program was given to teachers	Strongly disagree	0	0	3.60	1.140
		Disagree	1	20.0		
		Undecided	1	20.0		
		Agree	2	40.0		
		Strongly agree	1	20.0		
		Total	5	100.0		
2	Students have adequate understanding of their responsibilities in School Improvement Program	Strongly disagree	0	0	4.20	.837
		Disagree	0	0		
		Undecided	1	20.0		
		Agree	2	40.0		
		Strongly agree	2	40.0		
		Total	5	100.0		
3	Teachers have adequate awareness of the objectives of the program and its implementation processes	Strongly disagree	0	0	4.00	1.00
		Disagree	0	0		
		Undecided	2	40.0		
		Agree	1	20.0		
		Strongly agree	2	40.0		
		Total	5	100.0		
4	Students have adequate understanding of their responsibilities in School Improvement Program	Strongly disagree	0	0	3.80	1.304
		Disagree	1	20.0		
		Undecided	1	20.0		
		Agree	1	20.0		
		Strongly agree	2	40.0		
		Total	5	100.0		
5	The school has assured the staff readiness before the commencement of the program	Strongly disagree	0	0	4.20	.447
		Disagree	0	0		
		Undecided	0	0		
		Agree	4	80.0		
		Strongly agree	1	20.0		
		Total	5	100.0		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high

As can be seen in Table 6, from the total 5 principal respondents, 1 (20%) and 1 (20%) of them were disagreed and undecided, respectively on whether adequate training on school improvement program was given to teachers. But, majority 2 (40%) and 1 (20%) of the principal respondents were agree and strongly agree about whether adequate training on school improvement program was given to teachers. The mean score of this item was 3.60, which shows high rating of the

school principals on whether adequate training on school improvement program was given to teachers. From this one can understand that adequate training on SIP was given to teachers for better implementation of the program.

Item 2 in Table 6 demonstrates about whether students have adequate understanding of their responsibilities in School Improvement Program. Accordingly, of the 5 principal respondents, 1 (20%) of them were unable to decide on whether students have adequate understanding of their responsibilities in School Improvement Program. Contrary to this, 2 (40%) of the principal respondents were agreed and the other 2 (40%) of them were strongly agreed about whether students have adequate understanding of their responsibilities in School Improvement Program. The mean value of the item was 4.20, indicating high agreement of the school principals on whether students have adequate understanding of their responsibilities in School Improvement Program. This shows that the students in the study schools have adequate understanding of their responsibilities in School Improvement Program to participate in the implementation of the program.

As shown in Table 6 item 3, from the total of principal respondents, 2 (40%) of them were undecided on whether teachers have adequate awareness of the objectives of SIP and its implementation processes. The remaining 1 (20%) and 2 (40%) of the principal respondents were agreed and strongly agreed about whether teachers have adequate awareness of the objectives of SIP and its implementation processes. The mean score of 4 was in the cutoff point of high level of agreement of the principal respondents as teachers having adequate awareness of the objectives of SIP and its implementation processes. This infers that teachers having adequate awareness of the objectives of SIP and its implementation processes may enhance their involvement in the practice of the program in the school.

4.3.3. Responses of supervisors' on SIP Implementation

Table 7: Supervisors' Awareness about SIP Implementation

No	Item	Yes		No	
		F	%	F	%
1	Did you receive any training on SIP?	1	20	4	80
2	If yes, did you get adequate awareness on SIP from the training?	1	20	4	80

As shown in Table 7, from the total of 5 supervisor respondents, 1 (20%) of the respondents stated that they were received training on SIP; whereas, the majority 4 (80%) of them argued that they did not receive any training on SIP. This shows that trainings on SIP were not given for majority of supervisors in the study schools and hence, they may lack understanding about SIP to involve themselves in the planning and implementation this program.

The last item Table 7 portrays about the adequacy of awareness on SIP obtained from the training. Accordingly, 1 (20%) of the supervisor respondents stated that they got adequate awareness on SIP from the training provided for them; while the majority 93 (65%) of them argued they did not get adequate awareness on SIP from the training given for them. From this one can conclude that even the training given on SIP for some teachers was not effective as most of the teachers in the selected schools had no adequate awareness on SIP.

As can be demonstrated in Table 7, from the total of 143 teacher respondents, 52 (36.4%) of the respondents stated that they were received training on SIP; whereas, the majority 91 (63.6%) of them argued that they did not receive any training on SIP. This shows that trainings on SIP were not given for majority of teachers in the study schools and hence, they may lack understanding about SIP to involve themselves in the planning and implementation this program.

Item 2 of Table 7 depicts about the adequacy of awareness on SIP obtained from the training. Accordingly, 50 (35%) of the teacher respondents described that they got adequate awareness on SIP from the training provided for them; while the majority 93 (65%) of them stated they did not get adequate awareness on SIP from the training given for them. From this one can conclude that even the training given on SIP for some teachers it was not effective as most of the teachers in the selected schools had no adequate awareness on SIP.

4.3.4. Responses of supervisors' on SIP Implementation

Table 8: Supervisors' Awareness about SIP Implementation

No	Item		F	%	Mean	Standard Deviation
1	Adequate training on school improvement program was given to teachers	Strongly disagree	0	0	3.40	.548
		Disagree	0	0		
		Undecided	3	60.0		
		Agree	2	40.0		
		Strongly agree	0	0		
		Total	5	100.0		
2	Students have adequate understanding of their responsibilities in School Improvement Program	Strongly disagree	0	0	2.60	.894
		Disagree	3	60.0		
		Undecided	1	20.0		
		Agree	1	20.0		
		Strongly agree	0	0		
		Total	5	100.0		
3	Teachers have adequate awareness of the objectives of the program and its implementation processes	Strongly disagree	0	0	3.20	.447
		Disagree	0	0		
		Undecided	4	80.0		
		Agree	1	20.0		
		Strongly agree	0	0		
		Total	5	100.0		
4	Students have adequate understanding of their responsibilities in School Improvement Program	Strongly disagree	0	0	2.60	.894
		Disagree	3	60.0		
		Undecided	1	20.0		
		Agree	1	20.0		
		Strongly agree	0	0		
		Total	5	100.0		
5	The school has assured the staff readiness before the commencement of the program	Strongly disagree	0	0	3.00	.707
		Disagree	1	20.0		
		Undecided	3	60.0		
		Agree	1	20.0		
		Strongly agree	0	0		
		Total	5	100.0		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As demonstrated in Table 8, from the total 5 supervisor respondents, 3 (60%) and 2 (40%) of the respondents were undecided and agreed, respectively about whether adequate training on school improvement program was given to teachers. The mean score of this item was 3.40, which indicates moderate level of the training on school improvement program given to teachers. From

this one can say that training on SIP given to teachers was not as such to effectively implement of the program.

Item 2 in Table 8 shows about whether students have adequate understanding of their responsibilities in School Improvement Program. Accordingly, of the 5 supervisor respondents, 3 (60%) and 1 (20%) of them were disagree and undecided respectively on whether students have adequate understanding of their responsibilities in School Improvement Program. But, 1 (20%) of the supervisor respondents were agreed about whether students have adequate understanding of their responsibilities in School Improvement Program. The mean value of the item was 2.60, indicating moderate agreement of the supervisors on whether students have adequate understanding of their responsibilities in School Improvement Program. This shows that the students in the study schools not as such have understanding of their responsibilities in School Improvement Program to involve in the implementation of the program.

As shown in Table 8 item 3, from the total of supervisor respondents, majority 4 (80%) of them were unable to decide on whether teachers have adequate awareness of the objectives of SIP and its implementation processes. The remaining 1 (20%) of the supervisor respondents were agreed about whether teachers have adequate awareness of the objectives of SIP and its implementation processes. The mean score of the item was 3.20, indicating moderate level of agreement of the supervisor respondents as teachers having adequate awareness of the objectives of SIP and its implementation processes. This infers that teachers not as such have adequate awareness of the objectives of SIP and its implementation processes to enhance their involvement in the practice of the program in the school.

As can be seen in Item 4 Table 8, from the total of 5 supervisor respondents, 3 (60%) and 1 (20%) of them were disagreed and undecided, respectively about whether students have adequate understanding of their responsibilities in School Improvement Program. The remaining 1 (20%) of the supervisor respondents were agreed about whether students have adequate understanding of their responsibilities in School Improvement Program. The mean score of the item was 2.60, indicating moderate level of students understanding of their responsibilities in School Improvement Program as perceived by the supervisors. From this one can understand that

students not as such have adequate understanding of their responsibilities in school improvement program to play their role for the success of the school activities.

Item 5 in Table 8 demonstrates about whether the school has assured the staff readiness before the commencement of the program. Accordingly, from the total of 5 supervisor respondents, 1 (20%) and the majority 3 (60%) of them were disagreed and undecided respectively on whether the school has assured the staff readiness before the commencement of the program. The rest 1 (20%) of the supervisor respondents were agreed on the issue. The mean score of 3.00 was in the moderate level of the staff readiness before the commencement of the program. From this one can say that the staff readiness before the commencement of the program was not as such to enhance their commitment and motivation for the success of the school work

4.4. Responses of Teachers Involvement on SIP Implementation

Table 9: Teachers' Involvement in Planning SIP Implementation

No	Item		F	%	Mean	Standard Deviation
1	The school leaders had set clear goals, vision and mission in light of school improvement program.	Strongly disagree	5	3.5	3.42	.907
		Disagree	11	7.7		
		Undecided	61	42.7		
		Agree	51	35.7		
		Strongly agree	15	10.5		
		Total	143	100.0		
2	The school leaders had set clear had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program	Strongly disagree	3	2.1	3.34	.839
		Disagree	13	9.1		
		Undecided	72	50.3		
		Agree	43	30.1		
		Strongly agree	12	8.4		
		Total	143	100.0		
3	Parents were actively involved in preparation of school improvement program.	Strongly disagree	13	9.1	2.92	.982
		Disagree	31	21.7		
		Undecided	59	41.3		
		Agree	35	24.5		
		Strongly agree	5	3.5		
		Total	143	100.0		
4	Stakeholders participated in the self-evaluation program on the school	Strongly disagree	9	6.3	3.04	.918
		Disagree	25	17.5		
		Undecided	65	45.5		
		Agree	39	27.3		
		Strongly agree	5	3.5		
		Total	143	100.0		

5	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year	Strongly disagree	12	8.4	2.90	.886
		Disagree	26	18.2		
		Undecided	72	50.3		
		Agree	31	21.7		
		Strongly agree	2	1.4		
		Total	143	100.0		
6	The school improvement program was well communicated to school community (teachers, students, parents)	Strongly disagree	12	8.4	2.97	.960
		Disagree	24	16.8		
		Undecided	72	50.3		
		Agree	27	18.9		
		Strongly agree	8	5.6		
		Total	143	100.0		

Framework: ≤ 1.49 - very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥ 4.50 – very high

As shown in Item 1 Table 9 : 5(3.5) respondents strongly agreed and 11(7.7) teachers disagreed 61(42.7)undecided and 51 (35.7)agreed and 15(10.5)strongly agreed about whether adequate training on school improvement program was given to teachers. The mean score of this item was 3.42 which shows moderate rating of teachers on whether adequate training on school improvement program was given to teachers. From this one can understand that adequate training on SIP was given to teachers for better implementation of the program.

As indicated Item 2 Table 9:3(2.1)teachers strongly dis agreed and 13(9.1)disagreed that the school leaders had set clear goal and actively engaged in coordinating stake holders and school improvement committee for the preparation of SIP and 72 (50.3)undecided ,12(8.4)strongly agreed and 43(30.1)agreed and 12(8.4)teachers strongly agreed about whether teachers have involved in planning on school improvement program was given to teachers that the school leaders had set clear goal and actively engaged in coordinating stake holders and school improvement committee for the preparation of SIP

20%) of the principals respondents were agreed and strongly agreed about whether adequate training on school improvement program was given to teachers. The mean score of this item was 3.60, which shows high rating of the school principals on whether adequate training on school improvement program was given to teachers. From this one can understand that adequate training on SIP was given to teachers for better implementation of the program.

Item 2 in Table 9 demonstrates about whether students have adequate understanding of their responsibilities in School Improvement Program. Accordingly, of the 5 principal respondents, 1

(20%) of them were unable to decide on whether students have adequate understanding of their responsibilities in School Improvement Program. Contrary to this, 2 (40%) of the principal respondents were agreed and the other 2 (40%) of them were strongly agreed about whether students have adequate understanding of their responsibilities in School Improvement Program. The mean value of the item was 4.20, indicating high agreement of the school principals on whether students have adequate understanding of their responsibilities in School Improvement Program. This shows that the students in the study schools have adequate understanding of their responsibilities in School Improvement Program to participate in the implementation of the program.

As shown in Table 9 item 3, from the total of principal respondents, 2 (40%) of them were undecided on whether teachers have adequate awareness of the objectives of SIP and its implementation processes. The remaining 1 (20%) and 2 (40%) of the principal respondents were agreed and strongly agreed about whether teachers have adequate awareness of the objectives of SIP and its implementation processes. The mean score of 4 was in the cutoff point of high level of agreement of the principal respondents as teachers having adequate awareness of the objectives of SIP and its implementation processes. This infers that teachers having adequate awareness of the objectives of SIP and its implementation processes may enhance their involvement in the practice of the program in the school.

4.4.1. Responses of Teachers Involvement on SIP Implementation

Table 10: Teachers’ Involvement in Implementing SIP

No	Item		F	%	Mean	Standard Deviation
1	The school leaders frequently evaluated and discussed with teachers on the program implementation outcomes	Strongly disagree	6	4.2	3.18	.924
		Disagree	20	14.0		
		Undecided	71	49.7		
		Agree	34	23.8		
		Strongly agree	12	8.4		
		Total	143	100.0		
2	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program	Strongly disagree	6	4.2	3.01	.949
		Disagree	33	23.1		
		Undecided	69	48.3		
		Agree	23	16.1		
		Strongly agree	12	8.4		
		Total	143	100.0		
3	There is strong work team among stakeholders to implement the school improvement program	Strongly disagree	6	4.2	2.94	.874
		Disagree	36	25.2		
		Undecided	67	46.9		
		Agree	29	20.3		
		Strongly agree	5	3.5		
		Total	143	100.0		
4	Principals are actively engaged in improving learning conditions and learning outcomes	Strongly disagree	5	3.5	3.08	.950
		Disagree	35	24.5		
		Undecided	56	39.2		
		Agree	38	26.6		
		Strongly agree	9	6.3		
		Total	143	100.0		
5	Teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils	Strongly disagree	4	2.8	3.05	.842
		Disagree	28	19.6		
		Undecided	75	52.4		
		Agree	29	20.3		
		Strongly agree	7	4.9		
		Total	143	100.0		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As revealed in Table 10, 6 (4.2%) and 20 (14%) of the teacher respondents were strongly disagreed and disagreed about whether the school leaders frequently evaluated and discussed with teachers on SIP implementation outcomes, respectively. Majority 71 (49.7%) of the teacher respondents were undecided on whether the school leaders frequently evaluated and discussed with teachers on SIP implementation outcomes; whereas the remaining 34 (23.8%) and 12 (8.4%) of them were agreed and strongly agreed about whether the school leaders frequently

evaluated and discussed with teachers on SIP implementation outcomes, respectively. The mean score of this item (mean = 3.18) was in the interval of moderate level of implementation. This shows that the school leaders in the study schools were not as such frequently evaluated and discussed with teachers on the program implementation outcomes and hence, continuous feedback and corrective measures may not be place for better SIP implementation.

Item 2 in Table 10 describes about whether the school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of SIP. Accordingly, from the total of 143 teacher respondents, 6 (4.2%) and 33 (23.1%) of them were strongly disagreed and disagreed on whether the school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of SIP, respectively; while majority 69 (48.3%) of them were undecided about the implementation of the issue. The remaining, 23 (16.1%) and 12 (8.4%) of the teacher respondents were agreed and strongly agreed on whether the school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of SIP, respectively. The mean score of the item was 3.01, which shows moderate level of the school improvement committee in coordinating monitoring and evaluation of the implementation of SIP in the selected schools. From this one can conclude the school improvement program committee in the study schools has not as such contribute in coordinating monitoring and evaluation of the implementation of SIP and hence, the program implementation may not be successful.

As can be seen from item 3 of Table 10, 6 (4.2%) and 36 (25.2%) of the teacher respondents were strongly disagreed and disagreed respectively about whether there is strong team work among stakeholders to implement SIP; while majority 67 (46.9%) of them were undecided on whether there is strong team work among stakeholders to implement SIP. The remaining, 29 (20.3%) and 5 (3.5%) of the teacher participants were agreed and strongly agreed about whether there is strong team work among stakeholders to implement SIP, respectively. The result of mean score of the item (mean = 2.94) was also in the cutoff point of moderate level of teamwork among stakeholders to implement SIP. From this one can explain that the level of teamwork among stakeholders to implement SIP was moderate so that the stakeholders may not be as such collaborated with the school leaders in the implementation of SIP.

Item 4 in Table 10 reveals about whether principals are actively engaged in improving learning conditions and learning outcomes. Accordingly, 5 (3.5%) and 35 (24.5%) of the teacher respondents were strongly disagreed and disagreed about whether principals are actively engaged in improving learning conditions and learning outcomes., respectively. Majority 56 (39.2%) of the teacher respondents were undecided on whether principals are actively engaged in improving learning conditions and learning outcomes. The rest 38 (26.6%) and 9 (6.3%) of them were agreed and strongly agreed about whether principals are actively engaged in improving learning conditions and learning outcomes, respectively. The mean score of the item was 3.08, indicating moderate level of principals are actively engaged in improving learning conditions and learning outcomes. From this one can say that principals in the study schools were not as such actively engaged in improving learning conditions and learning outcomes and hence, teachers may try their best without significant encouragement of the school leaders.

The last item in Table 10 presents about whether teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils. Accordingly, 4 (2.8%) and 28 (19.6%) of the teacher respondents were strongly disagreed and disagreed on whether teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils, respectively; while more than half 75 (52.4%) of them were undecided about whether teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils. The remaining, 29 (20.3%) and 7 (4.9%) of the teacher respondents were agreed and strongly agreed about whether teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils. The mean score of the item was 3.05, which indicates moderate level of teachers in discussing with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils. This shows that teachers in the study areas were not as such regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils and thus, low level of experience sharing among school teachers may have devastating effects on the quality of teaching and learning process in the school.

4.4.2. Responses of principals' Involvement on SIP Implementation

Table 11: Principals' Involvement in Planning SIP Implementation

No	Item		F	%	Mean	Standard Deviation
1	The school leaders had set clear goals, vision and mission in light of school improvement program.	Strongly disagree	0	0	4.2	.837
		Disagree	0	0		
		Undecided	1	20		
		Agree	2	40		
		Strongly agree	2	40		
		Total	5	100.0		
2	The school leaders had set clear had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program	Strongly disagree	0	0	4.00	.707
		Disagree	0	0		
		Undecided	1	20		
		Agree	3	60		
		Strongly agree	1	20		
		Total	5	100.0		
3	Parents were actively involved in preparation of school improvement program.	Strongly disagree	0	0	2.20	.447
		Disagree	4	80		
		Undecided	1	20		
		Agree	0	0		
		Strongly agree	0	0		
		Total	5	100.0		
4	Stakeholders participated in the self-evaluation program on the school	Strongly disagree	0	0	3.40	.548
		Disagree	0	0		
		Undecided	3	60		
		Agree	2	40		
		Strongly agree	0	0		
		Total	5	100.0		
5	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year	Strongly disagree	0	0	3.20	.447
		Disagree	0	0		
		Undecided	4	80		
		Agree	1	20		
		Strongly agree	0	0		
		Total	5	100.0		
6	The school improvement program was well communicated to school community (teachers, students, parents)	Strongly disagree	0	0	3.80	.837
		Disagree	0	0		
		Undecided	2	40		
		Agree	2	40		
		Strongly agree	1	20		
		Total	5	100.0		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.5

0– very high. As can be seen in Table 14, from the total 5 principal respondents, 1 (20%) of them were undecided about whether the school leaders had set clear goals, vision and mission in light

of school improvement program; whereas 2 (40%) and the other 2 (40%) of the principal respondents were agreed and strongly agreed, respectively on whether the school leaders had set clear goals, vision and mission in light of school improvement program. The mean score of this item was 4.20, which shows high rating of the school principals on whether the school leaders had set clear goals, vision and mission in light of school improvement program. From this one can understand that SIP may be implemented successfully as the school leaders had set clear goals, vision and mission in light of school improvement program.

As shown in Table 14 item 2 reveals about whether the school leaders had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program. Accordingly, of the 5 principal respondents, 1 (20%) of them were undecided on whether the school leaders had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program. Contrary to this, 3 (60%) and 1 (20%) of them were agreed and strongly agreed respectively about whether the school leaders had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program. The mean value of the item was 4.00, indicating high agreement of the school principals on whether the school leaders had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program. This shows that as responded by most of the principal respondents, the school leaders in the study schools had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program for better implementation of the program.

As indicated in Table 14 item 3, from the total of principal respondents, 4 (80%) of them were disagreed on whether parents were actively involved in preparation of school improvement program, while 1 (20%) of them were undecided on the issue. The mean score of the item was 2.20, which shows low level of agreement of the principal respondents on whether parents actively involved in preparation of school improvement program. From this one can conclude that parents were not actively involved in preparation of school improvement program so that parents may not feel responsible in the implementation of the program.

Item 4 in Table 14 presents about whether stakeholders participated in the self-evaluation program on the school. Accordingly, 3 (600%) and 2 (40%) of the principal respondents were undecided and agreed about whether stakeholders participated in the self-evaluation program on the school, respectively. The mean score of the item was 3.40, which indicate moderate level of stakeholders' participation in the self-evaluation program of the school as perceived by the school principals. This shows that stakeholders were not as such participated in the self-evaluation program of the school and hence, they may not be able to provide constructive feedback for the school.

As item 5 of Table 14 demonstrates, from the total of 5 principal respondents, 4 (80%) and 1 (20%) of them were undecided and agreed respectively on whether stakeholders were involved in self-evaluation conducted by the school at the end of each academic year. The mean score of 3.20 was in the moderate level of the stakeholders' involvement in self-evaluation conducted by the school at the end of each academic year. From this one can say that the feedback given by the stakeholders was not high for effective implementation of SIP.

The last item of Table 14 reveals about whether the school improvement program was well communicated to school community such as teachers, students and parents. Accordingly, of the 5 principals respondents, 2 (40%) of them were undecided on whether the school improvement program was well communicated to school communities; whereas 2 (40%) and 1 (20%) of the teacher respondents were agreed and strongly agreed on the issue, respectively. The mean score of the item was 3.80, indicating high level of the school improvement program communicated to school community such as teachers, students and parents. From this one can conclude that as perceived by most of the school principals, the school improvement program well communicated to school communities so that the stakeholders may give due emphasis on SIP implementation.

4.4.3. Responses of principals' Involvement on SIP Implementation

Table 12: Principals' Involvement in Implementing SIP

No	Item		F	%	Mean	Standard Deviation
1	The school leaders frequently evaluated and discussed with teachers on the program implementation outcomes	Strongly disagree	0	0	3.80	.447
		Disagree	0	0		
		Undecided	1	20		
		Agree	4	80		
		Strongly agree	0	0		
		Total	5	100.0		
2	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program	Strongly disagree	0	0	4.00	1.00
		Disagree	0	0		
		Undecided	2	40		
		Agree	1	20		
		Strongly agree	2	40		
		Total	5	100.0		
3	There is strong work team among stakeholders to implement the school improvement program	Strongly disagree	0	0	3.40	.894
		Disagree	1	20		
		Undecided	1	20		
		Agree	3	60		
		Strongly agree	0	0		
		Total	5	100.0		
4	Principals are actively engaged in improving learning conditions and learning outcomes	Strongly disagree	0	0	3.20	.447
		Disagree	0	0		
		Undecided	4	80		
		Agree	1	20		
		Strongly agree	0	0		
		Total	5	100.0		
5	Teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils	Strongly disagree	0	0	3.60	.548
		Disagree	0	0		
		Undecided	2	40		
		Agree	3	60		
		Strongly agree	0	0		
		Total	5	100.0		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As can be seen in Table 12, from the total 5 principal respondents, 1 (20%) of them were undecided about whether the school leaders had set clear goals, vision and mission in light of school improvement program; whereas 2 (40%) and the other 2 (40%) of the principal respondents were agreed and strongly agreed, respectively on whether the school leaders had set clear goals, vision and mission in light of school improvement program. The mean score of this item was 4.20, which shows high rating of the school principals on whether the school leaders

had set clear goals, vision and mission in light of school improvement program. From this one can understand that SIP may be implemented successfully as the school leaders had set clear goals, vision and mission in light of school improvement program.

As shown in Table 12 item 2 reveals about whether the school leaders had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program. Accordingly, of the 5 principal respondents, 1 (20%) of them were undecided on whether the school leaders had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program. Contrary to this, 3 (60%) and 1 (20%) of them were agreed and strongly agreed respectively about whether the school leaders had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program. The mean value of the item was 4.00, indicating high agreement of the school principals on whether the school leaders had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program. This shows that as responded by most of the principal respondents, the school leaders in the study schools had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program for better implementation of the program.

As indicated in Table 12 item 3, from the total of principal respondents, 4 (80%) of them were disagreed on whether parents were actively involved in preparation of school improvement program, while 1 (20%) of them were undecided on the issue. The mean score of the item was 2.20, which shows low level of agreement of the principal respondents on whether parents actively involved in preparation of school improvement program. From this one can conclude that parents were not actively involved in preparation of school improvement program so that parents may not feel responsible in the implementation of the program.

Item 4 in Table 12 presents about whether stakeholders participated in the self-evaluation program on the school. Accordingly, 3 (600%) and 2 (40%) of the principal respondents were undecided and agreed about whether stakeholders participated in the self-evaluation program on the school, respectively. The mean score of the item was 3.40, which indicate moderate level of stakeholders' participation in the self-evaluation program of the school as perceived by the

school principals. This shows that stakeholders were not as such participated in the self-evaluation program of the school and hence, they may not be able to provide constructive feedback for the school.

As item 5 of Table 12 demonstrates, from the total of 5 principal respondents, 4 (80%) and 1 (20%) of them were undecided and agreed respectively on whether stakeholders were involved in self-evaluation conducted by the school at the end of each academic year. The mean score of 3.20 was in the moderate level of the stakeholders' involvement in self-evaluation conducted by the school at the end of each academic year. From this one can say that the feedback given by the stakeholders was not high for effective implementation of SIP.

The last item of Table 12 reveals about whether the school improvement program was well communicated to school community such as teachers, students and parents. Accordingly, of the 5 principals respondents, 2 (40%) of them were undecided on whether the school improvement program was well communicated to school communities; whereas 2 (40%) and 1 (20%) of the teacher respondents were agreed and strongly agreed on the issue, respectively. The mean score of the item was 3.80, indicating high level of the school improvement program communicated to school community such as teachers, students and parents. From this one can conclude that as perceived by most of the school principals, the school improvement program well communicated to school communities so that the stakeholders may give due emphasis on SIP implementation.

4.4.4. Responses of Supervisors' Involvement on SIP Implementation

Table 13: Supervisors' Involvement in Planning SIP Implementation.

No	Item		F	%	Mean	Standard Deviation
1	The school leaders had set clear goals, vision and mission in light of school improvement program.	Strongly disagree	0	0	3.40	.548
		Disagree	0	0		
		Undecided	3	60		
		Agree	2	40		
		Strongly agree	0	0		
		Total	5	100.0		
2	The school leaders had set clear had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program	Strongly disagree	0	0	3.40	.548
		Disagree	0	0		
		Undecided	3	60		
		Agree	2	40		
		Strongly agree	0	0		
		Total	5	100.0		
3	Parents were actively involved in preparation of school improvement program.	Strongly disagree	0	0	3.00	1.00
		Disagree	2	40		
		Undecided	1	20		
		Agree	2	40		
		Strongly agree	0	0		
		Total	5	100.0		
4	Stakeholders participated in the self-evaluation program on the school	Strongly disagree	0	0	2.60	.548
		Disagree	2	40		
		Undecided	3	60		
		Agree	0	0		
		Strongly agree	0	0		
		Total	5	100.0		
5	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year	Strongly disagree	0	0	3.60	1.517
		Disagree	2	40		
		Undecided	0	0		
		Agree	1	20		
		Strongly agree	2	40		
		Total	5	100.0		
6	The school improvement program was well communicated to school community (teachers, students, parents)	Strongly disagree	0	0	3.60	.548
		Disagree	0	0		
		Undecided	2	40		
		Agree	3	60		
		Strongly agree	0	0		
		Total	5	100.0		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As demonstrated in Table 13, from the total of 5 supervisor respondents, 3 (60%) and 2 (40%) of the respondents were undecided and agreed respectively about whether the school leaders had set clear goals, vision and mission in light of school improvement program. The mean score of this item was 3.40, which indicates moderate level of the school leaders in setting clear goals, vision and mission in light of school improvement program. From this one can say the school leaders had somewhat set clear goals, vision and mission in light of school improvement program so that this may help somehow in implementing SIP.

As indicated in item 2 of Table 13, 3 (60%) and 2 (20%) of them were undecided and agreed respectively on whether the school leaders had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program. The mean value of the item was 3.40, indicating moderate agreement of the supervisors on whether the school leaders had actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program. This shows that the school leaders in the study schools had somewhat actively engaged in coordinating stakeholders and school improvement committee for the preparation of school improvement program and hence, this may help in the implementation of the program.

Item 3 in Table 13 reveals about whether parents were actively involved in preparation of school improvement program. Accordingly, from the total of 5 supervisor respondents, 2 (40%) and 1 (20%) of them were disagreed and undecided on whether parents were actively involved in preparation of school improvement program. The remaining 2 (40%) of the supervisor respondents were agreed about whether parents were actively involved in preparation of school improvement program. The mean score of the item was 3.00, indicating moderate level of agreement of the supervisor respondents as parents were actively involved in preparation of school improvement program. This infers that parents were to some extent involved in preparation of school improvement program.

As can be seen in item 4 of Table 13, from the total of 5 supervisor respondents, 2 (40%) and 3 (60%) of them were disagreed and undecided respectively about whether stakeholders participated in the self-evaluation program of the school. The mean score of the item was 2.60, indicating moderate level of stakeholders' participation in the self-evaluation program of the

school as perceived by the supervisors. From this one can understand that stakeholders somewhat participated in the self-evaluation program of the school and thus, the school may get feedback for improvement to some extent from the stakeholders.

As can be observed from item 5 of Table 13, from the total of supervisor respondents, 2 (40%) of them were disagreed about whether stakeholders were involved in self-evaluation conducted by the school at the end of each academic year. The rest, 1 (20%) and 2 (40%) of the supervisor respondents were agreed and strongly agreed respectively on whether stakeholders were involved in self-evaluation conducted by the school at the end of each academic year. The mean score of the item was 3.60, which shows high level of agreement of the supervisor respondents on whether stakeholders were involved in self-evaluation conducted by the school at the end of each academic year. From this one can say that stakeholders were involved in self-evaluation conducted by the school at the end of each academic year so that this may encourage the success of the school work through constructive feedback from the stakeholders.

Item 6 in Table 13 states about whether the school improvement program was well communicated to school community (teachers, students, parents). Accordingly, from the total of 5 supervisor respondents, 2 (40%) and majority 3 (60%) of them were undecided and agreed respectively on whether the school has assured the staff readiness before the commencement of the program. The mean score of 3.60 was in the high level of agreement of the supervisor respondents regarding whether the school improvement program was well communicated to school community. From this one can say that the school improvement program was well communicated to school communities in the study schools.

4.4.5. Responses of supervisors Involvement on SIP Implementation

Table 14: Supervisors' Involvement in Implementing SIP

No	Item		F	%	Mean	Standard Deviation
1	The school leaders frequently evaluated and discussed with teachers on the program implementation outcomes	Strongly disagree	0	0	3.40	.894
		Disagree	0	0		
		Undecided	4	80		
		Agree	0	0		
		Strongly agree	1	20		
		Total	5	100.0		
2	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program	Strongly disagree	0	0	3.20	.837
		Disagree	1	20		
		Undecided	2	40		
		Agree	2	40		
		Strongly agree	0	0		
		Total	5	100.0		
3	There is strong work team among stakeholders to implement the school improvement program	Strongly disagree	0	0	2.80	.447
		Disagree	1	20		
		Undecided	4	80		
		Agree	0	0		
		Strongly agree	0	0		
		Total	5	100.0		
4	Principals are actively engaged in improving learning conditions and learning outcomes	Strongly disagree	0	0	2.60	.548
		Disagree	2	40		
		Undecided	3	60		
		Agree	0	0		
		Strongly agree	0	0		
		Total	5	100.0		
5	Teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils	Strongly disagree	0	0	3.20	.447
		Disagree	0	0		
		Undecided	4	80		
		Agree	1	20		
		Strongly agree	0	0		
		Total	5	100.0		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As demonstrated in Table 14, from the total 5 supervisor respondents, 4 (80%) and 1 (20%) of the respondents were undecided and strongly agreed respectively about whether the school leaders frequently evaluated and discussed with teachers on the program implementation outcomes. The mean score of this item was 3.40, which indicates moderate level of agreement of the school supervisors on whether the school leaders frequently evaluated and discussed with teachers on the program implementation outcomes. This illustrates that training on SIP given to teachers was not as such to effectively implement of the program.

Item 2 in Table 14 shows about whether the school improvement committee has contributed a lot in coordinating, monitoring and evaluation of the implementation of school improvement program. Accordingly, of the 5 supervisor respondents, 1 (20%) and 2 (40%) of them were disagree and undecided respectively on whether the school improvement committee has contributed a lot in coordinating, monitoring and evaluation of the implementation of school improvement program. But, 2 (40%) of the supervisor respondents were agreed about whether the school improvement committee has contributed a lot in coordinating, monitoring and evaluation of the implementation of school improvement program. The mean value of the item was 3.20, indicating moderate agreement of the supervisor respondents on whether the school improvement committee has contributed a lot in coordinating, monitoring and evaluation of the implementation of school improvement program. This shows that the school improvement committee in the study schools has somewhat contributed in coordinating, monitoring and evaluation of the implementation of school improvement program.

As can be seen in Table 14 item 3, from the total of supervisor respondents, majority 1 (20%) of them were disagreed and undecided respectively on whether there is strong team work among stakeholders to implement the school improvement program. The mean score of the item was 2.80, indicating moderate level of agreement of the supervisor respondents about whether there is strong team work among stakeholders to implement the school improvement program. This infers that there was somewhat strong team work among stakeholders to implement the school improvement program in the school.

As indicated in Item 4 of Table 14, from the total of supervisor respondents, 2 (40%) and 3 (60%) of them were disagreed and undecided respectively about whether principals are actively engaged in improving learning conditions and learning outcomes. The mean score of the item was 2.60, which indicates moderate level of principals' engagement in improving learning conditions and learning outcomes as perceived by the supervisors. From this one can understand that principals were somewhat actively engaged in improving learning conditions and learning outcomes.

The last item in Table 14 presents about whether teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils.

Accordingly, majority 4 (80%) and 1 (20%) of the supervisor respondents were undecided and agreed respectively on whether teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils. The mean score of 3.20 was in the moderate level of the supervisors' agreement about whether teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils. This illustrates that teachers regularly discuss to some extent with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils.

4.5. Responses of Teachers on Teaching and Learning Domain

Table 15: Teachers' responses in Teaching and Learning Domain

No	Item		F	%	Mean	Standard Deviation
1	The degree to which teachers take, collective responsibility for students' learning	Very low	1	.7	3.73	.741
		Low	2	1.4		
		Medium	51	35.7		
		High	69	48.3		
		Very high	20	14.0		
		Total	143	100		
2	The extent to which teachers identified students' achievement and give special support (Tutorial) for slow learners	Very low	1	.7	3.63	.793
		Low	5	3.5		
		Medium	60	42.0		
		High	57	39.9		
		Very high	20	14.0		
		Total	143	100		
3	The extent to which teachers evaluated curriculum materials (text books, teacher's guides)	Very low	2	1.4	3.41	.824
		Low	12	8.4		
		Medium	68	47.6		
		High	48	33.6		
		Very high	13	9.1		
		Total	143	100		
4	The extent to which the school teachers implemented continuous assessment and gave constructive feedback to students' performance	Very low	0	0	3.59	.743
		Low	2	1.4		
		Medium	74	51.7		
		High	47	32.9		
		Very high	20	14.0		
		Total	143	100		
5	Classrooms are suitable places and have conducive conditions for teaching and learning.	Very low	19	13.3	2.87	1.174
		Low	36	25.2		
		Medium	47	32.9		
		High	26	18.2		
		Very high	15	10.5		
		Total	143	100		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As revealed in Table 15, from the total of 143 teacher respondents, 1 (.7%) and 2 (1.4%) of the teacher respondents stated that the degree to which teachers take, collective responsibility for students' learning was very low and low, respectively. 51 (35.7%) of the teacher respondents explained that the degree to which teachers take, collective responsibility for students' learning was medium. The remaining, majority 69 (48.3%) and 20 (14%) of them argued that the degree to which teachers take, collective responsibility for students' learning was high and very high, respectively. The mean score of this item (mean = 3.73) was in the interval of high level of implementation. This shows that the degree to which teachers take, collective responsibility for students' learning was high so that the school performance may be successfully carried out.

Item 2 in Table 15 describes about the extent to which teachers identified students' achievement and give special support (Tutorial) for slow learners. Accordingly, from the total of 143 teacher respondents, 1 (.7%) and 5 (3.5%) of them indicated that the extent to which teachers identified students' achievement and give special support (Tutorial) for slow learners was very low and low, respectively. More number (42%) of the teacher respondents described that the extent to which teachers identified students' achievement and give special support (Tutorial) for slow learners was medium. The remaining, 57 (39.9%) and 20 (14%) of them contended that the extent to which teachers identified students' achievement and give special support (Tutorial) for slow learners was high and very high, respectively. The mean score of this item was 3.63, indicating high level of identifying students' achievement and giving special support (Tutorial) for slow learners. This shows that the extent to which teachers identified students' achievement and give special support (Tutorial) for slow learners was high and hence, the students may get timely and constructive feedback and support from their teachers in order to improve their academic performance.

As can be observed from item 3 of Table 15, from the total of 143 teacher respondents, 2 (1.4%) and 12 (8.4%) of them depicted that the extent to which teachers evaluated curriculum materials (text books, teacher's guides) was very low and low, respectively. Majority 68 (47.6%) of the teacher respondents portrayed that the extent to which teachers evaluated curriculum materials (text books, teacher's guides) was medium; whereas, 48 (33.6%) and 13 (9.1%) of them argued that the extent to which teachers evaluated curriculum materials (text books, teacher's guides)

was high and very high, respectively. The mean score of this item (mean = 3.41) was in the cutoff point of medium level of implementation. This shows that the extent to which teachers evaluated curriculum materials (text books, teacher's guides) was medium so that modifications to be made on curriculum contents and objectives may not as such be done.

Item 4 in Table 15 requests about the extent to which the school teachers implemented continuous assessment and gave constructive feedback to students' performance. Accordingly, 2 (1.4%) and more than half 74 (51.7%) of the teacher respondents revealed that the extent to which the school teachers implemented continuous assessment and gave constructive feedback to students' performance was low and medium, respectively. The remaining, 47 (32.9%) and 20 (14%) of the teacher respondents described that the extent to which the school teachers implemented continuous assessment and gave constructive feedback to students' performance was high and very high, respectively. The mean score of the item was 3.59; indicating high level of the school teachers in implementing continuous assessment and giving constructive feedback to students' performance. This illustrates that the extent to which the school teachers implemented continuous assessment and gave constructive feedback to students' performance was high and thus, the students may improve their learning.

The last item in Table 15 demonstrates about the degree to which classrooms are suitable and conducive for teaching and learning. Accordingly, 2(40%) of the principal respondents stated that the degree to which classrooms are suitable and conducive for teaching and learning was medium . 2 (40%) and 1(20%)of them revealed that the degree to which classrooms are suitable and conducive for teaching and learning high and very high respectively . The mean score of the item (mean = 3.80) was in the interval of high level of classrooms suitability and conduciveness for teaching and learning. This shows that the degree to which classrooms are suitable and conducive for teaching and learning was high so that the classroom may be good for teaching and learning processes.

Five measuring scale (low, very low, medium, high and very high) were developed by the researcher to measure the status of the implementation of activities related to four Domains

4.5.1. Responses of Teachers on Teaching and Learning Domain

Table 16: Teachers' responses in Teaching and Learning Domain

No	Item		F	%	Mean	Standard Deviation
1	The degree to which action research was conducted by the school community (teachers, principals) to solve school level problems	Very low	10	7.0	2.97	.971
		Low	32	22.4		
		Medium	60	42.0		
		High	34	23.8		
		Very high	7	4.9		
		Total	143	100		
2	The degree to which Continuous Professional Development program is implemented in the school.	Very low	9	6.3	2.98	.960
		Low	32	22.4		
		Medium	63	44.1		
		High	31	21.7		
		Very high	8	5.6		
		Total	143	100		
3	The level of teachers' participation in Continuous Professional Development program	Very low	8	5.6	2.99	.960
		Low	34	23.8		
		Medium	60	42.0		
		High	33	23.1		
		Very high	8	5.6		
		Total	143	100		
4	The extent to which the school teachers use laboratories in teaching lessons that need it	Very low	20	14.0	2.66	.926
		Low	29	20.3		
		Medium	77	53.8		
		High	13	9.1		
		Very high	4	2.8		
		Total	143	100		
5	Necessary facilities (water supply, latrine, cafeteria) are adequately available for teachers	Very low	30	21.0	2.41	1.146
		Low	63	44.1		
		Medium	20	14.0		
		High	22	15.4		
		Very high	8	5.6		
		Total	143	100		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high

Item 1 in Table 16 described about the degree to which action research was conducted by the school community (teachers, principals) to solve school level problems, Accordingly, from the total of 143 teacher respondents, 10 (7%) and 32 (22.4%) of the teacher respondents stated that the degree to which action research conducted by the school community (teachers, principals) to solve school level problems was very low and low, respectively. Majority 60 (42%) of the

teacher respondents stated that the degree to which action research conducted by the school community (teachers, principals) to solve school level problems was medium. The remaining, 34 (23.8%) and 7 (4.9%) of them argued that the degree to which action research conducted by the school community (teachers, principals) to solve school level problems was high and very high, respectively. The mean score of the item was 2.97 in the interval of moderate level of implementation. From this one can understand that the degree to which action research conducted by the school community (teachers, principals) to solve school level problems was moderate and thus, the school communities in the study schools conducted action research conducted to some extent to solve real problems.

As can be observed in item 2 of Table 16, from the total of teacher respondents, 9 (6.3%) and 32 (22.4%) of them portrayed that the degree to which Continuous Professional Development program implemented in the school was very low and low, respectively. Majority 63 (44.1%) of the teacher respondents depicted that the degree to which Continuous Professional Development program implemented in the school was medium; while, 31 (21.7%) and 8 (5.6%) of them argued that the degree to which Continuous Professional Development program implemented in the school was high and very high, respectively. The mean score of this item was 2.98; indicating moderate level of Continuous Professional Development program implemented in the school. This illustrates that Continuous Professional Development program implemented to some extent in the study schools.

As shown in Table 16 item 3, from the total of 143 teacher respondents, 8 (5.6%) and 34 (23.8%) of the teacher respondents indicated that the level of teachers' participation in Continuous Professional Development program was very low and low, respectively. Majority 60 (42%) of the teacher respondents stated that the level of teachers' participation in Continuous Professional Development program was medium; whereas, 33 (23.1%) and 8 (5.6%) of them contended that the level of teachers' participation in Continuous Professional Development program was high and very high, respectively. The mean score of this item (mean = 2.99) was in the range of moderate level of teachers' participation in Continuous Professional Development program. This shows that teachers' to some extent participated in Continuous Professional Development program.

Item 4 in Table 16 requests about the extent to which the school teachers use laboratories in teaching lessons that need it. Accordingly, 20 (14%) and 29 (20.3%) of the teacher respondents depicted that the extent to which the school teachers use laboratories in teaching lessons that need it was very low and low, respectively. More than half, 77 (53.8%) of the teacher respondents portrayed that the extent to which the school teachers use laboratories in teaching lessons that need it was medium. The remaining, 13 (9.1%) and 4 (2.8%) of them demonstrated that the extent to which the school teachers use laboratories in teaching lessons that need it was high and very high, respectively. The mean score of this item was 2.66, which shows moderate level of the school teachers in using laboratories in teaching lessons that need it. This shows that to some extent the school teachers use laboratories in teaching lessons that need it.

The last item in Table 16 demonstrates about whether necessary facilities (water supply, latrine, and cafeteria) are adequately available for teachers. Accordingly, from the total of 143 teacher respondents, 30 (21%) and 63 (44.1%) of them stated that the extent to which necessary facilities (water supply, latrine, and cafeteria) are adequately available for teachers was very low and low, respectively. 20 (14%) of the teacher respondents explained that the extent to which necessary facilities (water supply, latrine, and cafeteria) are adequately available for teachers was medium; while 22 (15.4%) and 8 (5.6%) of them argued that the extent to which necessary facilities (water supply, latrine, and cafeteria) are adequately available for teachers was high and very high, respectively. The mean score of the item was 2.41; indicating moderate level of necessary facilities (water supply, latrine, and cafeteria) available for teachers. This illustrates that level of necessary facilities (water supply, latrine, and cafeteria) to some extent available for teachers

4.6. Principals' responses on Teaching and Learning Domain

Table 17: Principals' responses in of Teaching and Learning Domain

No	Item		F	%	Me an	Standard Deviation
1	The degree to which teachers take, collective responsibility for students' learning	Very low	0	0	3.80	1.304
		Low	1	20		
		Medium	1	20		
		High	1	20		
		Very high	2	40		
		Total	5	100		
2	The extent to which teachers identified students' achievement and give special support (Tutorial) for slow learners	Very low	0	0	3.60	1.140
		Low	1	20		
		Medium	1	20		
		High	2	40		
		Very high	1	20		
		Total	5	100		
3	The extent to which teachers evaluated curriculum materials (text books, teacher's guides)	Very low	0	0	3.40	.894
		Low	1	20		
		Medium	1	20		
		High	3	60		
		Very high	0	0		
		Total	5	100		
4	The extent to which the school teachers implemented continuous assessment and gave constructive feedback to students' performance	Very low	0	0	3.60	.548
		Low	0	0		
		Medium	2	40		
		High	3	60		
		Very high	0	0		
		Total	5	100		
5	Classrooms are suitable places and have conducive conditions for teaching and learning.	Very low	0	0	3.80	.837
		Low	0	0		
		Medium	2	40		
		High	2	40		
		Very high	1	20		
		Total	5	100		

Framework: ≤ 1.49 - very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥ 4.50 – very high.

As illustrated in Item 1 Table 17, 1 (20%) of the principal respondents rated low and the remaining 1(20%) of respondent principal said medium and the rest 1(20%) rated high whereas 2(40%) of them rated very high. The data show on the average with the mean value (3.80) was at high level, which indicates high level of teachers taking collective responsibility for students' learning. This shows that as indicated by principal respondents, teachers taking high responsibility for students learning may help the students to achieve the intended learning outcomes.

As shown in Item 2 Table 17, 1(20%) of the respondents said that teachers identified students' achievement and give especial support for slow learners was low and 1(20%) of respondents said medium and the remaining 2(40%) of them said high and the rest 1(20%) of the respondents rated very high. The mean score of the item (mean = 3.60), indicated high level of performance. respondents said the extent which teachers identified students' achievement and give especial support for slow learners was at high level. This indicates that teachers effort in identifying slow learners and giving them special support may help learners to achieve better results.

As illustrated in Item 3 Table 17, 1(20%) of the respondents said that the extent which teachers evaluated curriculum materials was low and 1(20%) of them rated medium and 2(40%) of the principal respondents said high. The mean value of the item was 3.40, which shows moderate level of implementation. From this one can say that conducting evaluation of curriculum materials and providing learners with appropriate one may help students to gain sufficient knowledge from the curriculum that fit their level.

As shown in Item 4 Table 17, 2(40%) of the respondents said that the extent to which schools teachers implemented continuous assessment and gave constructive feedback to students 'performance is medium and 3(60%) of the respondents said that, the extent to which school teachers' implementation of continuous assessment and giving constructive feedback may help learners to achieve good performance.

As indicated in Item 5 Table 17, 2(40%) of respondents said that class room are suitable places and have conducive conditions for teaching and learning medium and respectively 2(40%) of respondents responded that class room are suitable places and have conducive conditions for teaching and learning was high and the rest 1(20%) of respondent said that class room are suitable places and have conducive conditions for teaching and learning.

The average with the mean value was at high level 3.80. This implies that majority teachers responded that class rooms are suitable places and have conducive conditions for teaching and learning. From this one can say that good learning environment may facilitate teaching and learning process.

4.6.1.Principals’ responses in of Teaching and Learning Domain

Table 18: Principals’ responses in of Teaching and Learning Domain

No	Item		F	%	Mean	Standard Deviation
1	The degree to which action research was conducted by the school community (teachers, principals) to solve school level problems	Very low	1	20	2.60	1.140
		Low	1	20		
		Medium	2	40		
		High	1	20		
		Very high	0	0		
		Total	5	100		
2	The degree to which Continuous Professional Development program is implemented in the school.	Very low	0	0	3.00	1.000
		Low	2	40		
		Medium	1	20		
		High	2	40		
		Very high	0	0		
		Total	5	100		
3	The level of teachers’ participation in Continuous Professional Development program	Very low	0	0	3.20	.447
		Low	0	0		
		Medium	4	80		
		High	1	20		
		Very high	0	0		
		Total	5	100		
4	The extent to which the school teachers use laboratories in teaching lessons that need it	Very low	1	20	3.00	1.414
		Low	1	20		
		Medium	0	0		
		High	3	60		
		Very high	0	0		
		Total	5	100		
5	Necessary facilities (water supply, latrine, cafeteria are adequately available for teachers	Very low	0	0	3.40	1.140
		Low	1	20		
		Medium	2	40		
		High	1	20		
		Very high	1	20		
		Total	5	100		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As it is demonstrated in Item 1 Table 18, 1(20%)of principal said that on the degree to which action research was conducted by school community to solve school level problems was very low and 1(20%)of principal responded the degree to which action research was conducted by school community to solve school level problems was low and 2(40%) of respondents responded medium and the remaining 1(20%) of respondent responded the degree to which action research was conducted by school community to solve school level problems was high .

The data shows on the average with the mean value was at moderate level.2.60.This implies that the low attention of school community to conduct action research to solve school related problems may reduce the intended school improvement program.

As can be seen from Item 2 Table 18, 2(40%) of principals responded that the degree to which continuous professional Development program is implemented in the school was low and the remaining 1(20%) of respondent said that the degree to which continuous professional Development program is implemented in the school was medium and the rest 2(40%)of respondents said high. The mean score of the item (mean = 3.00) was at moderate level. . This indicates the teachers' implementation in continuous professional development was low, this teachers low involvement in professional development program may reduce the expected quality education.

According to Item 3 Table18, 4(80%) of principals responded that the level of teachers in continuous professional Development program was medium and the rest 1(20%)of principal said that level of teachers in continuous professional Development program was high . The data shows on the average with the mean value was at moderate level 3.20.This shows that majority teachers were not involves in continuous professional development program, and this low involvement on the issue of professional development might affect learners academic performance and reduce quality education.

As can be observed from Table 18, Item 4, 1(20%)of respondent responded the level of the school teachers that use laboratories in teaching lessons was very low the remaining 3(60%) of principals respondents responded that the level of the school teachers use laboratories in teaching lessons was high. The mean score (mean = 3.00.) in the moderate level of the schools in using laboratories in teaching. The in ability of schools to use laboratories in teaching related lessons may cause schools to lose the intended quality education .

As it is indicated in Table 18 item 5, 1(20%)of principal responded that necessary facilities are adequately available for teachers was low and the remaining 2(40%)of respondents responded that necessary facilities are adequately available for teacher was medium and 1(20%)of respondents responded the necessary facilities are adequately available for teachers was high,

the rest 1(20%)of respondents responded that necessary facilities are adequately available for teacher was very high . The data shows on the average with the mean value was at moderate level 3.40 .As data indicates in majority schools necessary adequate facilities are not available. The absence of these facilities may affect teaching and learning process.

4.7. Supervisors’ responses in Teaching and Learning Domain

Table 19: Supervisors’ responses in Teaching and Learning Domains

No	Item		F	%	Mean	Standard Deviation
1	The degree to which teachers take, collective responsibility for students’ learning	Very low	0	0	3.80	.837
		Low	0	0		
		Medium	2	40		
		High	2	40		
		Very high	1	20		
		Total	5	100		
2	The extent to which teachers identified students’ achievement and give special support (Tutorial) for slow learners	Very low	0	0	3.80	.837
		Low	0	0		
		Medium	2	40		
		High	2	40		
		Very high	1	20		
		Total	5	100		
3	The extent to which teachers evaluated curriculum materials (text books, teacher’s guides)	Very low	0	0	3.60	.548
		Low	0	0		
		Medium	2	40		
		High	3	60		
		Very high	0	0		
		Total	5	100		
4	The extent to which the school teachers implemented continuous assessment and gave constructive feedback to students’ performance	Very low	0	0	3.40	.894
		Low	0	0		
		Medium	4	80		
		High	0	0		
		Very high	1	20		
		Total	5	100		
5	Classrooms are suitable places and have conducive conditions for teaching and learning.	Very low	0	0	3.20	.837
		Low	1	20		
		Medium	2	40		
		High	2	40		
		Very high	0	0		
		Total	5	100		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As it can be seen in Table 19 item 1, 2(40%) supervisors responded that teachers take collective responsibility for students learning was medium and the remaining 2(40%) and 1(20%) respondents responded that teachers take collective responsibility for students learning was high and very high respectively. The data shows on the average with the mean value was at high level 3.80. As data indicates majority teachers take collective responsibility for students learning at high level, this may assure the expected implementation of school improvement program.

.As it can be seen in Table 19 item 2, 2(40%) of teachers identified students achievements and give special supports for slow learners was medium and 2(40%) and 1(20%) of respondents said that teachers identified students achievements and give special supports for slow learners high and very high respectively. The mean score of the item (mean = 3.80) was at high level of the teachers performance in identifying students' achievements and giving special support for slow learners. This indicates that teachers support for slow learners was at high level and this, may help all students to score the best intended performance.

As it can be seen from Table 19 item 3, 2(40%) of supervisors responded that teachers evaluated the curriculum materials was medium and the remaining 3(60%) of respondents said that teachers evaluated the curriculum materials was high. The data show on the average with the mean value (3.60) was at high level. From this one can say that majority teachers have evaluated the curriculum materials, and this may facilitate the implementation school improvement program.

As can be observed from Table 19 item 4, 4(80%) of supervisors said that the extent to which schools teachers implemented continuous assessment and gave constructive feedback to students performance was medium and the remaining 1(20%) of principal responded that the extent to which schools teachers implemented continuous assessment and gave constructive feedback to students performance was very high. The data show on the average with the mean value (3.40) was at high level. From this one can say that the extent to which schools teachers have implemented continuous assessment and gave constructive feedback at high level, and this may improve the students' achievement.

As it is indicated Table 19 item 5, 1(20%)of respondent responded that class rooms are suitable places and have conducive conditions for teaching and learning .was low and the remaining 2(40%)of supervisors responded that classrooms are suitable places and have conducive conditions for teaching and learning was medium and the rest 2(40%) of respondents said high. The mean score of the item (mean =3.20) was at moderate level. This implies that the class rooms are suitable places and have conducive conditions for teaching and learning.at moderate which needs schools effort to make it better

4.7.1 Supervisors' responses in Teaching and Learning

Table 20: Supervisors' responses in Teaching and Learning Domain

No	Item		F	%	Mean	Standard Deviation
1	The degree to which action research was conducted by the school community (teachers, principals) to solve school level problems	Very low	0	0	2.60	.548
		Low	2	40		
		Medium	3	60		
		High	0	0		
		Very high	0	0		
		Total	5	100		
2	The degree to which Continuous Professional Development program is implemented in the school.	Very low	0	0	2.40	.548
		Low	3	60		
		Medium	2	40		
		High	0	0		
		Very high	0	0		
		Total	5	100		
3	The level of teachers' participation in Continuous Professional Development program	Very low	0	0	2.80	.447
		Low	1	20		
		Medium	4	80		
		High	0	0		
		Very high	0	0		
		Total	5	100		
4	The extent to which the school teachers use laboratories in teaching lessons that need it	Very low	1	20	2.60	.894
		Low	0	0		
		Medium	4	80		
		High	0	0		
		Very high	0	0		
		Total	5	100		
5	Necessary facilities (water supply, latrine, cafeteria are adequately available for teachers	Very low	0	0	2.00	.000
		Low	5	100		
		Medium	0	0		
		High	0	0		
		Very high	0	0		
		Total	5	100		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As it is illustrated in Table 20 item 1, 2(40%) respondents that action research was conducted by school community to solve school level problems was low and the rest 3(60%) of respondents said that action research was conducted by school community to solve school level problems was medium. The data show on the average with the mean value of 2.60 indicating moderate level of performance. This indicates that action research that was conducted by school community to solve school level problems was at moderate level. From this it is possible to say that inability of school leaders to conduct school based action research at school level may delay the whole school academic progress.

As can be seen From Table 20 item 2, 3(60%) supervisors responded that continuous professional development program is implemented in the schools was low and the remaining 2(40%) of respondents said that continuous professional development program is implemented in the schools was medium. The mean score of the item (mean =2.40) was also in the low level of assuring staff readiness on continuous professional development before the SIP implementation. Therefore, the absence of devoted community to conduct action research to solve school related problems may affect the academic performances.

As shown in Table 20 item 3, 1(20%) of respondent supervisor responded that the level of teachers participation in continuous professional development program was low and 4(80%) respondents responded that the level of teachers participation in continuous professional development program was medium. The data show on the average with the mean value was 2.80. From this one can say that the level of teachers' participation in continuous professional development program was at moderate level. This low teachers participation in continuous professional development may affect teaching and learning process and reduce the intended quality education

As it can be seen from Table 20 item 4, 1(20%) of respondents said low that teachers use laboratories in teaching lesson that it need is very low whereas 4(80%) respondents responded that the extent to which the teachers who use laboratories in teaching lesson that it need was medium. The mean score of the item (mean=2.60) indicate moderate level. from this one can say that the teachers use laboratories in teaching lesson at low level. This may affect academic

performance of learners and make the students to get in sufficient knowledge related to the lesson to be learned practically.

As can be observed from Table 20 item5, 5 (100%) of respondents said low that the necessary facilities are adequately available for teachers .The data show on the average with the mean value (2.00) was at low level. From this one can say that the necessary schools facilities for teachers are at low level, this may affect teaching and learning process.

4.8. Teachers’ responses on learning environment

Table 21: Teachers’ responses on learning environment Domain

No	Item		F	%	Mean	Standard Deviation
1	The extent to which teachers and students have participated in decision making	Strongly disagree	2	1.4	3.40	.857
		Disagree	14	9.8		
		Undecided	67	46.9		
		Agree	45	31.5		
		Strongly agree	15	10.5		
		Total	143	100.0		
2	The leadership and management provided adequate training to teachers including recently hired teachers on the school improvement program	Strongly disagree	4	2.8	3.23	.894
		Disagree	21	14.7		
		Undecided	67	46.9		
		Agree	40	28.0		
		Strongly agree	11	7.7		
		Total	143	100.0		
3	The school leadership and management have shown a strong commitment and accountability for student’s results	Strongly disagree	4	2.8	3.24	.890
		Disagree	19	13.3		
		Undecided	70	49.0		
		Agree	38	26.6		
		Strongly agree	12	8.4		
		Total	143	100.0		
4	The school principals played effective leadership role in school improvement program implementation	Strongly disagree	2	1.4	3.20	.841
		Disagree	25	17.5		
		Undecided	67	46.9		
		Agree	41	28.7		
		Strongly agree	8	5.6		
		Total	143	100.0		
5	Resources of the school are used in manner that they assist students to achieve higher results	Strongly disagree	8	5.6	3.05	.929
		Disagree	30	21.0		
		Undecided	56	39.2		
		Agree	45	31.5		
		Strongly agree	4	2.8		
		Total	143	100.0		

6	The school leadership and management give valuable responses to the identified school improvement implementation problems immediately	Strongly disagree	9	6.3	3.03	.903
		Disagree	21	14.7		
		Undecided	78	54.5		
		Agree	27	18.9		
		Strongly agree	8	5.6		
		Total	143	100.0		
7	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers	Strongly disagree	7	4.9	3.03	.857
		Disagree	24	16.8		
		Undecided	78	54.5		
		Agree	26	18.2		
		Strongly agree	8	5.6		
		Total	143	100.0		

As Table 21 item 1 indicates 2(1.4%) and 14 (9.8%) of respondents were strongly disagree and disagree respectively, that teacher and students have participated in decision making. Accordingly, 67(46.9%) of teachers undecided that whether or not teacher and students have participated in decision making and 45(31.5%) and 15(10.5%) respondents were agree and strongly agree that teacher and students have participated in decision making. The data show on the average with the mean value (3.40) was at moderate level. This indicates that teachers and students participated in decision making at moderate level.

As shown in Table 21 item 2, 4(2.8%) and 21(14.7%) respondents strongly disagree and disagree that the leadership and management provided adequate training to teachers on the school improvement program respectively. and 67(46.9%) of teachers undecided whether or not leadership and management provided adequate training to teachers on the school improvement program, and the remaining 40(28.0%) and 11(7.7%) of respondents agree and strongly agree that the leadership and management provided adequate training to teachers on the school improvement program respectively. The mean score of the item was at moderate level 3.23. From this one can say that teachers' leadership and management did not provide adequate training to teachers. Lack of adequate training for teachers may affect teaching and learning activities..

According to Table 21 item 3, 4(2.8%) and 19(13.3%) respondents strongly agree and disagree that the leadership and management have showed strong commitment and accountability for students result respectively. Accordingly, 70(49.0%) of respondents undecided that whether or not leadership and management have showed strong commitment and accountability for students

result . The rest 38(26.6%) and 12(8.4%) of respondents agreed and strongly agreed that leadership and management have showed strong commitment and accountability for students result respectively.. The mean score of the items (mean =3.24) was at moderate level that leadership and management have not showed strong commitment and accountability for students result. This may result low students 'achievement and reduce the intended quality education.

As illustrated in Table 21 item4, 2(1.4%) and 25(17.5%) of respondents were strongly disagree and agree that the school principals played effective leadership role in school improvement program implementation respectively. 67(46.9%)respondents undecided that whether or not school principals played effective leadership role in school improvement program implementation and the remaining 41(28.7%)and 8(5.6%) teachers were agree and strongly agree that school principals played effective leadership role in school improvement program implementation .The data shows on the average with the mean value was at moderate level.3.20. This indicates that the role of principals' leadership in school improvement program implementation was low; this may also reduce an expected quality education.

As indicated in Table 21 item5, 8(5.6%) and 30(21.0%) respondents were strongly disagree and agree that resource of the schools are used in manner that they assist students to achieve higher result, respectively. The remaining 56(39.2%) of respondents undecided that whether or not resource of the schools are used in manner that they assist students to achieve higher result. and the remaining 45(31.5%) and 4(2.8%) of respondents were agree and strongly agree that resource of the schools are used in manner that they assist students to achieve higher result respectively. The mean score of the item (mean = 3.05) was in moderate level that the way in which schools used the resources to assist the students to achieve the higher result. From this one can say that resources of the schools are used at low level to assist students to achieve higher result.

As shown in Table 21 item 6, 9(6.3%)and 21(14%)of respondents were strongly disagree and agree that the school leadership and management give valuable resources to the identified schools improvement implementation problemrespectively. whereas,78(54.5%)of respondents undecided whether the school leadership and management give valuable resources to the identified schools improvement implementation problems the rest 27(18.9%)and 8(5.6%) of respondents were agree and strongly agree that school leadership and management give

valuable resources to the identified schools improvement implementation problem respectively. The data show on the average with the mean value (3.03) was at moderate level. This implies that school leadership and management give valuable resources to the identified school improvement implementation problems at low level.

As Table 21 item7 describes 7(4.9%) and 24(16.8%) of respondents were strongly disagree and agree that principals have been regularly supervising class room instruction to give corrective feedback for teachers respectively. The remaining 78(54.5%) teachers undecided whether or not principals have been regularly supervising class room instruction to give corrective feedback for teachers. the rest 26(18.2%) and 8(5.6%) of respondent were agree and strongly agree that principals have been regularly supervising class room instruction to give corrective feedback for teacher respectively. The data show on the average with the mean value of 3.03 was at moderate level. This indicates that the role of principals in supervising class room instruction was low. From this one can say that that low principals' responsibility may result in low academic performance of the students.

4.8.1. Principals' responses on learning environment

Table 22: Principals' responses on learning environment Domain

No	Item		F	%	Mean	Standard Deviation
1	The extent to which teachers and students have participated in decision making	Strongly disagree	0	0	3.80	.447
		Disagree	0	0		
		Undecided	1	20		
		Agree	4	80		
		Strongly agree	0	0		
		Total	5	100		
2	The leadership and management provided adequate training to teachers including recently hired teachers on the school improvement program	Strongly disagree	0	0	3.60	.548
		Disagree	0	0		
		Undecided	2	40		
		Agree	3	60		
		Strongly agree	0	0		
		Total	5	100		
3	The school leadership and management have shown a strong commitment and accountability for student's results	Strongly disagree	0	0	3.80	.447
		Disagree	0	0		
		Undecided	1	20		
		Agree	4	80		
		Strongly agree	0	0		
		Total	5	100		

4	The school principals played effective leadership role in school improvement program implementation	Strongly disagree	0	0	3.60	.548
		Disagree	0	0		
		Undecided	2	40		
		Agree	3	60		
		Strongly agree	0	0		
		Total	5	100		
5	Resources of the school are used in manner that they assist students to achieve higher results	Strongly disagree	0	0	3.40	.548
		Disagree	0	0		
		Undecided	3	60		
		Agree	2	40		
		Strongly agree	0	0		
		Total	5	100		
6	The school leadership and management give valuable responses to the identified school improvement implementation problems immediately	Strongly disagree	0	0	3.60	.548
		Disagree	0	0		
		Undecided	2	40		
		Agree	3	60		
		Strongly agree	0	0		
		Total	5	100		
7	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers	Strongly disagree	0	0	3.60	.548
		Disagree	0	0		
		Undecided	2	40		
		Agree	3	60		
		Strongly agree	0	0		
		Total	5	100		

Framework: ≤ 1.49 - very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥ 4.50 – very high.

As it can be seen from Table 22 item 1, 1(20%) of principal undecided whether teachers and students have participated in decision making, with regard to the same table item 4(80%) of respondents were agree that teachers and students have participated in decision making. The data show on the average with the mean value was 3.80. From this one can say that teachers and students have participated in decision making was at high level. The collaboration of teachers and students on SIP may facilitate the academic performance of students.

According to table 22 item 2, 2(40%)of respondents undecided whether, similarly on the same table item 3(60%)respondents were agree that leadership and management provided adequate training to teachers including recently hired teachers on the on the school improvement problems. The mean score of the item(mean= 3.60).was at high level. Thus, leadership and management provided high adequate training to teachers including recently hired teachers.

As it is shown in table 22 item 3, 1 (20%) respondents undecided whether the school principals played effective leadership role in school improvement program, with regard to the same table

item 4(80%) respondents were agree that the school principals played effective leadership role in school improvement program, The data shows on the average with the mean value was 3.80. From this one can say that the school principals played effective leadership role in school improvement program at high level, and this may increase the students' academic performance.

As indicated in Table 22 item 4, 2 (40%) of the respondents undecided on whether the school principals played effective leadership role in school improvement program implementation. The mean score of the item (mean= 3.60) was in the high level that school principals played his role effectively in school improvement program implementation.

According to Table 22 item 5, 3(60%) of respondents undecided that whether resources of the schools are used in manner that they assist students to achieve higher results .similarly in the same table item 2(40%) of respondents agreed that resources of the schools are used in manner that they insist students to achieve higher results. The data show on the average with the mean value was at moderate level. 3.40. From this one can say that resources of the schools are used in manner that they insist students to achieve higher results at moderate level.

As illustrated in Table 22 item 6, 2(40%) of respondents undecided whether the school leadership and management give valuable responses to the identified school improvement implementation problems immediately. With regard to the same table item 3(60%) of respondents were agree that the school leadership and management give valuable responses to the identified school improvement implementation problems immediately. The data show on the average with the mean value was at high level (mean = 3.60). From this one can say that school leadership and management give valuable responses to the identified school improvement implementation problems immediately.

As it is demonstrated in Table 22 item7, 2(40%) of respondent undecided whether or not principals have been regularly supervising classroom instructions to give constructive fee back for teachers. with regard to the same table item 3(60%) of respondents were agree that principals have been regularly supervising classroom instructions to give constructive feedback for teachers. The mean score of the item (mean = 3.60.) was also in high level that school principals have been regularly supervising class room instruction give constructive feedback at high level

4.8.2. Supervisors' responses on learning environment

Table 23: Supervisors' responses on the level of learning environment Domain

No	Item		F	%	Mean	Standard Deviation
1	The extent to which teachers and students have participated in decision making	Strongly disagree	0	0	3.40	1.140
		Disagree	1	2		
		Undecided	2	40		
		Agree	1	20		
		Strongly agree	1	20		
		Total	5	100		
2	The leadership and management provided adequate training to teachers including recently hired teachers on the school improvement program	Strongly disagree	0	0	3.40	.894
		Disagree	1	20		
		Undecided	1	20		
		Agree	3	60		
		Strongly agree	0	0		
		Total	5	100		
3	The school leadership and management have shown a strong commitment and accountability for student's results	Strongly disagree	0	0	3.00	.707
		Disagree	1	20		
		Undecided	3	60		
		Agree	1	20		
		Strongly agree	0	0		
		Total	5	100		
4	The school principals played effective leadership role in school improvement program implementation	Strongly disagree	0	0	3.20	.447
		Disagree	0	0		
		Undecided	4	80		
		Agree	1	20		
		Strongly agree	0	0		
		Total	5	100		
5	Resources of the school are used in manner that they assist students to achieve higher results	Strongly disagree	0	0	3.20	.447
		Disagree	0	0		
		Undecided	4	80		
		Agree	1	20		
		Strongly agree	0	0		
		Total	5	100		
6	The school leadership and management give valuable responses to the identified school improvement implementation problems immediately	Strongly disagree	0	0	3.20	.837
		Disagree	1	20		
		Undecided	2	40		
		Agree	2	40		
		Strongly agree	0	0		
		Total	5	100		
7	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers	Strongly disagree	0	0	3.40	.548
		Disagree	0	0		
		Undecided	3	60		
		Agree	2	40		
		Strongly agree	0	0		
		Total	5	100		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

According to Table 23 item 1, 1(20%) of respondent was disagree that teachers and students have participated in decision making and the remaining 2 (40%) of respondents undecided whether or not teachers and students have participated in decision making ,with regard to the same table item 1(20%)and 1(20%)of respondents agreed and strongly agreed that teachers and students have participated in decision making, respectively.. The data shows on the average with the mean value was at moderate level 3.40.This findings shows that teachers and students involvement in decision making on the implementation of school improvement at low level.

As shown in Table 23 in item 2, 1(20%) of respondents was disagree that the leadership and management provided adequate training to teachers on the school improvement program .similarly on the same table item 1(20%) of respondent undecided whether the leadership and management provided adequate training to teachers on the school improvement program, the remaining 3(60%) of respondents were agree that the leadership and management provided adequate training to teachers on the school improvement program. The mean score of the item (mean= 3.40)was also in moderate level of leadership and management providing low training to teachers on school improvement program. From this one can say that leadership and management provided training to teachers at low level on the school improvement program.

As table 23 item 3, indicates 1(20%) of respondents was disagree that the school leadership and management have shown a strong commitment and accountability for students result. whereas, 3(60%) of respondents undecided that whether the school leadership and management have shown a strong commitment and accountability for students result ,and the rest 1(20%) of respondent was agree that school leadership and management have shown a strong commitment and accountability for students result, The data shows on the average with the mean value at moderate level 3.00 . From his one can say that school leadership and management carried out their responsibly and accountability for students result at low level.

According to Table 23 item 4, (80%) of respondents undecided that whether the school principals played effective leadership role in school improvement program implementation, with regard to the same table item 1(20%) of respondents was agree that the school principals played effective leadership role in school improvement program implementation, The mean score of the

item (mean =3.20) was at moderate level . From this one can say that the school principals played effective leader ship role at low level in implementation of school improvement program.

As illustrated in Table 23 item 5, 4(80%) respondents undecided that whether or not resources of the school are used in manner that they assist students to achieve higher results .and 1(20%) of respondent was agree that resources of the school are used in manner that they assist students to achieve higher results. the mean value (mean = 3.20) was at moderate level. From this one can say that resources of the school were not used in manner that they assist students to achieve higher results.

As can be seen in Table 23 item 6, 1(20%)of respondent was dis agree that the school leader ship and management give valuable resources to the identified school improvement implementation problems immediately and the rest 2(40%) of respondents undecided that whether the school leader ship and management give valuable resources to the identified school improvement implementation problems immediately, with regard to the same table item2(40%) of respondents were agree that the school leader ship and management give valuable resources to the identified school improvement implementation problems immediately. The data show on the average with the mean value (3.20) was moderate. This shows that leader ship and management were not as such in providing value resources, this low provision of resources may discourage stakeholders' readiness.

As it can be seen in Table 23 item 7, 3(60%) respondents undecided that whether principals have been regularly supervising class room instructions to give constructive feedback for teachers or not similarly 2(40%) of respondents were agree that principals have been regularly supervising classroom instructions to give constructive feedback for teachers. The data show on the average with the mean value (3.40) was at moderate level. From this one can say that principals have been regularly supervising class room instructions to give constructive feedback for teacher sat low level .Therefore, this low supervision of class room instruction may affect the students achievement performance.

4.9. Teachers' responses on leadership and management

Table 24: The Level of Leadership and Management Domain Implementation

No	Item		F	%	Mean	Standard Deviation
1	. Principals have been regularly supervising classroom instructions to give constructive feedback for teachers	Strongly disagree	0	0	3.41	.560
		Disagree	3	2.1		
		Undecided	81	56.6		
		Agree	57	39.9		
		Strongly agree	2	1.4		
		Total	143	100.0		
2	The school leadership and management give valuable responses to the identified school improvement problems immediately.	Strongly disagree	0	0	3.32	.635
		Disagree	13	9.1		
		Undecided	71	49.7		
		Agree	59	41.3		
		Strongly agree	0	0		
		Total	143	100.0		
3	Communicating with the school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance.	Strongly disagree	0	0	3.20	.612
		Disagree	15	10.5		
		Undecided	84	58.7		
		Agree	44	30.8		
		Strongly agree	0	0		
		Total	143	100.0		
4	The extent to which teachers and students have participated in decision making and progress resource management is high	Strongly disagree	0	0	3.09	.458
		Disagree	9	6.3		
		Undecided	112	78.3		
		Agree	22	15.4		
		Strongly agree	0	0		
		Total	143	100.0		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As indicated in Table 24 item 1, 3(2.1%) of respondents were disagree that principals have been regularly supervising class room instructions to give constructive feedback for teachers and the remaining 81(56.6%) of respondents undecided that whether principals have been regularly supervising class room instructions to give constructive feedback for teachers or not, similarly 57(39.9%) and 2(1.4%) of respondents were agree and strongly agree that principals have been regularly supervising class room instructions to give constructive feedback for teachers respectively. The mean value was (mean=3.41) was at moderate level that principals regular supervision of class room instructions to give constructive feedback for teachers was low, This moderate regular class room supervision may reduce the quality education.

As shown in Table 24 item 2, 13(9.1%) of respondents disagree that the school leadership and management give valuable responses to the identified school improvement problems immediately, and similarly on the same table item 71(49.7%) of respondents undecided that whether the school leadership and management give valuable responses to the identified school improvement problems. The rest 59(41.3%) respondents were agreed that school leadership give responses to the identified school improvement problems. The data show on the average with the mean value (3.32) was at moderate level. This shows that the school leadership and management were not as such have assured in giving valuable responses to the identified school improvement problems.

According to Table 24 item 3, 15(10.5%) teachers disagreed that communicating with the school community on the program towards school improvement is a regular task of the school leader so as to redesign for high performance, and the remaining 84(58.7%) of respondents undecided that whether that communicating with the school community on the program towards school improvement is a regular task of the school leader so as to redesign for high performance, and 44(30.8%) of respondents agreed that the school community on the program towards school improvement is a regular task of the school leader so as to redesign for high performance. The data show on the average with the mean value (3.20) was at moderate level. From this one can say that redesign for high performance school leader communicate at low level with community at low level.

According to Table 24 item 4, 9(6.3%) of respondents were disagree that teachers and students have participated in decision making and progress resource management, the remaining 112(78.3%) respondents undecided that that teachers and students have participated in decision making and progress resource management, 22 (15.4%) respondents were agree that teachers and students have participated in decision making and progress resource management. The data show on the average with the mean value was at moderate level. 3.09. From this one can say that the participation of teachers with students in decision making and progress about resources management was low. This absence of collaboration on school improvement implementation may affect the intended quality education

4.9.1. Principals responses on leadership and management

Table 25: Principals’ response on the level of leadership and management domain

No	Item		F	%	Mean	Standard Deviation
1	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers	Strongly disagree	0	0	4.20	.837
		Disagree	0	0		
		Undecided	1	20		
		Agree	2	40		
		Strongly agree	2	40		
		Total	5	100		
2	The school leadership and management give valuable responses to the identified school improvement problems immediately.	Strongly disagree	0	0	4.20	1.304
		Disagree	1	20		
		Undecided	0	0		
		Agree	1	20		
		Strongly agree	3	60		
		Total	5	100		
3	Communicating with the school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance.	Strongly disagree	0	0	3.60	.894
		Disagree	1	20		
		Undecided	0	0		
		Agree	4	80		
		Strongly agree	0	0		
		Total	5	100		
4	The extent to which teachers and students have participated in decision making and progress resource management is high	Strongly disagree	0	0	3.60	1.140
		Disagree	1	20		
		Undecided	1	20		
		Agree	2	40		
		Strongly agree	1	20		
		Total	5	100		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

According to table 25 item 1, 1(20%) was undecided on whether principals have been regularly supervising class room instructions to give constructive feedback for teachers about SIP implementation. The reaming 2(40%) and 2(40%) of respondents were agree and strongly agree that principals have been regularly supervising class room instructions to give constructive feedback for teachers about SIP implementation. The data shows on the average the item has the mean value of 4.20, indicating at high level that the principals regularly supervised the class room instruction. This implies that many of the principals supervised the classroom instruction and gave constructive feedback to teachers on time.

As shown in Table 25 item 2, 1(20%) of respondents was disagree that the school leadership and management give valuable responses to the identified school improvement program problems. Whereas, 1(20%) and 3 (60%) of respondents were agree and strongly agree that school leadership and management give valuable responses to the identified school improvement program problems respectively. The mean score (mean=4.20) was in the high level that school leadership and management give valuable responses to the identified problems. This shows that the school leadership and management carry out their responsibility in implementing school improvement problems.

According to Table 25 item 3, 1(20%) of respondent was disagree that communicating with school community on the program towards school improvement program is regular task of the school leaders so as to redesign and the remaining 4(80%) of principals were agree that school leaders has great responsibility to mobilize community on school improvement program. The mean score of 4 was at high level of respondents regular task in communicating with school communities. This shows that majority principals carried out their responsibilities in communicating with school communities. This may lead schools to the expected progress. .

As shown in Table 25 item 4, 1(20%) of respondent was disagree and 1(20%) of respondent undecided whether teachers and students have participated in decision making and progress resource management and 2 (40%) and 1(20%) of the respondents were agree and strongly agree that teachers and students have participated in decision making and progress resource management .The mean score of the item (mean=3.60) was in the cutoff point of high level. From this one can say that the participation of students with teachers in decision making was high, this may increase create opportunity in the process of teaching and learning.

4.9.2. Supervisors' Responses Leadership and Management

Table 26: Supervisors' responses on the level of leadership and management domain

No	Item		F	%	Mean	Standard Deviation
1	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers	Strongly disagree	0	0	4.00	.000
		Disagree	0	0		
		Undecided	0	0		
		Agree	5	100		
		Strongly agree	0	0		
		Total	5	100		
2	The school leadership and management give valuable responses to the identified school improvement problems immediately.	Strongly disagree	0	0	4.00	.000
		Disagree	0	0		
		Undecided	0	0		
		Agree	5	100		
		Strongly agree	0	0		
		Total	5	100		
3	Communicating with the school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance.	Strongly disagree	0	0	4.00	.707
		Disagree	0	0		
		Undecided	1	20		
		Agree	3	60		
		Strongly agree	1	20		
		Total	5	100		
4	The extent to which teachers and students have participated in decision making and progress resource management is high	Strongly disagree	0	0	3.80	.837
		Disagree	0	0		
		Undecided	2	40		
		Agree	2	40		
		Strongly agree	1	20		
		Total	5	100		

Framework: ≤ 1.49 - very low, $1.50-2.49$ -low, $2.50-3.49$ - moderate, $3.50-4.49$ - high, ≥ 4.50 - very high.

According to table 26 item 1, 5((100%) of respondents were agree that the school principals have been regularly supervising class room instructions to give constructive feedback for teachers. The data show on the average with the mean value was 4.00. This implies that all of the school principals have been regularly supervising class room instructions to give constructive feedback for teachers. This implies that principals have carried out their responsibility in proper way, which may open door for improving quality education.

As shown in Table 26 item 2, 5(100%) of respondents were agree that the school leadership and management give valuable responses to the identified schools improvement problems immediately. The mean score of the item (mean=4.00.)

This indicates that all of the school leadership and management gave valuable responses to the identified school improvement program at high level.

According to Table 26 item 3, 1(20%) of respondents undecided whether communicating with school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance. The remaining 3(60%) and 1(20%) of respondents were agree and strongly agree that communicating with school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance respectively. The data shows on the average with the mean value was at high level 4.00. This implies that all the school principals have been communicating at high level with school community on the school improvement program. School improvement is a regular task of the school leaders so as to redesign at high level for high performance.

As can be seen in Table 26 item 4, 2(40%) of respondents were undecided whether teachers and students have participated in decision making and progress resource management. and 2(40%) and 1(20%) of respondents were agree and strongly agree that teachers and have participated in decision making and progress resource management is high. The data show on the average with the mean value of 3.80 high level of performance. This indicates that teachers and students have participated in decision making and progress resource management at high level.

4.10. Stakeholders' Responses on Community Involvement

Table 27: Teachers' Responses on the Level of Community Involvement Domain

No	Item		F	%	Mean	Standard Deviation
1	The extent to which parents discuss with the school leaders on teaching and learning.	Strongly disagree	0	0	2.61	.531
		Disagree	59	41.3		
		Undecided	81	56.6		
		Agree	3	2.1		
		Strongly agree	0	0		
		Total	143	100.0		
2	The extent to which parents contributed in fund raising activities to the school.	Strongly disagree	5	3.5	2.29	.539
		Disagree	93	65.0		
		Undecided	44	30.8		
		Agree	1	.7		
		Strongly agree	0	0		
		Total	143	100.0		
3	The extent to which parents with teachers discuss on students' achievement and discipline	Strongly disagree	10	7.0	2.29	.589
		Disagree	82	57.3		
		Undecided	51	35.7		
		Agree	0	0		
		Strongly agree	0	0		
		Total	143	100.0		
4	The degree to which parents follow up their children and involved in their learning to improve their achievement	Strongly disagree	9	6.3	2.34	.606
		Disagree	77	53.8		
		Undecided	56	39.2		
		Agree	1	.7		
		Strongly agree	0	0		
		Total	143	100.0		
5	The extent to which parents' teachers associations have contributed for the success of the school improvement program.	Strongly disagree	11	7.7	2.34	.616
		Disagree	73	51.0		
		Undecided	59	41.3		
		Agree	0	0		
		Strongly agree	0	0		
		Total	143	100.0		

Framework: ≤ 1.49 - very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥ 4.50 – very high
According to Table 27 item1, 59(41.3%) of respondents were disagree and 81(56.6%) of respondents undecided whether that parents discuss with the school leaders on teaching and learning and the rest 3(2.1%) of respondent was agree that parents discuss with the school leaders on teaching and learning. The mean score of the item (mean = 2.61) was moderate that, parents discuss with the school leaders on teaching and learning was low. The absence of

cooperative communication of parents with school leaders may reduce the readiness of stake holders.

As indicated in Table 27 item 2, 5(3.5%) and 93(65.0%) of respondents were strongly disagree and disagree that parents contributed in fund raising activities to the school. the rest 93(65.0%)of respondents were disagree that parents contributed in fund raising activities to the school. and 44(30.8%) of respondent were undecided whether parents contributed in fund raising activities to the school or not. in teaching and learning and 1(.7%)of respondent was agree that parents contributed in fund raising activities to the school. The mean value was at moderate level 2.29 .This implies that parents contribution in fund raising activity to the school was low

As shown in Table 27 item3, 10(7.0%) and 82(57.3%) of respondents was strongly disagree and agree that parents with teachers discuss on students achievement and discipline respectively, and the remaining 51(35.7%) of respondents undecided whether parents with teachers discuss on students achievement and discipline. The data shows on the average with the mean value was 2.29 .This implies that parents ‘contribution with the school leaders on fund raising activities was at moderate level. This low level of parents’ involvement in SIP implementation may affect the intended quality education.

According to Table 27 item4, 9(6.3%) and 77(53.8%)of respondents were strongly disagree and agree that the degree to which parents follow up their children and involved in their learning to improve their achievement, and 56(39.2%) of respondents undecided whether parents follow up their children and involved in their learning to improve their achievement and the last 1(.7%)of respondents was agree that the degree to which parents follow up their children and involved in their learning to improve their achievement. The data shows on the average with the mean value was moderate 2.34 .This implies that parents participation in following their children learning was at moderate level. This low participation of parents’ involvement may reduce the supports that schools expect from community. ‘

As it can be seen in Table 27 item 5, 11(7.7%) and 73(51.0%) respondents were strongly disagree and agree that parent teacher association have contributed for the success of the school improvement program respectively. The rest 59 (41.3%) of the respondents were undecided on

whether parent teacher association have contributed for the success of the school improvement program. The mean score of the item (mean = 2.34) was at moderate level that parents' teacher association participation for the success of the school improvement program was at moderate level that may need more effort for school improvement program.

4.10.1. Principals' Responses on Community Involvement

Table 28: Principals' views on the level of community involvement domain implementation

No	Item		F	%	Mean	Standard Deviation
1	The extent to which parents discuss with the school leaders on teaching and learning.	Strongly disagree	0	0	2.20	.447
		Disagree	4	80		
		Undecided	1	20		
		Agree	0	0		
		Strongly agree	0	0		
		Total	5	100		
2	The extent to which parents contributed in fund raising activities to the school.	Strongly disagree	0	0	2.60	.548
		Disagree	2	40		
		Undecided	3	60		
		Agree	0	0		
		Strongly agree	0	0		
		Total	5	100		
3	The extent to which parents with teachers discuss on students' achievement and discipline.	Strongly disagree	0	0	2.40	.894
		Disagree	4	80		
		Undecided	0	0		
		Agree	1	20		
		Strongly agree	0	0		
		Total	5	100		
4	The degree to which parents follow up their children and involved in their learning to improve their achievement	Strongly disagree	0	0	2.80	.837
		Disagree	2	40		
		Undecided	2	40		
		Agree	1	20		
		Strongly agree	0	0		
		Total	5	100		
5	The extent to which parents' teachers associations have contributed for the success of the school improvement program	Strongly disagree	0	0	2.40	.548
		Disagree	3	60		
		Undecided	2	40		
		Agree	0	0		
		Strongly agree	0	0		
		Total	5	100		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As indicated in Table 28 item1, 4 (80%) of respondents was disagree and 1(20%)of respondent undecided whether parents contributed in fund raising activities to the school. and The data

shows on the average with the mean value was 2.20 .This implies that parents discuss with the school leaders on teaching and learning at low level.

As shown in Table 28 item2, 2(4%) of respondents was disagree that parents contributed in fund raising activities to the school and 3(60%) of respondents were undecided whether parents contributed in fund raising activities to the school. The mean score of was 2.60 .From this one can predict that parents 'participation in fund raising activities was at low ,this low contribution of fund raising may affect teaching and learning process.

According to Table 28 item3, 4(80%) respondents were disagree that parents with teachers discuss on students 'achievement and discipline follow up their children and involved in their learning to improve their achievement. and 1(20%))was agree that parents with teachers discuss on students' achievement and discipline. achievement. The average with the mean value was at low level 2.40 .This implies that parents discussion with teachers on students achievement and discipline was less, this low participation of parents in supporting teaching and learning process may result low academic performances of students.

As it can be seen in Table28 item4, 2(40%)of respondents were dis agree that parents follow up their children and involved in their learning to improve their achievements and 2(40%)of respondents were undecided whether parents follow up their children and involved in their learning to improve their achievements and 1(20%)of respondent was agree that parents follow up their children and involved in their learning to improve their achievement. The data shows on the average with the mean value was at moderate level 2.80.From this one can say that parents follow up their children and involved in their learning to improve their achievement was low. This low participation parents in teaching and learning may hinder the quality of education.

According to Table 28 item 5, 3(60%) of respondents were disagree that parents 'teachers' association have contributed for the success of the school improvement program and 2(40%) of respondents undecided whether parents 'teachers' association have contributed for the success of the school improvement program. The data shows on the average with the mean value was at low level 2.40.From this one can say the low contribution of stake holders inflowing children learning activity to improve their achievement may decrease the an intended quality education .

4.10.2. Supervisors' Responses on Community Involvement

Table 29: Supervisors' views on the level of community involvement implementation

No	Item		F	%	Mean	Standard Deviation
1	The extent to which parents discuss with the school leaders on teaching and learning.	Strongly disagree	0	0	2.60	.548
		Disagree	2	40		
		Undecided	3	60		
		Agree	0	0		
		Strongly agree	0	0		
		Total	5	100		
2	The extent to which parents contributed in fund raising activities to the school.	Strongly disagree	0	0	2.40	.548
		Disagree	3	60		
		Undecided	2	40		
		Agree	0	0		
		Strongly agree	0	0		
		Total	5	100		
3	The extent to which parents with teachers discuss on students' achievement and discipline	Strongly disagree	0	0	2.20	.447
		Disagree	4	80		
		Undecided	1	20		
		Agree	0	0	1.80	.447
		Strongly agree	0	0		
		Total	5	100		
4	The degree to which parents follow up their children and involved in their learning to improve their achievement	Strongly disagree	1	20	1.80	.447
		Disagree	4	80		
		Undecided	0	0		
		Agree	0	0		
		Strongly agree	0	0		
		Total	5	100		
5	The extent to which parents' teachers associations have contributed for the success of the school improvement program	Strongly disagree	1	20	2.00	.707
		Disagree	3	60		
		Undecided	1	20		
		Agree	0	0		
		Strongly agree	0	0		
		Total	5	100		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As illustrated in Table 29 item 1, 2(40%) of respondents were dis agreed that parents discuss with the school leaders on teaching and learning and 3(60%) of respondents were undecided whether parents discuss with the school leaders on teaching and learning. The average with the mean value was 2.60. This shows that parents' discussion with school leaders on teaching and

learning was moderate. This low participation of parents and school leaders on follow up the children and involving in their learning to improve their achievement may affect the quality education.

According to Table 29 item 2, 3(60%) of respondents were disagree that parents contributed in fund raising activities to the school and 2(40%) of respondents were undecided whether parents contributed in fund raising activities to the school. The mean value (2.40) was at low level. This finding show most of respondents believed that parents contribution in fund raising was low and this may affect academic performance of students.

As shown in Table 29 item3, 4(80%) of respondents were dis agreed that parents with teachers discuss on students' achievement and discipline and 1(20%) of respondent undecided whether parents with teachers discuss on students' achievement and discipline. The average with the mean value was at low level .2.20.From this one can say that their parents' participation on students' achievement and discipline was low. This low level of stakeholders' involvement on school improvement program may result in failure of students achievement.

According to Table 29 item 4, 1(20%)and 2(40%) of respondent was strongly dis agree and agree that the degree to which parents follow up their children and involved in their learning to improve their achievement respectively,. The mean score of the item (mean =1.80) at low level This indicates that the parents involvement in teaching and learning was low level, that may need attention for improvement.

As it is demonstrated in Table 29 item 5, 1(20%) and 3(60%) of respondent was strongly dis agree and disagree that parents' teachers, association have contributed for the success of the school improvement program respectively. The rest1 (20%) of respondent was undecided whether parents' teachers, association have contributed for the success of the school improvement program or not. The data shows on the average with the mean value was at low level 2.00.From this one can say that parents' teachers, association contribution for the success of the school improvement program was low level.

4.11. Teachers' Responses on overall level of Domains of SIP Implementation

Table 30: Teachers' Responses for the Overall Level of Domains of SIP Implementation

No	Domain of SIP		F	%	Mean	Standard Deviation
1	Teaching and Learning	Very low	0	0	3.29	.612
		Low	6	4.2		
		Medium	96	67.1		
		High	35	24.5		
		Very high	6	4.2		
		Total	143	100		
2	Learning Environment	Very low	4	2.8	3.03	.598
		Low	8	5.6		
		Medium	113	79.0		
		High	15	10.5		
		Very high	3	2.1		
		Total	143	100		
3	leadership and management	Very low	7	4.9	2.87	.638
		Low	15	10.5		
		Medium	113	79.0		
		High	5	3.5		
		Very high	3	2.1		
		Total	143	100		
4	community participation	Very low	17	11.9	2.50	.855
		Low	50	35.0		
		Medium	67	46.9		
		High	5	3.5		
		Very high	4	2.8		
		Total	143	100		

Framework: ≤ 1.49 - very low, $1.50-2.49$ –low, $2.50-3.49$ – moderate, $3.50-4.49$ – high, ≥ 4.50 – very high.

As it is indicated in Table 30 item 1, 6(4.2%) of respondents responded that teaching and learning was low whereas, 96(67.1%) responded that teaching and learning domain was medium and the rest 35(24%) and 6(4.2%) of respondents responded that teaching and learning domain was high and very high respectively. The data show on the average with the mean value was at moderate level 3.29. From this one can say that teaching and learning domain in the schools was at moderate level.

According to Table 30 item 2, 4(2.8%) and 8(5.6%) of respondents responded that learning environment was very low and low respectively. The remaining 113(79.0%) respondents responded that learning environment was medium and 15(10.5%) and 3(2.1%) of respondents said that learning environment was high and very high respectively. The mean score of the

item(mean= 3.03).was at moderate level .From this one can say that learning environment is at moderate level ,and this low safe environment may affect quality the intended quality education . As it is demonstrated in Table 30 in item3, 7(4.9%) and 15(10.5%) of respondents said that leader ship and management was very low and low respectively and 113(79.0%) of respondents responded that leader ship and management was medium and 5(3.5%) 3(2.1%) respondents said that leadership and management was high, and very high respectively. The data shows on the average with the mean value 2.87. As data indicates that leadership and management was at moderate level. Moderate role of leadership and management may affect the implementation of school improvement program.

According to Table 30 item4, 17(11.9%) and50 (35.0%) of respondents responded that community participation was very low and low respectively. whereas, 67(46.7%) respondents responded that community participation was medium .and the rest 5(3.5%) and 4(2.8%) of respondents said that community participation in SIP implementation was high and very high respectively. The mean score of the item (mean = 2.50) was at moderate level .From this one can say that community participation in SIP implementation was at moderate level, this low community participation may affect the implementation of school improvement program.

4.11.1. Principals' Responses on overall level of Domains of SIP Implementation

Table 31: Principals' views on the overall level of Domains of SIP Implementation

No	Domain of SIP		F	%	Mean	Standard Deviation
1	Teaching and Learning	Very low	0	0	3.80	.447
		Low	0	0		
		Medium	1	20		
		High	4	80		
		Very high	0	0		
		Total	5	100		
2	Learning Environment	Very low	0	0	3.40	.548
		Low	0	0		
		Medium	3	60		
		High	2	40		
		Very high	0	0		
		Total	5	100		
3	leadership and management	Very low	0	0	3.40	.548
		Low	0	0		
		Medium	3	60		
		High	2	40		
		Very high	0	0		
		Total	5	100		
4	community participation	Very low	0	0	3.20	.447
		Low	0	0		
		Medium	4	80		
		High	1	20		
		Very high	0	0		
		Total	5	100		

Framework: ≤ 1.49 - very low, $1.50-2.49$ –low, $2.50-3.49$ – moderate, $3.50-4.49$ – high, ≥ 4.50 – very high.

As it is indicated in Table 31 item1, 1(20%) of respondents responded that teaching and learning domains in the schools was medium. And 4(80%) of respondents responded that teaching and learning SIP implementation was high. The data shows on the average with the mean value was 3.80.From this one can say that teaching and learning process was going in proper way ,this may help schools to achieve better results.

According to Table 31 item 2, 3(60%) of respondents said that learning environment in schools medium, and the rest 2(40%) of respondents responded that learning environment was high. The data shows on the average with the mean value high 3.80.Accordingly, majority respondents responded, learning environment was said to be good for teaching and learning process.

As it is illustrated in Table 31 item4, 4(80%) of respondents responded that community participation on SIP implementation was medium. The rest 1(20%) of respondent responded that community participation in the schools was high. The data shows on the average with the mean value 3.20.This implies that community participation in SIP implementation was at moderate level. This moderate community participation may affect the teaching and learning process and also challenge the expected academic performance.

4.11.2.Supervisors’ Responses on overall level of Domains of SIP Implementation

Table 32: Supervisors’ views on the overall level of Domains of SIP Implementation

No	Domain of SIP		F	%	Mean	Standard Deviation
1	Teaching and Learning	Very low	0	0	4.00	.707
		Low	0	0		
		Medium	1	20		
		High	3	60		
		Very high	1	20		
		Total	5	100		
2	Learning Environment	Very low	0	0	3.00	.000
		Low	0	0		
		Medium	5	100		
		High	0	0		
		Very high	0	0		
		Total	5	100		
3	leadership and management	Very low	0	0	3.00	.000
		Low	0	0		
		Medium	5	100		
		High	0	0		
		Very high	0	0		
		Total	5	100		
4	community participation	Very low	0	0	2.20	.447
		Low	4	80		
		Medium	1	20		
		High	0	0		
		Very high	0	0		
		Total	5	100		

Framework: ≤1.49- very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥4.50– very high.

As shown in Table 32 item item1, 1(20%) of respondent responded that teaching and learning in SIP implementation was medium .and the remaining 3(60%) and1 (20%) of supervisors responded that teaching learning was high and very high respectively. The data show on the

average with the mean value was at high level 4.00. From this one can say that teaching and learning in SIP implementation was at high level., this may assure the expected quality education

According to Table 32 item2, 5(100%) of respondents said that learning environment high. The data shows on the average with the mean value 4.00. This implies that learning environment was good for teaching and learning, this may contribute for the implementation of school improvement program.

According to Table 32 item 3, 5(100%) of respondents responded that leadership and management in selected schools was medium. The data shows on the average with the mean value at moderate level 3.00. This implies that leader ship and management carry out their role at moderate level that may need better improvement. .

As indicated in Table 32 item4, 4(80%) of respondents responded that community participation in SIP implementation was low the remaining 1(20%) of respondent said that community participation in SIP implementation was medium. The mean score of the item (mean = 2.20) was at low level of community participation, this low involvement of community may greatly affect teaching and learning process.

4.12. Analysis of Qualitative Data Obtained from student councils and PTA

One of school A PTA said the following on SIP implementation program:

In our school the implementation SIP is more or less on a good condition and many of our school teachers implement it. But when I say in good condition I do not mean that there is no limitation on implementing it. Because, there is degree of variation between our school teachers on dedicating to implement the program

Again the student of school A also said the following about participation of stake holders on SIP

In our school there is low participation of stake holders in School improvement program .Community involvement in supporting school and commitment of school principal, teachers and parents follow up of their children are low.

Similarly Student of School B said the following about the class room instruction:

In our school some teachers do not carry out their duty properly giving tutorial class ,correcting the exercise and no giving feedback. Our school principal don't regularly supervise the class room instruction to give constructive feed back to teachers.

Again one PTA of school B said the following about the the involvement of stake holders on SIP

*In our school principal don't actively engaged in coordinating the holders and school improvement committee for the preparation of school improvement program .Parents do not actively involve in preparation of school improvement program.
Principal in our school lacks experience in coordinating ,planning ,implementing ,monitoring and evaluating the SIP program.Low support of woreda and Zonal education Office is an other challenges of SIP implementation program .*

Again one of the school C PTA said the following about stake holders role :

In our school improvement committee has not contributed a lot in coordinating ,monitoring and evaluation of the implementation of school improvement program. Stake holders did n't participated in the self evaluation which is conducted at the end of the academic year.

Again student of school C said the following about the community involvement:

*In our school the involvement of community in fund raising activities is low.
School leader is not committed in coordinating stake holders and school community to involve in fund raising activities and in all activities of school improvement program.*

Again one of the school D PTA said the following about infrastructure :

*In our school there is shortage of finance ,lack of internet , in adequate educational materials.
Similarly woreda and zonal education office do support our school professionally and financially .in our school training on SIP implementation is not given for all school students*

Again one of the interviewed student of school D said the following about the infrastructures:

In our school ther is low participation of parents in following their children.

*In our school there is shortage of finance ,lack of internet , in adequate educational materials.
Similarly woreda and zonal education office do support our school professionally and financially .in our school training on SIP implementation is not given for all school students .
Student of school again said that there is no students involvement in SIP planning and implementation.*

Again one of school E student said the following about the involvement SIP program.

In our school principal and teachers don't invite us to participate in SIP planning. In our school the opportunities of students to participate with teachers in decision making , progress and SIP planning and implementing issues is not satisfactory .

Similarly one of the school E PTA member said the following about the leadership role:

In our school even though leader and management give responses to the identified school improvement problems .but it is not as such satisfactory. In our school class room supervision is not conducted continuously and school leaders don't communicate with school community on the program toward school improvement program as their regular task for students high performance.

According to , the response obtained, most of the respondents stated the challenges that hindered SIP implementation were; low participation of stake holders, low involvement of students in SIP planning ,lack of parents following up their children, lack of parents involvement in preparation of SIP ,low contribution of stake holders in conducting self- evaluation and low awareness, . According to the responses of some PTA low responsibility of woreda and Zonal Education Office to support and monitoring SIP implementation were the challenges hindered SIP implementation.

From the above response obtained from interviewed respondents, it is possible say that lack of participation in conducting self-evaluation, lack of parents involvement in planning ,monitoring , evaluating lack of Zonal and Woreda education Office support and monitoring, evaluating SIP may result in low students academic achievement .

According to the response obtained from majority respondents PTA and students councils 'lack of financial constraints ,lack of adequate educational materials, absence of access internet were some of the problems raised by majority respondents. This challenges may affect teaching-learning process and lastly result in low students academic achievement.

4.13. Teachers' Responses on Factors Affecting the Implementation of SIP

Table 33: Teachers' Views on the Factors Affecting the Implementation of SIP

N0	Items	Strongly dis agree		Dis agree		undecided		Agree		Strongly agree		Total		Mean	Standar Deviation
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Lack of awareness about SIP among the school community	3	2.1	4	2.8	24	16.8	53	37.1	59	41.3	143	100.0	4.13	.933
2	Shortage of materials and financial resource	2	1.4	6	4.2	27	18.9	44	30.8	64	44.8	143	100.0	4.13	.959
3	Absence of collaboration among stake holders	1	.7	8	5.6	24	16.8	50	35.0	60	42.0	143	100.0	4.12	.931
4	Absence self-evaluation at the end of the academic yearof	1	.7	11	7.7	24	16.8	50	35.0	57	39.9	143	100.0	4.06	.970
5	High turnover of principal	2	1.4	12	8.4	26	18.2	54	37.8	49	34.3	143	100.0	3.95	.995
6	Teachers resistance to the program	2	1.4	7	4.9	34	23.8	51	35.7	49	34.3	143	100.0	3.97	.952
7	The limitation of professional support from woreda education office	1	.7	12	8.4	20	14.0	54	37.8	56	39.2	143	100.0	4.06	.966
8	Lack of adequate training for stake holders	2	1.4	6	4.2	26	18.2	41	28.7	68	47.6	143	100.0	4.17	.964
9	Low stake holders involvement in the program implementation	1	.7	8	5.6	27	18.9	45	31.5	62	43.7	143	100.0	4.11	.950

Framework: ≤ 1.49 - very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥ 4.50 –very high.

In table 33 about 9 problems that were considered to affect the implementation of SIP were presented and respondents were asked to rate the extent to which these factors affect the implementation of the program in their schools. Accordingly, the responses provided by respondents were calculated by using mean scores as statistical tools.

In this regard problems such as: lack of awareness about the school improvement program among the school community (\bar{x} =4.13) ,Shortage of material and financial resources (\bar{x} =4.13),absence of collaboration among stake holders (\bar{x} =4.12),Lack of adequate training for stake holders(\bar{x} =4.17)) was found to be high factors(\bar{x} that affected the implementation of the

program. Moreover, absence of self-evaluation at the end of each academic year(\bar{x} =4.06),high turnover of principals ,teachers resistance to the program(\bar{x} =3.97),The limitation of professional support from woreda education offices(\bar{x} =4.06),low stake holders involvement in the program implementation(\bar{x} =4.11) identified to be high factors. These were major challenges that were identified by teachers' respondents. From this one can say that the above listed factors may affect the implementation of SIP in the secondary

4.13.1.Principals' Responses on the Factors Affecting the Implementation of SIP

Table 34: principals' Responses on the factors Affecting the implementation of SIP.

N 0	Items	Strongly disagree		Dis agree		undecided		Agree		Strongly agree		Total		Mean	Stand ard Devia tion
		F	%	f	%	f	%	f	%	f	%	f	%		
1	Lack of awareness about SIP among the school community	0	0	0	0	2	40	3	60	0	0	5	100	3.60	.548
2	Shortage of materials and financial resource	0	0	0	0	1	20	3	60	1	20	5	100	4.00	.707
3	Absence of collaboration among stake holders	0	0	0	0	1	20	4	80	0	0	5	100	3.80	.447
4	Absence self-evaluation at the end of the academic year	0	0	0	0	1	20	3	60	1	20	5	100	4.00	.707
5	High turnover of principal	0	0	0	0	4	80	1	20	0	0	5	100	3.20	.447
6	Teachers resistance to the program	0	0	0	0	2	80	2	80	1	20	5	100	3.80	.837
7	The limitation of professional support from woreda education office	0	0	1	20	0	0	2	80	2	80	5	100	4.00	1.225
8	Lack of adequate training for stake holders	0	0	0	0	2	80	1	20	2	80	5	100	4.00	1.00
9	Low stake holders involvement in the program implementation	0	0	0	0	2	80	1	20	1	20	5	100	4.00	1.00

Framework: ≤ 1.49 - very low, 1.50-2.49 –low, 2.50-3.49– moderate, 3.50-4.49 – high, ≥ 4.50 – very high.

In table 33 about 9 problems that were considered to affect the implementation of SIP were presented and respondents were asked to rate the extent to which these factors affect the implementation of the program in their schools. Accordingly, the responses provided by principals' respondents were calculated by using mean scores as statistical tools. In this regard problems such as: lack of awareness about the school improvement program among the school

community (\bar{x} =3.60), Shortage of material and financial resources (\bar{x} =4.00),absence of collaboration among stake holders (\bar{x} =3.80),Lack of adequate training for stake holders(\bar{x} =4.17)) was found to be high factors that affected the implementation of the program. Moreover, absence self-evaluation at the end of each academic year(\bar{x} =4.00),high turnover of principals (3.20),teachers resistance to the program(\bar{x} =3.80),The limitation of professional support from woreda education offices(\bar{x} =4.00),lack of adequate training for stake holder(\bar{x} =4.00),low stake holders involvement in the program implementation(\bar{x} =4.00) identified to be high factors. These were major challenges that were identified by principal respondents. From this one can say that the above listed factors may affect the implementation of SIP in the secondary

4.13.2. Supervisors' Responses on the factors affecting implementation

Table 35: Supervisors Response on the Factors Affecting the Implementation of SIP

N0	Items	Strongly dis agree		Dis agree		undecided		Agree		Strongly agree		Total		Mean	Standard Deviation
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Lack of awareness about SIP among the school community	0	0	0	0	2	80	2	80	1	20	5	100	3.60	.548
2	Shortage of materials and financial resource	0	0	1	20	3	60	1	20	0	0	5	100	4.00	.707
3	Absence of collaboration among stake holders	0	0	0	0	1	20	3	60	1	20	5	100	3.80	.447
4	Absence self-evaluation at the end of the academic year of	0	0	1	20	1	20	3	60	0	0	5	100	4.00	.707
5	High turnover of principal	0	0	0	0	2	80	2	80	1	20	5	100	3.20	.447
6	Teachers resistance to the program	0	0	1	20	2	40	2	40	0	0	5	100	3.80	.837
7	The limitation of professional support from woreda education office	0	0	1	20	3	60	1	20	0	0	5	100	4.00	1.225
8	Lack of adequate training for stake holders	0	0	0	0	3	60	2	40	0	0	5	100	4.00	1.00
9	Low stake holders involvement in the program implementation	0	0	0	0	3	60	1	20	1	20	5	100	4.00	1.00

Framework: ≤ 1.49 - very low, $1.50-2.49$ –low, $2.50-3.49$ – moderate, $3.50-4.49$ – high, ≥ 4.50 – very high.

In table 33 about 9 problems that were considered to affect the implementation of SIP were presented and respondents were asked to rate the extent to which these factors affect the

implementation of the program in their schools. Accordingly, the responses provided by respondents were calculated by using mean scores as statistical tools.

In this regard problems such as: lack of awareness about the school improvement program among the school community ($\bar{x} = 3.60$), Shortage of material and financial resources ($\bar{x} = 4.00$), absence of collaboration among stake holders ($\bar{x} = 3.80$), Lack of adequate training for stake holders ($\bar{x} = 4.00$) was found to be high factors that affected the implementation of the program. Moreover, self-evaluation at the end of each academic year ($\bar{x} = 4.00$), high turnover of principals, teachers resistance to the program ($\bar{x} = 4.00$), The limitation of professional support from woreda education offices ($\bar{x} = 4.00$), low stake holders involvement in the program implementation ($\bar{x} = 4.11$) was identified to be high factors. These were major challenges that were identified by supervisor respondents. From this one can say that the above listed factors may affect the implementation of SIP in the secondary schools of West Arsi Zone

4.14. Analysis of Qualitative Data Obtained from Teachers, Principals and supervisors on challenges faced in the implementation process of SIP Domains

Some of the school A Teachers said the following on SIP Domains:

In our school the implementation SIP is more or less on a good condition and many of our school teachers implement it. But when I say in good condition I do not mean that there is no limitation on implementing it. Because, there is degree of variation between our school teachers on dedicating to implement the program

In our school there were Problems in the implementation of teaching and learning domain, low collaboration among the principals, teachers and students, lack of conducive environment, lack of commitment from the school leaders and lack of facilities like computers, laboratories and internet.

Again some teachers of the same school said that lack of skills of principals in planning, organizing and monitoring, principals' lack of having sense of ownership and commitment were the challenges faced in SIP implementation.

Again principal of school A also said the following about SIP Domains:

In our school there is low participation of stake holders in School improvement program .Community involvement in supporting school and commitment of school principal, teachers and parents follow up of their children were low. And teachers resistance to the program was an other challenges in our school. Again supervisor of School A said that In our school principal don't actively engaged in planning, coordinating the stake holders and school improvement committee for the preparation of school improvement program .Parents do not actively involve in preparation of school improvement program.

Again Teachers of school B said the following about the involvement of stake holders on SIP

*In our school principal don't actively engaged in planning, coordinating the stake holders and school improvement committee for the preparation of school improvement program .Parents do not actively involve in preparation of school improvement program.
Principal in our school lacks experience in coordinating ,planning ,implementing ,monitoring and evaluating the SIP program.*

Again principal of school B said the following:

In our school improvement committee has not contributed a lot in coordinating ,monitoring and evaluation of the implementation of school improvement program. Additionally ,principal said that in our school support of woreda and Zonal education Office was directly or indirectly low., financial constraint educational materials was in adequate to implement the SIP was low

Again supervisor of school B said the following:

*In our cluster schools majority principals don't have awareness about SIP and experiences on leadership. Similarly inability of principals to mobilize the community in fund raising activities was low, school improvement committee has not contributed a lot in coordinating ,monitoring and evaluation of the implementation of school improvement program.
, financial constraint educational materials was in adequate to implement the sip domains.
Again in our schools leaders were not committed to coordinate stake holders and school community to involve in all activities of school improvement program.*

Again Teachers of school C said the following about SIP implementation problems :

*In our school there is shortage of finance ,lack of internet , in adequate educational materials. Similarly woreda and zonal education office do support our school professionally and financially .in our school training on SIP implementation is not given for all school students .
Again teachers school C said that in our school is lack of professionalism (low number of principals graduated with management and leadership area), and lack of commitment of the*

principals in mobilizing the nearby community in school affairs were the major challenges encountered in the implementation of leadership and management domain of SIP.

The interviewed principal of school C said the following about SIP implementation:

In our school there is low participation of parents in following their children, shortage of finance ,lack of internet , in adequate educational materials. Similarly woreda and zonal education office don't support our school professionally and financially .in our school training on SIP implementation is not given for all school students .

Student of school again said that there is no students involvement in SIP planning and implementation. In our school the involvement stake holders in planning ,leadership, monitoring and evaluation of SIP implementation is low

Again one of school C Supervisor said the following about the SIP program.

Again supervisor in clusters schools said that the involvement of stake holders preparation and readiness for SIP implementation is not satisfactory. Similarly the responded that lack of finance and shortage of educational materials in our cluster is common

lack of principals commitment in mobilizing the nearby community in school affairs were the major challenges encountered in the implementation of leadership and management domain of SIP and absence of awareness is another problem.

The other school D Teachers said the following about the leadership role:

In our school even though leader and management give responses to the identified school improvement problems .but it is not as such satisfactory. In our school class room supervision is not conducted continuously and school leaders don't communicate with school community on the program toward school improvement program as their regular task for students high performance. Also absence of suitable and attractive environment, teachers resistance to carry out their role in creating conducive environment and absence of enough classrooms were the major problems, shortage of financial constraint and internet ,computer and lack of educational materials were the challenges encountered our school.

The other school D principal said the following about SIP and its challenges:

In our school the involvement stake holders in planning ,leadership, monitoring and evaluation of SIP implementation is low . even though leader and management give responses to the identified school improvement problems .but it is not as such satisfactory. In our school class room supervision is not conducted continuously and school leaders don't communicate with school community on the program toward school improvement program as their regular task for students high performance. Again school D supervisor said that new assigned principals of our

Custer school didn't have such experience in planning ,leadership, monitoring and evaluation of SIP implementation.

One of the school E Teachers said the following SIP implementation

In our school even though leader and management give responses to the identified school improvement problems .but it is not as such satisfactory teachers responded that lack of principals appointed based on standard criteria, low attention given from the principals on teaching and learning process, lack of professionalism (low number of principals graduated with management and leadership area),.

The other school E principal said the following about the leadership role:

In our school even though leader and management give responses to the identified school improvement problems .but it is not as such satisfactory. In our school class room supervision is not conducted continuously and school leaders don't communicate with school community on the program toward school improvement program as their regular task for students high performance. Again school E supervisor said lack of community involvement inplanning ,and monitoring the program , lack of community involvement in fund raising activities, absence of collaboration between the surrounding community and the school, absence of parents and teachers interaction on the academic issue of the students and lack of awareness of the community about the importance of community participation in improving students ' performance were the major obstacles in the effective implementation of SIP.

According to , the responses obtained, from most of the respondents the challenges that hindered SIP implementation were; low participation of stake holders, low involvement of students in SIP planning ,lack of parents following up their children, lack of stake holders involvement in preparation of SIP ,low contribution of stake holders in conducting self-evaluation and low awareness of some principals, lack of facilities like internet, computers ,shortage of educational materials, shortages of financial constraints, lack of principals skill to coordinate, plan ,implement, monitor and evaluate, teachers resistance to the program, lack of school community in planning ,monitoring the program, absences of woreda education office professional and financial support, According to the responses of some stake holders low responsibility of woreda and Zonal Education Office to support and monitoring SIP implementation were the challenges hindered SIP implementation.

From the above response obtained from interviewed respondents, it is possible say that low of participation, lack of involvement in planning ,monitoring , evaluating lack of Zonal and Woreda education Office support and monitoring, evaluating SIP may result in low students academic achievement .

According to the response obtained from majority respondents stakeholders'lack of financial constraints ,lack of adequate educational materials, , absence of access internet were some of the problems raised by majority respondents. This challenges may affect teaching-learning process and lastly result in low students performance .

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Findings

This research was conducted in government general secondary schools of West Arsi Zone of Oromia regional state. The main objectives of this study were to investigate the status of the implementation of school improvement program and to investigate the challenge facing the implementation of school

. To attain these objectives five general secondary schools of this zone were selected for study by cluster sampling techniques. The reason behind selecting cluster sampling was that the geographic distribution of the individuals in the zone is widely scattered. This study was aimed to address the following research questions:

1. What is the level of awareness of key stakeholders (teachers, principals, supervisors, student councils) about SIP in the schools?
2. To what extent have stakeholders been involved in the planning, leadership, & monitoring and evaluation of SIP implementation?
3. To what extent has SIP been implemented in the schools? (Preparations made; its leadership; activities related to the four domains of SIP; & monitoring and evaluation)
4. What are the factors that affect the implementation of SIP in the schools?

From the total of twenty six general secondary schools in the selected zone, five general secondary schools were selected by cluster sampling technique. The reason behind selecting cluster sampling is the geographic distribution of the individuals is widely scattered.

Accordingly, 160 copies of questionnaires were distributed to 5 secondary school teachers 5 principals, 5 supervisors, interview was carried out with 5 students representatives and 5 PTA(parent teacher associations of the West Arsi Zone Secondary schools. Furthermore, document related to SIP such as strategic plan, SIP committee minuets, school portfolios and other documents were consulted to enrich the data obtained through questionnaires and interview.

The data obtained were analyzed using percentage and mean value as a statistical tool.

As data indicates the total of 143 teacher respondents, 30 (21%) were from Hursa, 31 (21.7%) were from Kiltu Rea, 24 (16.8%) were from Negele Arsi, 28 (19.6%) were from Entaye and 30 (21%) were from Chebi Secondary Schools in West Arsi Zone. With regard to the number of principal respondents from each selected schools, one principal (20%), one supervisor (20%) and respondents; total of 10 respondents were selected to fill the questionnaire. From this one can say that nearly equal proportions of respondents were taken from the selected five schools.

Concerning age of the teacher respondents from the total 143 participants, 37 (25.9%) of them were in the age range of 20-30 years old and more than half 83 (58%) were in the age category of 31-40 years. The remaining, 18 (12.6%) and 5 (3.5%) of the teacher respondents were in the age intervals of 41-50 years and 51 years and above, respectively.

Regarding age of the principal and supervisor respondents in the study, 1 (20%) of the principal respondents were in the age range of 20-30 years old, 1 (20%) of them were in the age interval of 31-40 years and the remaining majority 3 (60%) of the principal respondents were in the age category of 41-50 years; 2 (40%) and 3 (60%) of the supervisor respondents were in the age categories of 31-40 years and 41-50 years, respectively. From this one can conclude that most of the teacher, principal and supervisor respondents 115 (75%) of the study were above 30 years old and might have maturity to understand about the issue under study.

Regarding educational level (qualification) of the teacher, principal and supervisor respondents. Accordingly, from the total of 143 teacher respondents, more than half, 77 (53.8%) of them were BA/BSC degree holders; whereas 66 (46.2%) were MA/MSc degree holders. Concerning educational level of the principal and supervisor respondents, all the 5 (100%) principal respondents were MA/MSc degree holders; while 2 (40%) and 3 (60%) of the supervisor respondents were BA/BSC and MA/MSc degree holders, respectively. This shows that teacher, principal and supervisor respondents in the study areas had better qualification to understand, implement and evaluate SIP in their school.

Concerning work experience of teacher, principal and supervisor respondents. Accordingly, from the total of 143 teacher respondents, 6 (4.2%) of them had work experience of 1-4 years, 28

(19.6%) had work experience of 5-8 years, the majority 40 (28%) had work experience of 9-12 years, 34 (23.8%) had 13-16 years of work experience and 35 (24.5%) of them had work experience of above 16 years. Of the total 5 principal respondents, 1 (20%) of them had work experience of 9-12 years, the other 1 (20%) had work experience of 13-16 years and the remaining 3 (60%) of the principal respondents had work experience of above 16 years. Regarding work experience of the supervisor respondents, all the 5 (100%) of supervisor respondents had work experience of above 16 years. From this one can say that large number of the teacher, principal and supervisor respondents, 119 (80.7%) had work experiences of above 8 years and hence, they were senior respondents having sufficient experiences to understand, implement and evaluate SIP in the respective schools.

The major findings obtained from the study were presented subsequently in the following paragraphs.

- In most of the schools, the result of the study showed that the implementation of SIP planning in listed items were rated low with aggregated mean value of 2.49 and 2.48 for respondents of teachers ,principal and supervisors respectively. However, regarding to capacity building training given in light to SIP planning was relatively moderate with mean value of 2.77 and 2.84.The survey conducted come up with result that showed low level of performance in practices of planning that reveals all sample schools prepared a three or a five years strategic plan without making self-evaluation and identifying problem areas.
- Similarly as to SIP committee took to lead and coordinate to develop the strategic plan, the study revealed that all the respondent groups had at low level of agreement; from document review and interview responses the findings of the study showed that there was established SIP team /committee in all sample schools. However the performance of SIP team/committee was low in developing school improvement plan cooperatively. Only school directors were considered as responsible bodies.
- Thus the study revealed that there was weak coordination of SIC in developing school plan. This showed that the school improvement committee that was founded in school to

run school improvement program almost in more than half schools not performed their duties properly.

- Moreover, the study showed that there was weak involvement of stake holders (teachers, students and parents) in the planning and implementation of SIP plan. The responsibility of planning was remaining in the hands of school principals.
- The study also showed that the budget allocated for SIP implementation is low. This takes the implementation of the issue become low.
- The central focus of SIP is enhancing students' achievement so as to bring quality of education. But in its three domains (teaching-learning, safety and conducive learning environment, and leading and managing) the study revealed that they are moderate. This is due to the problem of supplying the school facility, (for instance, library and laboratory). One of the domains (community participation) is low. Over all, concerning the domains of the SIP, it is impossible to say they are implemented as expected.
- Regarding monitoring and evaluation, the results of the study shows that, the mechanism through which they were practiced to support SIP implementation was low.
- The most common selected factors affecting the implementation of SIP responded by entire respondent groups from the total percentage and mean value and the result of findings revealed the shortage of budget for implementation of SIP, insufficient school facilities (lack of laboratory, internet), inability of school committee to play their role and Lack of follow-up and supervision on SIP implementation found to be the first four top series problems to the effectiveness of SIP implementation as they have the high mean value above 3.5, respectively.
- Following the low stakeholders' involvements in SIP implementation, inadequate planning of SIP, lack of training, committed teacher to implement SIP and incompetence of school leadership to lead SIP are respectively raised problems.
- Findings related to the training of stake holders about implementation of SIP .Even though more than half of the teachers have a fairly good level of awareness, less than half the number of the total population of teachers have a low level of awareness. As for students the majority of them don't have adequate awareness on SIP. The majority of the members of the student council lack adequate awareness of the program .Regarding

members of the PTA, most of them do not have awareness. The involvement of teachers is in the program is not satisfactory.

School leaders in the study schools were not as such frequently evaluated and discussed with teachers on the program planning and implementation outcomes. The involvement of parents in preparation of school improvement program was low. At the same time stake holders involvement in self-evaluation was not satisfactory and school improvement program was not well communicated to school community (teachers students and parents). The school leaders do not frequently evaluate and discuss with teachers on the program. The school improvement committee has not contributed in coordinating, monitoring and evaluating the implementation of school improvement program. There is also low work team among stakeholders to implement the SIP. Parents involvement in preparation of SIP is unsatisfactory. Principals engagement in improving learning conditions and learning outcomes is unsatisfactory. The contribution of parents in fund raising is low. Contribution of parents' teachers association for success of the school improvement program

5.2 Conclusions

Based on the above findings of the study ,the following conclusions were drawn :

There is no doubt that successful school improvement is related to systematically planning, monitoring and evaluation process which enable to increase student's achievement. Hence,the key stake holders (teachers, students and parents) should also be encouraged to have active participation in SIP planning and implementation by continuously aware them . The extent of providing monitoring and evaluation by concerned bodies and the extent of school leadership capacity determine the extent of stake holders' participation in planning and implementing SIP. Therefore, based on the findings of the study the following conclusions were drawn:- The study revealed that the planning of SIP for implementation in most schools doesn't involve conducting self-evaluation, and identifying and prioritizing the problems. Moreover, there was weak involvement of stake holders (teachers, principals ,students, supervisors and parents) in the planning of SIP, the responsibility of planning remained in the hands of school leaders due to lack of commitment of leaders to invite stake holders in planning. This implies that low involvement of key stake holders in planning and implementing SIP was the most challenge affecting the success of SIP in the secondary schools found in the zone.

Majority of schools implement SIP at moderate level performance with respect to four domains making safety and conducive learning environment domain, teaching learning process, leadership and management domain whereas the community involvement showed weak level of performance. In most schools the extent of monitoring and evaluation process carried out was weak; there is no continuous follow up/supervision/to evaluates the performance of schools and providing professional /technical /support /by educational officials that are found at different level in the implementation of SIP.In most schools there was shortage of budget for implementation of SIP, insufficient school facilities (,computers and internets), inability of SIC to play their role and lack of follow up and supervision by concerned bodies, respectively were identified as the most major factors which affect the implementation of SIP.

On the other hand, low involvement of stake holders in SIP implementation, inadequate planning of SIP process, lack of training, lack of teachers commitment to implement SIP, lack of incentives and incompetence of school leader ship to lead SIP implementation were reported to be the hindrance to SIP implementation at present.

5.3 Recommendations

Based on the above conclusion of the study ,the following recommendations were drawn

The central focus of SIP was improving students achievements. In order to improve academic achievements of students, therefore, the schools should implement school improvement program properly by making awareness creation for stake holders on collaborative planning to develop the accountability and responsibility in all stakeholders, to implement and improve the four domains of SIP, perform continuous monitoring and evaluation on the implementation of SIP and identifying challenges that affect the implementation of SIP. Therefore, based on the findings and conclusions drawn the following recommendations are forwarded to be used by the practitioners.

1.The finding of the study indicates that conducting self-evaluation and prioritizing problems to develop strategic plan of SIP was weak. Therefore the school principals have to give attention to planning, and should initiate commitments in developing strategic plan that entirely involves conducting self-evaluation by participating key stake holder (teachers, students and parents) and deploy by building consensus among stake holders for effective program implementation.

2.The study indicates that the SIP plan was developed by individual school leaders or a few individuals involved in planning process. The involvement of stake holders (teachers, students and parents) in the planning of SIP was low. To improve the problems related to planning even implementation, all stake holders should be involved in planning process. To do so school leaders are expected to mobilize the stake holders to actively participate in planning process.

3. The findings showed that involvement of stake holders in SIP implementation were not at the required level. School should make an effort to involve stake holders (teachers, students and parents) for the success of SIP implementation.

4. In order to improve students' achievements in teaching learning process, Practicing and developing the extent of SIP implementation was crucial. As the study reveals, the community involvement in improving teaching learning was the most critical issue which was not achieved yet .So WEO and schools should make great effort to strengthen their relationship with local authorities and communities by creating forum so that they could get necessary support from

them. In addition, creating mechanisms that enable school principals, teachers, parents, students and educational officials at every level of education sectors to work together, trust each other on SIP implementation is vital.

5.As indicated in the study, school improvement team committee did not discharge their responsibility to desirable stage. Therefore, school should make the committee functional for its better contribution to the success of the plan. In addition, empowering the capacity of school principals and SIP team committee in each school to work successfully and closed stake holders so as to make the implementation visible requires attention .

6.The findings showed that the allocation of budget for implementation of SIP was low. Therefore the government should allocate additional budget to the school grant for successful SIP implementation and moreover, in order to solve their problems of finance and material resource, the schools should design income-generating mechanisms by taking in to account the available school facilities and technical experts to make involvement of all the school stakeholders. On top of this, Woreda educational office and schools should allocate budget to motivate school principals, teachers and other stake holders who perform well.

7.The findings showed that there were insufficient school facilities to carry out SIP implementation. Therefore Woreda Educational Office (WEO) and schools should full fill school facilities for success of SIP.

8.Monitoring and evaluation on the SIP were not under taken properly. Therefore, Zonal Educational Office (ZEO), Woreda Educational Office (WEO) and schools should give attention for monitoring and evaluation scheme for the success of SIP.

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APPENDICES

ADDISABABA UNIVERSITY

COLLEGE OF EDUCATION & BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Appendix 1

Teachers' Questionnaire

Dear respondent,

This questionnaire is intended for collecting data on the implementation of School Improvement Program in secondary schools..

Note:

- No need of writing your name.
- Make a tick mark (✓) on the space provided to show your responses.
- If you change your response, please cancel the former one. Thank you in advance for your cooperation

1. Background Information

1.1. Name of school _____

1.2. Sex Male Female

1.3. Age: 20-30 31-40 41-50 51and above

1.3. Qualification: BA/BSC MA any other

1.4. Work Experience in year: 1-4 5- 8 9- 12 13-16 above 16

1.5. Area of specialization

Natural Science Maths Chemistry Biology Physics

Social Science/Language Geography History Economics Other

Amharic Civics Oromigina ICT HP English

SECTION I

Awareness of Stakeholders on School Improvement Program

1.1 Did you receive any training on SIP?

Yes

No

1.2 If yes, did you get adequate awareness on SIP from the training.

Yes

No

The following are statements about the awareness of stakeholders on school improvement program. Please show the degree of your agreement or disagreement by putting <✓> in the space provided under the rating scales that closely represent your opinion.

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

NO	Item	Rating				
		5	4	3	2	1
3	Adequate training on school improvement program was given to teachers.					
4	Students have adequate understanding of their responsibilities in School Improvement Program					
5	Teachers have adequate awareness of the objectives of the program and its implementation processes					
6	Students have adequate understanding of their responsibilities in School Improvement Program.					
7	The school has assured the staff readiness before the commencement of the program					

The Involvement of Stakeholders in Planning for School Improvement The following statement are about involvement of stakeholders program in planning the School Improvement Program.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree

No	Items	5	4	3	2	1
1	Teachers were actively involved in preparation of the School Improvement Program					
2	Members of the student council actively were involved in preparation of the School Improvement Program.					
3	Parents were actively involved in preparation of school improvement program.					
4	Stakeholders participated in the self-evaluation program on the school.					
5	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year					
6	The school improvement program was well communicated to school community (teachers, students, parents)					

Involvement of Stakeholders in Implementing School Improvement Program The following statements are about involvement of stakeholders program in implementing the School Improvement Program. Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree

NO	Item	Rating				
		5	4	3	2	1
1	The school leaders frequently evaluated and discussed with teachers on the program implementation out comes.					
2	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program					
3	There is strong work team among stakeholders to implement the school improvement program					
4	Principals are actively engaged in improving learning conditions and learning outcomes					
5	Teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils.					

SECTION IV

The Four Domains

1 .Teaching and Learning Domain

Very high= 5 High= 4 Medium= 3 Low= 2 Very Low= 1

NO	Item	Rating				
		5	4	3	2	1
.1	The degree to which teachers take collective responsibility for students learning					
.2	The extent to which teachers identified students 'achievement and give special support for slow learners .					
.3	The extent to which evaluated curriculum materials (textbooks, teacher's, guides)					
4	The extent to the school teachers implemented continuous assessment and give constructive feed back to students 'performance					
5	Classrooms are suitable places and have conducive conditions for teaching and learning..					
6	The degree to which action research was conducted by the school community to solve school level problems					
7	The degree to which continuous professional Development program is implemented in the school. evaluated curriculum materials (text books, teacher's guides).					
8	The level of teachers 'participation in continuous professional development program., cafeteria are adequately available for teachers.					
9	The extent to the school teachers use laboratories in teaching lesson that needs it.					
.10	Necessary facilities (water, supply ,latrine cafeteria are adequately available for teachers					

Learning Environment Domain

N O	Item	Rating				
		5	4	3	2	1
1	The extent to which teachers and students have participated in decision making.					
2	The leadership and management provided adequate training to teachers including recently hired teachers on the school improvement program					
3.	The school leadership and management have shown a strong commitment and accountability for student's results.					
4	The school principals played effective leadership role in school improvement program implementation.					
5	Resources of the school are used in manner that they assist students to achieve higher results.					
6	The school leadership and management give valuable responses to the identified school improvement implementation problems immediately					
7	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers					

4.3. Leadership and Management Domain

Strongly agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	5	4	3	2	1
1	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers					
2	The school leadership and management give valuable responses to the identified school improvement problems immediately.					
3	Communicating with the school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance.					
.4	The extent to which teachers and students have participated in decision making and progress resource management is high					

4 Community involvement domain

Very High=5 High=4 Medium= 3 Low= 2 Very Low= 1 Strongly agree= 5 Agree= 4

N	Items	5	4	3	2	1
1	The extent to which parents discuss with the school leaders on teaching and learning.					
2	The extent to which parents contributed in fund raising activities to the school.					
3	The extent to which parents with teachers discuss on students' achievement and discipline.					
4	The degree to which parents follow up their children and involved in their learning to improve their achievement					
5	The extent to which parents' teachers associations have contributed for the success of the school improvement program.					

5. Factors that challenged the implementation of School improvement program

Strong agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

N O	Item	Rating				
		5	4	3	2	1
1	Lack of awareness about the school improvement program among the school community					
2	Shortage of material and financial resources					
3	Absence of collaboration among stakeholders					
4	Absence of self-evaluation at the end of each academic year					
6	High turnover of principals					
7	Teachers resistance to the program					
8	The limitation of professional support from woreda education office					
9	Lack of adequate training for stakeholders					

In your personal View to what extent the school improvement program was implemented (with respect to the four domains) in the school. Show your responses by putting (✓) in the space provided under the rating scales that represent your opinion.

NO	Item	Scales				
		Very Low	Low	Medium	high	Very High
1	Teaching and learning					
2	Learning environment					
3	Leadership and management					
4	Community involvement					

In your personal view what should you suggest to improve the implementation of the school improvement program so as to improve students' learning and other conditions related to it. List your suggestions with respect to the school improvement planning and the four domains expected of stakeholders

1. Teaching and learning

2. Learning Environment

3. Leadership and Management

4. Community Involvement Domain

5. Challenges faced the implementation of school improvement program

5.1 Please write the major challenges faced during the implementation of School Improvement Program?

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Appendix 2

Principals' Questionnaire

Dear respondent,

This questionnaire is intended for collecting data on the implementation of School Improvement Program in secondary school of WestArsi Zone.

No need of writing your name.

Make a tick mark (✓) on the space provided to show your responses.

If you change your response, please cancel the former one. Thank you in advance for your cooperation

1. Background Information

1.1. Name of school_____

1.2. Sex Male Female

1.3. Age: 20-30 31-40 41-50 51and above

1.3. Qualification: BA/BSC MA any other

1.4. Work Experience in year: 1-4 5- 8 9- 12 13-16 above
16

1.5. Area of specialization

Natural Science Maths Chemistry Biology Physics

Social Science/Language Geography History Economics Other

Amharic Civics Oromigina ICT HP English

SECTION I

Awareness of Stakeholders on School Improvement Program

1.1 Did you receive any training on SIP?

Yes

No

1.2 If yes, did you get adequate awareness on SIP from the training.

Yes

No

The following are statements about the awareness of stakeholders on school improvement program. Please show the degree of your agreement or disagreement by putting <✓> in the space provided under the rating scales that closely represent your opinion.

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

NO	Item	Rating				
		5	4	3	2	1
3	Adequate training on school improvement program was given to teachers.					
4	Students have adequate understanding of their responsibilities in School Improvement Program					
5	Teachers have adequate awareness of the objectives of the program and its implementation processes					
6	Students have adequate understanding of their responsibilities in School Improvement Program.					
7	The school has assured the staff readiness before the commencement of the program					

Section II

The Involvement of Stakeholders in Planning for School Improvement The following statement are about involvement of stakeholders program in planning the School Improvement Program.

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

No	Items	5	4	3	2	1
1	Teachers were actively involved in preparation of the School Improvement Program					
2	Members of the student council actively were involved in preparation of the School Improvement Program.					
3	Parents were actively involved in preparation of school improvement program.					
4	Stakeholders participated in the self-evaluation programme on the school.					
5	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year					
6	The school improvement program was well communicated to school community (teachers, students, parents)					

Involvement of Stakeholders in Implementing School Improvement Program The following statements are about involvement of stakeholders program in implementing the School Improvement Program. Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree

NO	Item	Rating				
		5	4	3	2	1
1	The school leaders frequently evaluated and discussed with teachers on the program implementation out comes.					
2	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program					
3	There is strong work team among stakeholders to implement the school improvement program					
4	Principals are actively engaged in improving learning conditions and learning outcomes					
5	Teachers regularly discuss with each other on the nature, selection and use of instructional strategies to provide quality teaching to pupils.					

SECTION IV

The Four Domains

1 Teaching and Learning Domain

Very high= 5 High= 4 Medium= 3 Low= 2 Very Low= 1

NO	Item	Rating				
		5	4	3	2	1
.1	The degree to which teachers take collective responsibility for students learning					
2	The extent to which teachers identified students 'achievement and give special support for slow learners .					
3	The extent to which evaluated curriculum materials (textbooks, teacher's, guides)					
4	The extent to the school teachers implemented continuous assessment and give constructive feed back to students 'performance					
5	Classrooms are suitable places and have conducive conditions for teaching and learning..					
6	The degree to which action research was conducted by the school community to solve school level problems					
7	The degree to which continuous professional Development program is implemented in the school. evaluated curriculum materials (text books, teacher's guides).					
.8	The level of teachers 'participation in continuous professional development program., cafeteria are adequately available for teachers.					
9	The extent to the school teachers use laboratories in teaching lesson that needs it.					
10	Necessary facilities (water, supply ,latrine cafeteria are adequately available for teachers					

2. Learning Environment Domain

N O	Item	Rating				
		5	4	3	2	1
.1	The extent to which teachers and students have participated in decision making.					
2	The leadership and management provided adequate training to teachers including recently hired teachers on the school improvement program					
3.	The school leadership and management have shown a strong commitment and accountability for student's results.					
4	The school principals played effective leadership role in school improvement program implementation.					
5	Resources of the school are used in manner that they assist students to achieve higher results.					
6	The school leadership and management give valuable responses to the identified school improvement implementation problems immediately					
7	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers					

3. Leadership and Management Domain

Strongly agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

N	Items	5	4	3	2	1
1	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers					
2	The school leadership and management give valuable responses to the identified school improvement problems immediately.					
3	Communicating with the school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance.					
4	The extent to which teachers and students have participated in decision making and progress resource management is high					

4. Community involvement domain

Very High=5 High=4 Medium= 3 Low= 2 Very Low= 1 Strongly agree= 5 Agree= 4

No	Items	5	4	3	2	1
.1	The extent to which parents discuss with the school leaders on teaching and learning.					
2	The extent to which parents contributed in fund raising activities to the school.					
3	The extent to which parents with teachers discuss on students' achievement and discipline					
4	The degree to which parents follow up their children and involved in their learning to improve their achievement					
5	The extent to which parents' teachers associations have contributed for the success of the school improvement program.					

5. Factors that challenged the implementation of School improvement program

Strong agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

NO	Item	Rating				
		5	4	3	2	1
5.1	Lack of awareness about the school improvement program among the school community					
5.2	Shortage of material and financial resources					
5.3	Absence of collaboration among stakeholders					
5.4	Absence of self-evaluation at the end of each academic year					
5.6	High turnover of principals					
5.7	Teachers resistance to the program					
5.8	The limitation of professional support from woreda education office					
5.9	Lack of adequate training for stakeholders					

In your personal View to what extent the school improvement program was implemented (with respect to the four domains) in the school. Show your responses by putting (✓) in the space provided under the rating scales that represent your opinion.

NO	Item	Scales				
		Very Low	Low	Medium	high	Very High
1	Teaching and learning					
2	Learning environment					
3	Leadership and management					
4	Community involvement					

In your personal view what should you suggest to improve the implementation of the school improvement program so as to improve students‘ learning and other conditions related to it. List your suggestions with respect to the school improvement planning and the four domains expected of stakeholders

1. Teaching and learning

2. Learning Environment

3. Leadership and Management

4. Community Involvement Domain

5. Challenges faced the implementation of school improvement program

5.1 Please write the major challenges faced during the implementation of School Improvement Program?

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Appendix 3

Supervisors, Questionnaire

Dear Respondent,

This interview is intended for collecting data on the implementation of School Improvement Program in secondary schools of West Arsi Zone .

Note:

- No need of writing your name.

- Make a tick mark (✓) on the space provided to show your responses.

Thank you in advance for your cooperation

Part I

1. Background Information

1.1. Name of school _____

1.2. Sex male Female

1.3. Age: 20-30 31-40 41-50 51and above

1.3. Qualification: BA/BSC MA any other

1.4. Work Experience in year: 1-4 5- 8 9- 12 13-16 17-20
above 20 years

1.5. Area of specialization: Natural Science Maths Chemistry Biology Physics

Social Science Geography History Economics English Amharic

Civics Oromigina ICT HP English

Section I

Awareness of Stakeholders on School Improvement Program

1.1 Did you receive any training on SIP?

Yes No

1.2 If yes, did you get adequate awareness on SIP from the training.

Yes No

1.3 Did you give training on SIP to all the stakeholders (i.e. teachers, members of student's council and PTA)?

Yes No

1.4. Which stakeholders failed to participate in the training?

The awareness of stakeholders on school improvement program. Please show the degree of your agreement or disagreement by putting <✓> in the space provided under the rating scales that closely represent your view

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

No	Items	5	4	3	2	1
1.5	Teachers have adequate awareness of the objectives of the program and its implementation processes.					
1.6	Students have adequate understanding of their responsibilities in School Improvement Program.					
1.7	The school has assured the staff readiness before the commencement of the program					

Section II

The Involvement of Stakeholders in Planning for School Improvement The following statement are about involvement of stakeholders program in planning the School Improvement Program.

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

No	Items	5	4	3	2	1
1	Teachers were actively involved in preparation of the School Improvement Program					
2	Members of the student council actively were involved in preparation of the School Improvement Program.					
.3	Parents were actively involved in preparation of school improvement program.					
4	Stakeholders participated in the self-evaluation programme on the school.					
5	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year					
6	The school improvement program was well communicated to school community (teachers, students, parents)					

Section III

Involvement of Stakeholders in Implementing School Improvement Program

The following statements are about involvement of stakeholders program in implementing the School Improvement Program. Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

No	Items	5	4	3	2	1
1	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.					
2	Teachers were actively engaged in teaching and learning process in light of the objective of school improvement program					
3	Parents, together with local community were actively involved in creating conducive school environment					
.4	There is a strong team work among stakeholders to implement the school improvement program					
5	The school supervisor contributed a lot in facilitating the implementation of school improvement program.					

Section IV**The Four Domains****Teaching and Learning Domain**

No	Items	5	4	3	2	1
1	The degree to which action research was conducted by the school community (teachers, principals) to solve school level problems .					
2	The degree to which Continuous Professional Development program is implemented in the school					
3	The level of teachers' participation in Continuous Professional Development program					
5	The degree to which Continuous Professional Development program is implemented in the school					
6	The degree to which action research was conducted by the school community (teachers, principals) to solve school level problems.					
7	The extent to which teachers identified students' achievement and give special support (Tutorial) for slow learners.					
8	The extent to which teachers evaluated curriculum materials (text books, teacher's guides).					
9	Necessary facilities (water supply, latrine, cafeteria are adequately available for teachers.					
10	Classrooms are suitable places and have conducive conditions for teaching and learning.					

Learning Environment Domain

Strongly agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

NO	Item	Rating				
		5	4	3	2	1
1	The extent to which teachers and students have participated in decision making.					
.2	The leadership and management provided adequate training to teachers including recently hired teachers on the school improvement program					
.3.	The school leadership and management have shown a strong commitment and accountability for student's results.					
.4	The school principals played effective leadership role in school improvement program implementation.					
5	Resources of the school are used in manner that they assist students to achieve higher results.					
6	The school leadership and management give valuable responses to the identified school improvement implementation problems immediately					
7	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers					

Leadership and Management Domain

Strongly agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

No	Items	5	4	3	2	1
.1	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers					
2	The school leadership and management give valuable responses to the identified school improvement problems immediately.					
.3	Communicating with the school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance.					
.4	The extent to which teachers and students have participated in decision making and progress resource management is high					

Community involvement domain

Very High=5 High=4 Medium= 3 Low= 2 Very Low= 1 Strongly agree= 5 Agree= 4

No	Items	5	4	3	2	1
.1	The extent to which parents discuss with the school leaders on teaching and learning.					
2	The extent to which parents contributed in fund raising activities to the school.					
.3	The extent to which parents with teachers discuss on students' achievement and discipline.					
4	The degree to which parents follow up their children and involved in their learning to improve their achievement					
5	The extent to which parents' teachers associations have contributed for the success of the school improvement program.					

5. Factors that challenged the implementation of School improvement program

Strong agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly Disagree= 1

NO	Item	Rating				
		5	4	3	2	1
1	Lack of awareness about the school improvement program among the school community					
2	Shortage of material and financial resources					
3	Absence of collaboration among stakeholders					
4	Absence of self-evaluation at the end of each academic year					
6	High turnover of principals					
7	Teachers resistance to the program					
8	The limitation of professional support from woreda education office					
9	Lack of adequate training for stakeholders					

In your personal View to what extent the school improvement program was implemented (with respect to the four domains) in the school. Show your responses by putting (✓) in the space provided under the rating scales that represent your opinion.

NO	Item	Scales				
		Very Low	Low	Medium	high	Very High
1	Teaching and learning					
2	Learning environment					
3	Leadership and management					
4	Community involvement					

In your personal view what should you suggest to improve the implementation of the school improvement program so as to improve students' learning and other conditions related to it. List your suggestions with respect to the school improvement planning and the four domains expected of stakeholders

1. Teaching and learning

2. Learning environment

3. Leadership and Management

4. Community Involvement

5.1 Please write the major problems faced during the implementation of School Improvement Program?

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Appendix 4

The purpose of this interview is to obtain information about the current status of the implementation of school improvement program, factors that are affecting the implementation of School improvement program in your school. Therefore, I kindly request you listen to each item thoroughly and provide the correct response.

Interview questions for students' Council

1. Did you receive any training on School Improvement Program in your school ?
2. Did you involve in preparation ,planning of SIP implementation?
3. Have all stake holders been involved in preparation ,planning, monitoring and evaluation of SIP Implementation?
4. What do you suggest the challenge facing the implementation of School improvement program in your school ?

Jaalatamtoota deebistootaa, Kaayyoon gaaffii Qomaa kanaa Manneen barnnoota sadarkaa 2ffaa Godina Arsii Lixaa

Keessatti raawwii fi rakkoowwan sagantaa fooyya'insa manneen barnnootaa ilaalchisee ragaa funaa nuu dhaaf . Ragaan barbaadamu milkaa'ina qorannoo taasifamuuf baayee'ee gaarii dha. Kanaafuu,haqummaa,fi dhugummaan odeeffannoo isin kennitan dhugaa heedduu qaba waanta'eef gaaffilee kanaaf deebii sirrii akka keennitan kabajaan isin gaafacha odeeffannoon isin keennitan dhimma barnnootaa qofaaf kan ooluu fi icciitiis kan qabamuu dha .

Gaaffii Qomaa Bakka Bu'aa Barattootaatiif

- 1.Sagantaa fooyya'iinsa mana barnnootaa irratti leenjiin fudhatte jiraa?
- 2.Qophii hojii irra olmaa sagantaa fooyyainsa manabarnnootaa keessatti hirmaattee beettaa?
- 3.Dhimmamtootni hunduu qophii,taasisuu, karoorsuu,hordofuu fi gamaaggama hojiitti hiikuu sagantaa fooyyainsa mana barnnootaa irratti hirmaataniiruu?
- 4.Rakkoowan hojii irra oolmaa sagantaa fooyya'iinsa mana barnnootaattif gufuu ta'an ta'an maal fa'a jettu ?

Galatoomaa

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Appendix 5

Dear Respondent,

.
The purpose of this interview is to obtain information about the implementation of School Improvement Program and the challenges facing the implementation of school improvement program in secondary schools of West Arsi Zone.

. Therefore, I kindly request you listen to each item thoroughly and provide the correct response.

Interview for PTA

1. Did you receive any training on School Improvement Program?
2. Did you involve in preparation, monitoring and evaluation of SIP implementation ?
3. Did you involve in leadership activities related to four school domains?
4. What supports were given from woreda and local community to the secondary schools for the implementation of school improvement program?
5. What are the major challenges facing the implementation of school improvement program in your school?

Thank you

Jaalatamtoota deebistootaa, Kaayyoon gaaffii Qomaa kanaa Manneen barnnoota sadarkaa 2ffaa Godina Arsii Lixaa

Keessatti raawwii fi rakkoowwan sagantaa fooyya'insa manneen barnnootaa ilaalchisee ragaa funaa nuu dhaaf . Ragaan barbaadamu milkaa'ina qorannoo taasifamuuf baayee'ee gaarii dha. Kanaafuu,haqummaa,fi dhugummaan odeeffannoo isin kennitan dhugaa heedduu qaba waanta'eef gaaffilee kanaaf deebii sirrii akka keennitan kabajaan isin gaafacha odeeffannoon isin keennitan dhimma barnnootaa qofaaf kan ooluu fi icciitiis kan qabamuu dha .

Gaaffii Qomaa Bakka Bu'aaKoree KGMB

- 1.Sagantaa fooyya'iinsa mana barnnootaa ilaachisee leenjii hubannoo argatteertaa?
2. Sagantaa fooyyainsa mana barnnootaa hojii irra oolchuuf qophii taasisuu,hordofuu fi gamaaggamuu keessatti hirmaattee?
- 3.Qophii ,hordiffii fi gamaaggama sochii hojii irraa oolmaa sagantaa fooyya'iinsa mana barnnootaa keessatti hirmaannaagooteertaa ?
- 4.Raawwii sagantaa fooyya'iinsa mana barnnootaa hojii irra oolchuuf deeggarsi waajjirri barnnoota Anaa Hawaasni naannoo kennee ture maal fa'a?
- 5.Rakkoowwan ijoon raawwii sagantaa fooyya'iinsa mana barnnootaatiif gufuu tan akka mana barnnoota keetti maal fa'a.?

Galatoomaa